JOB SATISFACTION: A SYNTHESIS OF RESEARCH IN THE

EDUCATIONAL ADMINISTRATION QUARTERLY

Volume II

A Dissertation

by

DAVID PAUL THOMPSON

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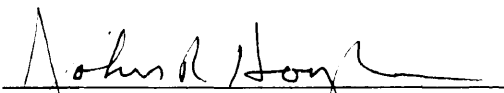# JOB SATISFACTION: A SYNTHESIS OF RESEARCH IN THE

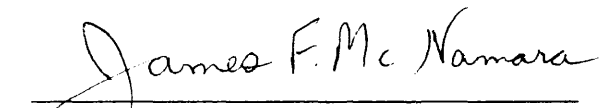# EDUCATIONAL ADMINISTRATION QUARTERLY

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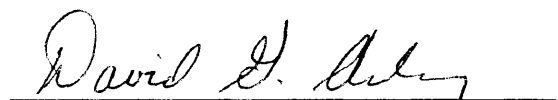
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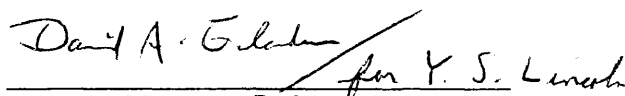
Approved as to style and content by:

_____
John R. Hoyle
(Co-Chair of the Committee)

_____
James F. McNamara
(Co-Chair of the Committee)

_____
David A. Erlandson
(Member)

_____
David G. Armstrong
(Member)

_____
Yvonna S. Lincoln
(Head of Department)

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CHAPTER V

META-ANALYSES OF SELECTED FINDINGS

This chapter provides a separate meta-analysis for each research hypothesis yielding a sufficient number of effect size estimates describing the relationship between a specific job satisfaction construct and a specific predictor construct. The effect size estimates corresponding to each research hypothesis constitute the unit of analysis for this chapter. This chapter describes the procedures and results of answering research questions 24-31. The answers to these eight research questions satisfy the intents elaborated in the final three research objectives:

4. Estimating the population effect sizes corresponding to selected research hypotheses,

5. Elaborating the moderator variables that increase the explanatory power associated with selected research hypotheses, and

6. Assessing the stability of the population effect size estimates generated for selected research hypotheses over the first 26 volumes of the EAQ.

Background

Recall from Chapters 3 and 4 that without regard to unit of analysis, nine distinct research hypotheses occurred five or more times in the synthesis population of 22 EAQ articles. The effect sizes, authors and years of publication, target populations, sample sizes, and units of analyses corresponding to each of these nine research hypotheses were summarized in both narrative and tabular form (Tables 48-56) in Chapter 4. A summary of these nine research hypotheses occurring five or more times in the synthesis

population of articles, the number of effect size estimates, and the number of effect size estimates for each research hypotheses corresponding to either an individual or organizational unit of analysis is presented in Table 57. Recall also from the summary of Chapter 4 that meta-analytic techniques are used in this chapter to synthesize findings for research hypotheses yielding five or more effect sizes **and** whose unit of analysis is either individual or organizational. The analysis in Table 57 revealed that of the nine research hypotheses with five or more effect size estimates, six (research hypotheses 25, 17, 83, 55, 57, and 321) yielded five or more effect size estimates with the same unit of analysis. Research hypothesis 83, which specified an expected relationship between overall job satisfaction and school level, was the only research hypothesis with five or more effect size estimates and an organizational unit of analysis. Table 58 presents presents the research hypotheses with five or more effect size estimates and the same unit of analysis. This analysis revealed the six research hypotheses whose effect sizes are subjected to the meta-analytic techniques prescribed by Hunter and Schmidt (1990).

Organization of Chapter

In Chapters 3 and 4, the article and statistical test was, respectively, the unit of analysis. Accordingly, it was possible to organize these chapters around the research questions, i.e., to answer each research question in order considering the population of articles in Chapter 3 and the population of statistical tests in Chapter 4. In Chapter 5, separate meta-analyses are performed for the six research hypotheses in Table 58. Because answers to research questions 24-29 must be presented for each meta-analysis, the portions of Chapter 5 corresponding to effect sizes and possible moderator

TABLE 57

Frequency of Effect Sizes for Research Hypotheses with Five or More Effect Sizes Estimates

(N=9)

Research Hypothesis Name and No.	Number of Effect Size Estimates	Individual Unit of Analysis	Organizational Unit of Analysis
25. Overall Job Satisfaction related to Role Ambiguity	11	7	4
17. Overall Job Satisfaction related to Role Conflict	8	6	2
83. Overall Job Satisfaction related to School Level	8	3	5
85. Overall Job Satisfaction related to Tenure in Current Position	7	4	3
18. Overall Job Satisfaction related to Gender	6	4	2
55. Satisfaction with Pay related to Age	6	5	1
57. Satisfaction with Pay related to Gender	6	5	1
146. Overall Job Satisfaction related to Job Routinization	5	3	2
321. Satisfaction with Work related to Gender	5	5	0

TABLE 58

Research Hypotheses with Five or More Effect Size Estimates and the Same Unit of Analysis

(N=6)

Research Hypothesis Name and No.	Number of Effect Size Estimates	Unit of Analysis
25. Overall Job Satisfaction related to Role Ambiguity	7	Individual
17. Overall Job Satisfaction related to Role Conflict	6	Individual
83. Overall Job Satisfaction related to School Level	5	Organizational
55. Satisfaction with Pay related to Age	5	Individual
57. Satisfaction with Pay related to Gender	5	Individual
321. Satisfaction with Work related to Gender	5	Individual

variables are organized around the six research hypotheses outlined in Table 58. For each of the six research hypotheses detailed in Table 58, the following research questions are answered:

24. What is the estimate of the true population effect size?

25. What is the estimate of the variance of the observed (or derived) effect sizes?

26. What is the estimate of the variance due to sampling error?

27. What is the estimate of the variance of the true population effect size?

28. What is the estimate of the standard deviation of the true population effect size?

29. What moderator variables, if any, are associated with the job satisfaction research hypothesis under analysis?

The portion of Chapter 5 detailing findings from the time series analysis is organized around research questions 30-31:

30. How have job satisfaction effect sizes for selected research hypotheses changed over time?

31. How have job satisfaction effect sizes for specific target populations changed over time?

Bare Bones Meta-analysis[1]

For each of the six research hypotheses with five or more effect sizes and the same unit of analysis, meta-analytic techniques were performed correcting the observed or derived correlation coefficients only for sampling error. Sampling error is the degree to which a sample deviates from the true nature of the defined population due to random variations caused by drawing the sample's few cases from the population's entirety of cases (Isaac and Michael,

1989). Stated in terms of correlations, sampling error might be defined as the degree to which the sample correlation differs from the true population correlation due random or