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ABSTRACT

Much of the research on the relationship between job satisfaction and congruence has used measures of congruence derived from Holland's system. Most of these studies have been successful in obtaining a positive relationship between congruence and job satisfaction. This study measured congruence and satisfaction both globally and specifically across all six Holland types and job categories (realistic, investigative, artistic, social, enterprising, and conventional). Subjects (N=321) were volunteers representing various occupational interests and job categories. Each subject responded to a four part questionnaire containing a short version of Holland's Vocational Preference Inventory; an index of job satisfaction; section on perception of current job requirements, requirements of their ideal job, and satisfaction with specific demands of current job; and section on demographic information. Results indicated only very weak support for Holland's notion that congruence is measured by matching person-environment codes. However, when congruence was measured more complexly as a difference between real and ideal elements of the job, some strong relationships between congruence and job satisfaction did emerge. Nevertheless, these relationships are complex. For some jobs, congruence appears to be important, but for other jobs there was no relationship. What is required is a much more fine-grained analysis of job satisfaction, and perhaps of the person. Choosing people based on Holland's scheme may get the right person for the job in terms of aptitude, abilities and skill, but they will not necessarily be happier. (ABL)

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The Job Satisfaction-Congruence Relationship:
 Issues and Effects of Type and Level of Measurement
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Job Satisfaction as a Function of
Personality and Occupational Congruence

It is widely recognized that a person's vocational interests are associated with a great range of personal and background variables. Ideally, a vocation permits people to exercise their skills and abilities, to express their attitudes and values, to take on agreeable problems and roles, and to avoid disagreeable ones (Holland, 1966). People's views of themselves and the world are both expressed and shaped through their work (Osipow, 1965).

In this connection, J. L. Holland (1966) assigns people to modal personal styles which have major implications for vocational choice. One's Holland type is represented by the person's adjustment to six occupational environments: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. These six types represent life styles and patterns of relationships between people and their environments. Holland (1966) proposes that typical patterns of development for an occupation reflect the intensity and distinctiveness of their Holland type and will help predict the potential of the person in a particular vocation. Holland also assumes that the degree of fit between a person's Holland type and his or her occupation influences job satisfaction. People find their environment reinforcing and satisfying when the vocational pattern resembles their personality pattern (Holland, 1973). This situation leads to stability in behavior.

Holland proposed that a person's relationship to his or her occupation can be assessed by the degree of congruency or compatibility. For Holland (1973), the term congruence refers to the similarity between personality type and one's occupational choice. The highest

degree of congruence is the situation in which a personality type matches the occupational type. For example, when an Enterprising person is in an Enterprising environment. People fit an environment when it calls for activities they prefer, and reinforces their dispositions (Holland, 1973). Therefore, people are more likely to perform well at vocations in which they fit psychologically. Holland (1973) also found that the greater the discrepancy between people's personality pattern and their vocational pattern, the more dissatisfying, uncomfortable, and destructive this interaction became. One implication of Holland's work is that congruence should be more satisfying than incongruence.

Measures of congruence: Investigations of the relationship between congruence and satisfaction, have employed a variety of different measures of congruence (See Table 1). The most common method defines congruence using Holland's hexagon. Each person and each environment is classified as one of six types-R,I,A,S,E, or C. The level of congruence was then determined by the hexagonal adjacency or match of the two types. The highest level of congruence is defined as a subject whose one-letter occupational code is identical to the first letter of the SDS code.

Melamed and Meir (1981) and Wiggins, Lederer, Salkowe and Rys, (1983) defined congruence on the basis of the correspondence between the first two letters in a person's personality pattern and occupational code. For Villwock, Schnitzen and Carbonari (1976), congruence was indexed by the match between the subject's three letter summary code derived from the Self Directed Search (Holland, 1972) and the three letter classification of the subject's stated choice of major.

Marin and Bartol (1986) used a method developed recently by Iachan (1984) for determining the degree of match between the individual's personality code and his or her college concentration area. The Iachan approach involves assigning a congruence score ranging from 0 to 28, depending both on the presence of and respective order of matching letters in the three-letter occupation code relative to the individual's three-letter code obtained from the score on the Vocational Preference Inventory (Martin & Bartol, 1986). Weiner and Klein (1978) calculated congruency using the standard score from the SVIB judged to be the most representative of the subjects present job. Two judges determined the SVIB occupational scale which best represented the present job for each subject. The judgement was based on both the job title and job description provided by each subject. The higher the score on this scale, the greater the congruency between vocational interests and present job.

Hener and Meir (1981) used a much simpler approach to measuring congruence. It was defined as existing if the subject worked in an area which matched his or her preference measured by an interest inventory. This method incorporates the same sort of logic as other research, but differs in the tools used to measure one's environment. A Smallest Space Analysis (SSA-I; Guttman, 1968) was performed in order to find the interrelationships among nine represented occupational environments; thus forming a congruency configuration. The higher the correlation between any pair of areas the closer they appear in the configuration. Gati and Meir (1982), Swaney (1985), and Meir and Yaari (1988) measured congruency by comparing high scores obtained on the RAMAK, CII, and other interest inventories to a

person's actual job. They then coded them into configurations developed for their research. Smart, Elton and McLaughlin (1986) obtained congruence by asking subjects to rate on a three point scale, whether their job or most recent job was related to their undergraduate major.

More recently, Elton and Smart (1988) developed a model of congruency important to their prediction of job satisfaction. The congruence scale was developed from a correspondence between occupational satisfaction, undergraduate major, and actual job. For example, the highest degree of congruence (coded four) was assigned to students who aspired to their current jobs as freshman, earned an undergraduate degree in a major leading to those jobs, and were currently working in those jobs. The lowest level of congruence (coded one) was assigned to subjects who did not aspire to their current jobs as freshman, did not major in a program leading to a degree in their present jobs, who earned an undergraduate degree in a Holland category different from their current position, and who were working in the Holland environment in which their current job placed them.

In Gottfredson's (1979, 1981) research on job aspirations and ideal job, congruence was measured by the compatibility of subjects' current aspiration with their aspirations recorded from past interviews. If jobs or aspirations fell in the same Holland category, subjects were classified as congruent or stable; if they fell into different categories, subjects were considered incongruent or not stable (Gottfredson, 1979). A complete overview of the discussed measures of congruence is presented in Table 1.

Insert Table 1 Here

Much of the research on the relationship between job satisfaction and congruence has used measures of congruence derived from Holland's system. Most of these studies have been successful in obtaining a positive relationship between congruence and job satisfaction. For example, Wiggins, Lederer, Salkowe, and Rys (1983) tested personality-environment congruence, as measured by the Vocational Preference Inventory (Holland, 1977), and its relationship to reported job satisfaction for teachers. It was found that congruency score predicted satisfaction. Mount and Muchinsky (1978) concluded that overall job satisfaction as measured by the Job Descriptive Index (Smith, Kendall, & Hulin, 1969) was highest for people in congruent environments. It was found that the pairing of both persons and environments contributed to the understanding of peoples' satisfaction and various aspects of their jobs. More recently, Meir and Yaari (1988) proposed that one gains positive reinforcement from a congruent environment. A congruent environment is likely to evoke further congruent behavior and satisfaction.

Nevertheless, there are a number of studies which report negative or mixed results. Spokane and Derby (1979) tested congruence and satisfaction in a group of 129 female undergraduates and found mixed results. Congruent subjects were found to be more consistent, more certain, and scored higher on perceived congruence than incongruent subjects. However, satisfaction differences were not found in this study. The authors

argued that these findings were the result of the generally high levels of satisfaction among college students. Bates, Parker, and McCoy (1970) tested the level of congruency derived from Holland's VPI and its effect on scores on the Minnesota Satisfaction Questionnaire and found no overall relationship.

Other research has examined specific occupations and environments. Wiggins (1976) tested the relation of job satisfaction to vocational preferences among teachers. There was a significant positive relationship between job satisfaction and high score on the Social and Artistic scales of the VPI, with a significant negative relationship between job satisfaction and scores on the Realistic and Conventional scales. Wiggins concluded that the VPI could be better used to predict a low level of job satisfaction than in predicting whether a person will find a medium or high level of job satisfaction. Southworth and Morningstar (1970) administered the VPI to 102 freshmen engineering students to determine if personality congruence would lead to the persistence of occupational choice. Varying degrees of persistence occurred in each Holland category, and supported the "birds of a feather" aspect of Holland's theory. They concluded that the beginning engineering student who is high in Social interests is more likely to turn away from engineering than one with low Social scores on the VPI. Aranya and Barak (1981) examined the SDS scales and work attitudes of 1952 accountants from American and Canada. Combinations of Conventional, Enterprising, and Social were found the most frequent personality patterns, and they constituted 27.8% of the total population. Scores on these types were positively related to organizational and professional commitments, as well as to vocational satisfaction.

Several studies have measuring the relationship between congruence and job satisfaction using measures other than Holland's. Peiser and Meir (1978) administered the Ramak Interest Inventory (Barak & Meir, 1974) along with an Occupational Choice Satisfaction inventory (OCS) to 360 subjects. Congruence was operationally defined as existing if a subject was either working or studying in an occupational field in which the subject had his or her highest interest score on the Ramak. The results of the study show that congruence was correlated positively with the OCS. Meir and Erez (1981), tested a group of engineers with an interest inventory which was designed to measure the vocational interests in six different job functions of the engineering occupation. Results confirmed the congruence hypothesis indicating that the better the match between one's vocational interest and actual job, the higher the level of job satisfaction (Peiser & Meir, 1974).

The studies examining the relationship between congruence and job satisfaction are summarized in Table 1. Most of this research has demonstrated a weak but positive correlation between measures of satisfaction and congruence. A close look at these studies indicates that these weak relationships may be due to the ways in which congruence is coded. In most instances, this involves a global person-type to job-type match which may obscure important, more specific elements of both job and person. A recent meta-analysis by Tranberg, Slane, and Ekeberg (unpublished) found the strength of the congruence-satisfaction relationship varied with type of measurement. A second similar problem exists in regard to the measure of satisfaction. Previous research in this area has tended to use global, typically one question, measures of satisfaction. Clearly, an important step would be to examine

satisfaction with areas of a job which corresponds to job attributes involved in the Holland scheme. The current research attempted to address these issues by measuring congruence and satisfaction both globally and specifically across all six Holland types and job categories.

Method

Subjects

Subjects were 321 volunteers from among students, friends, and co-workers, representing various occupational interests and job categories.

Procedure

Each subject responded to a four part questionnaire. The first part was a short version of Holland's Vocational Preference Inventory, developed by Schuerger (1989). The Schuerger modification is composed of fifteen, forced choice questions which classify respondents into one of the six Holland Types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The second part of the questionnaire was an index of job satisfaction developed by Brayfield and Rothe (1951) which has been used as a criterion measure in numerous job satisfaction studies. The third part of the questionnaire asked each subject to rate, on a six-point scale, 24 items in each of three areas of information: their perception of the requirements of their current job; their perception of the requirements of their ideal job; and how satisfied they were with specific demands of their current jobs. The items focused on specific job attributes. For example, "How much my current job requires good motor

coordination", "How much my ideal job would require an artistic ability", and "How satisfied I am with the demand for clerical abilities in my current job." The final section of the questionnaire consisted of general demographic information.

Results

In Holland's model, types are arranged in a hexagonal figure. Types which are adjacent on the hexagon, are considered to be more similar than are those which are more distant. A congruence score of 0 was given when occupations and personality type fell on the same locus on Holland's hexagon. A congruence score of 1 was assigned to those which fell one locus apart and a score of 2 was assigned to those which fell 2 loci apart. A congruence of 3 was assigned to those which fell 3 loci apart. Two measures of satisfaction were used. The total score from Brayfield and Rothe Job Satisfaction Scale (1951) and an index derived from respondent ratings of their satisfaction with 24 aspects of their job - four from each of Holland's six areas. These satisfaction indices were correlated with the index of congruence.

The hypotheses were not consistently supported. There was a significant but weak overall relationship between congruence and satisfaction as measured by the Brayfield and Rothe satisfaction scale ($r=.19$, $p<.01$) and from Holland categories ($r=.21$, $p<.01$). These relationships were further assessed in two separate analyses. The first analysis divided subjects into Holland types, and the second analysis classified individuals by type of job. These findings are presented in Table 2 and Table 3.

The relationship between satisfaction and congruence within each Holland type did not clearly support Holland's predictions. The only significant relationship between satisfaction

Insert Table 2 & 3 Here

and congruence was for Artistic individuals on the Brayfield and Rothe satisfaction measure. For Artistic individuals congruence was moderately related to satisfaction ($r=.46, p<.05$). On the Holland measure of satisfaction congruence was significantly related to satisfaction for Artistic ($r=.26, p<.05$) and Social ($r=.27, p<.05$) individuals. No other correlations were significant on the Brayfield and Rothe measure of satisfaction or on the Holland measure of satisfaction.

When looking at the relationship between congruence and satisfaction as a function of jobs coded into Holland's types, we also observe weak relationships between congruence and satisfaction. On the Brayfield and Rothe measure, the correlation between congruence and satisfaction for Investigative jobs was .48, ($p<.05$) indicating that Investigative people in Investigative jobs are more satisfied than are other types of people in Investigative jobs. There were no relationships between congruence and satisfaction on either satisfaction measure for the remaining Holland categories.

Subjects were also asked to respond to the amount their job required certain skills. These skills were drawn from Holland's description of each of the six types assessed from the VPI. Thus, each subject rated the requirements of his or her job on four skills or

attributes from each of the six Holland types. The subject was then asked to indicate the degree to which each skill would be required in their ideal job. It was therefore possible to measure congruence by subtracting the real from the ideal rating in each category. This was done for each skill individually and across all skills for an overall discrepancy score. Table 4 lists the correlations between the real and ideal discrepancies and satisfaction in each of the twenty-four skill areas and in each Holland category. In sixteen of the twenty-four skills, there was a significant positive relationship between satisfaction and the discrepancy score. The smaller the discrepancy, the greater the satisfaction. This was especially true for Artistic, Social, and Enterprising types.

Insert Table 4 Here

In the next analysis, real/ideal differences and satisfaction were summed across all four items in each of the Holland categories. These indices were then intercorrelated. As seen in Table 4, satisfaction in Holland category and real-ideal scores were significantly correlated in each of the categories. For example, the Artistic category yielded a score of .57, ($p < .05$). A final analysis correlated the total real-ideal difference score with the total satisfaction from each Holland category and the general satisfaction score obtained from the Brayfield and Røthe Job Satisfaction Index (1951). Both analyses were significant, however the relationship between Holland satisfaction and the total real-ideal difference was much stronger.

The relationship between the real-ideal measure of congruence and each measure of satisfaction was also examined as a function of both Holland type and job category. As the results in Table 2 indicate, there is an increase in the level of significance when using the real-ideal measure versus the original measure of congruence for both satisfaction measures. A strong relationship appears for each Holland type when the real-ideal measure is correlated with Holland satisfaction. The correlations between the real-ideal measure and Brayfield and Rothe satisfaction scores yielded significant, yet weaker relationships. Interestingly, the conventional types yielded a nonsignificant relationship between real-ideal and the Brayfield and Rothe satisfaction. Thus, conventional types appear to be less satisfiable than all other Holland types, at least when satisfaction is measured by Brayfield and Rothe.

The relationship between the real-ideal measure and both satisfaction measures was also examined as a function of job category. As Table 3 indicates, the relationship was higher for both measures of satisfaction. More specifically, a major increase is seen in the relationship between Holland satisfaction and the real-ideal measure of congruence across all job categories. The relationship between real-ideal and the Brayfield and Rothe satisfaction measure resulted in a somewhat smaller increase. This is especially true for conventional, social, and enterprising jobs. Artistic jobs yielded a nonsignificant relationship between Brayfield and Rothe satisfaction and real-ideal, thus indicating Artistic jobs are less satisfiable than other job categories.

Discussion

Clearly, the relationship between satisfaction and congruence is weaker and less straightforward than would be implied by Holland's system and by common sense. In this study, there is only very weak support for Holland's notion that congruence between one's personality type and vocation will lead to overall job satisfaction when congruence is measured by matching person-environment codes. However, when congruence is measured more complexly as a difference between real and ideal elements of the job, some strong relationships between congruence and job satisfaction do emerge. Nevertheless, these relationships are complex. For some jobs, congruence appears to be important, but for other jobs there is no relationship.

This research has helped identify several issues which need to be addressed in research on congruence and satisfaction. These issues may explain the mixed results of this and other studies. Robert Hoppock's (1935) seminal work established the domain of job satisfaction as a focus of research and concluded that most people enjoy their work. The median percentage reporting job satisfaction has ranged from 75 to 85 percent and upward (Hoppock, 1935). However, finding data to support the common notion of job satisfaction and personality has been a topic of researchers for decades, and many studies have appeared with confusing and even contradictory results. Campbell and Klein (1975) attributed the ambiguity of the relationship between one's interests and job satisfaction to 3 factors. First, the level of job satisfaction is usually so high that there is too little variance to allow demonstrable correspondence with measured interest and other trait variables. Second, many jobs allow

workers considerable latitude in the activities they chose to perform. Third, our understanding of the specific tasks involved in any single occupation is unclear. Scarpello and Campbell (1983) similarly concluded that overall job satisfaction as the sum of the evaluations of the discrete elements of which the job is composed, may lead to neglect the major determinants of job satisfaction. The "whole" appears to be more complex than the sum of the measured parts.

The mixed findings may be accommodated by different approaches to the question. We must look at the congruence - job satisfaction relationship more complexly by taking into account the type of person, the type of job, and even perhaps separate aspects of the job. Sometimes, an individual may be satisfied with a job because it satisfies needs outside of his or her personality (e.g. high pay for an Artistic person in an Investigative job). Some job categories may be less satisfying, and some Holland types may be less satisfiable. It is apparent from the data of the current study that Holland types and job categories are not isomorphic. First, the range of skills required by jobs in one category are different from those required by jobs in another category. Second, job categories also differ in the inherent attractiveness or interest value of their activities. Third, members of different Holland types may differ not only in what satisfies them, but also, in the ways in which they may be satisfied and how satisfiable they are. Fourth, measurement in each category may be more or less reliable than measurements in another job category.

All of these factors may combine to affect the pattern of results in a given study. As applied to the current data, a good example of these processes is with regard to Conventional

versus Artistic individuals. Artistic jobs require creativity, artistic expression, imaginative and creative ideas, and an artistic ability. On the other hand, Conventional jobs require clerical abilities, numerical activities, sticking strictly by the rules, and being productive. Clearly a job which requires creativity has more potential for being satisfying or dissatisfying than one which requires sticking strictly to the rules. Future research will have to carefully consider these issues in regard to the relationship between congruence and job satisfaction.

Consistent with these ideas, Smart (1975) attempted to determine the degree to which different sets of specific job satisfaction items were related to overall occupational satisfaction. He concluded that overall job satisfaction in these environments resulted from a unique combination of satisfactions with different aspects of ones job. Smart argued that to enhance job satisfaction, one should seek to establish multiple reward systems, which would have the potential to satisfy the distinctive needs of the individuals in different environments.

The real-ideal measure of congruence provides a more promising approach to the satisfaction-congruence relationship. Strong relationships were found between congruence and satisfaction for all but conventional people. Thus, the results of this measure argue for a more detailed approach to job satisfaction which works within a persons' perceptions of current and potential jobs. This analysis also confirms the above discussed notion about the lack of isomorphism between Holland types and job categories.

What is required is a much more fine-grained analysis of job satisfaction, and perhaps of the person. Choosing people based on Holland's scheme may get the right person for the job in terms of aptitude, abilities and skill, but they will not necessarily be happier. Further research will attempt to clarify this complex relationship.

Table 1
Summary of Correlational Studies of Congruence and Satisfaction

Study	Variable Studied	Sample (N)	Person Measure	Satisfaction Measure	Congruence Measure
Aranya, Barak & Amernic, 1981	Occupational Satisfaction	1952 CPA's	SDS	"How satisfied are you with your vocation?"	1st letter agreement-hexagon
Bates, Parker & McCoy, 1970	Occupational Satisfaction	124 male & 76 female disabled clients	VPI	Minnesota Satisfaction Questionnaire	N/A
Doty & Metz, 1979	Occupational Satisfaction	88 sales managers	SDS/SVII	Hopcock Job Satisfaction Blank	Comparison of mean scores of SDS & SVII
Elton & Smart, 1980	Occupational Satisfaction	792 males and 1077 female full time employees	Reported aspirations	CIRP Survey	1st letter agreement
Frantz & Walsh, 1972	Academic Satisfaction	118 graduate students	VPI	Student Questionnaire	1st letter agreement
Gati & Meir, 1982	Occupational Satisfaction	158 male and 205 female employees	Ramak	Occupational Satisfaction Blank	1st letter agreement-hexagon
Haner & Meir, 1981	Occupational Satisfaction	126 female nurses	List of courses in nursing	Satisfaction Questionnaire	1st letter agreement
Holland, 1968	Academic Satisfaction	1959 high school students	VPI	Three general satisfaction questions	1st letter agreement
Meir & Erez, 1981	Academic Satisfaction	109 male engineers	Activity Inventory	"To what extent are you satisfied with your place of work?"	SVIB
Meir, Keinan, & Segal, 1986	Occupational Satisfaction	1137 subjects representing six Holland types	SDS	"To what extent are you satisfied with your place of work?"	1st letter agreement

Table 1 (continued)

Summary of Correlational Studies of Congruence and Satisfaction

Study	Variable Studied	Sample (N)	Person Measure	Satisfaction Measure	Congruence Measure
Meir & Ynari, 1988	Occupational Satisfaction	321 subjects of various fields			
Melamed & Meir, 1981	Occupational Satisfaction	250 employed males	VPI	Occupational Satisfaction Blank (OSB)	1st letter agreement
Horrow, 1971	Academic Satisfaction	176 social science & 147 math students	VPI	Satisfaction questionnaire	1st letter agreement
Hount & Muchinsky, 1978	Occupational Satisfaction	362 workers	SDS	Job Descriptive Index	1st letter agreement
Hafziger, Holland, & Gottfredson, 1975	Academic Satisfaction	1878 college students	SDS	Inventory of Educational Experience & Opinion	1st letter agreement-hexagon
Peiser & Meir, 1978	Occupational Satisfaction	158 male & 202 female workers	RAMAK	"How satisfied are you with your vocational choice?"	1st letter agreement-hexagon
Posthuma & Navran, 1970	Academic Satisfaction	110 military academy students	VPI	Academic grades	1st two letter agreement
Rand, 1968	Occupational Satisfaction	5283 college students	VPI	Student orientation survey	1st letter agreement
Smart, Elton, & McLaughlin, 1986	Occupational Satisfaction	540 male & 474 female students	CIRP Survey	CIRP Survey	1st letter agreement
Spokane & Derby, 1979	Academic Satisfaction	132 female undergraduates	VPI	Biodata Questionnaire	1st letter agreement
Swaney & Prediger, 1975	Academic Satisfaction	1688 adults	VIP-A	IDES Survey	1st letter agreement-hexagon

Table 1 (continued)

Summary of Correlational Studies of Congruence and Satisfaction

Study	Variable Studied	Sample (N)	Person Measure	Satisfaction Measure	Congruence Measure
Walsh & Osipow, 1973	Occupational Satisfaction	162 undergraduates	VPI	Career Questionnaire, Tennessee Self Concept Scale, & Vocational Development Inventory	1st letter agreement
Walsh, Howard, O'Brien, Santa-Maria & Edmundson, 1973	Occupational Satisfaction	140 undergraduates	SDS	Satisfaction questionnaire developed for study	1st letter & 1st and 2nd letter agreement
Welner & Klein, 1978	Occupational Satisfaction	101 employees	SVIB	Job Descriptive Index	1st letter agreement
Wiggins, 1976	Occupational Satisfaction	110 teachers	VPI	Hoppock Job Satisfaction Blank	N/A
Wiggins, Lederer, Salkove & Rys, 1983	Occupational Satisfaction	247 teachers representing six Holland types	VPI	Job Satisfaction Blank	2 letter agreement
Wiggins, 1984	Occupational Satisfaction	123 counselors	VPI	Task-Hygiene Job Satisfaction Blank	2 letter agreement

TABLE 2

CORRELATIONS OF TYPES OF CONGRUENCE WITH MEASURES OF
SATISFACTION AS FUNCTION OF HOLLAND TYPE

<u>HOLLAND TYPE</u>	<u>TOTSAT/</u> <u>CONG</u>	<u>TOTSAT/</u> <u>TOTRI</u>	<u>HOLLSAT/</u> <u>CONG*</u>	<u>HOLLSAT/</u> <u>TOTRI</u>
Realistic (n=29)	.33	.53**	.37	-.63**
Investigative (n=28)	.14	.45**	.30	-.74**
Artistic (n=70)	.46**	.59**	.26*	-.74**
Social (n=108)	.10	.59**	.27*	-.66**
Enterprising (n=68)	.15	.36**	.04	-.69**
Conventional (n=17)	.02	.17	.19	-.67**

* $p < .05$

** $p < .01$

Note. Signs of correlations have been changed so that positive correlations indicate a positive relationship between congruence and satisfaction.

TABLE 3

CORRELATIONS OF TYPES OF CONGRUENCE WITH MEASURES OF
SATISFACTION AS A FUNCTION OF JOB CATEGORY

<u>JOB CATEGORY</u>	<u>TOTSAT/</u> <u>CONG</u>	<u>TOTSAT/</u> <u>TOTRI</u>	<u>HOLLSAT/</u> <u>CONG*</u>	<u>HOLLSAT/</u> <u>TOTRI*</u>
Realistic (n=33)	.01	.70**	.23	.87**
Investigative (n=21)	.48*	.66**	.22	.64**
Artistic (n=17)	.21	.38	.03	.62**
Social (n=83)	.18	.40**	.19	.68**
Enterprising (n=75)	.02	.37**	.05	.61**
Conventional (n=87)	.06	.43**	.13	.57**

* $p < .05$

** $p < .01$

Note. Signs of correlations have been changed so that positive correlations indicate a positive relationship between congruence and satisfaction.

TABLE 4

CORRELATIONS BETWEEN REAL-IDEAL DISCREPANCY AND SATISFACTION FOR
SPECIFIC JOB ATTRIBUTES

	<u>Real-Ideal Discrepancy</u>	<u>Overall</u>
practical minded	.16**	
physical strength	.04	
motor coordination	.02	
aggressiveness	.11	.39** Realistic
problem solving	.38**	
math/science skills	.31**	
task oriented	.03	
abstract thinking	.43**	.37** Investigative
creativity	.60**	
artistic expressio	.43**	
imaginative ideas	.55**	
artistic ability	.36**	.57** Artistic
interpersonal skill	.45**	
working with others	.28**	
social skills	.36**	
teaching others	.34**	.56** Social

Table 4 (continued)

persuasive skills	.40**		
leading others	.40**		
verbal skills	.44**		
words into action	.43**	.54**	Enterprising
clerical ability	.04		
numerical activity	.02		
sticking to rules	.22		
being productive	.11	.43**	Conventional

OVERALL

<u>TOTSAT/CONG</u>	<u>TOTSAT/TOTRI</u>	<u>HOLLSAT/CONG</u>	<u>HOLLSAT/TOTRI</u>
.19**	.49**	.21**	.69**

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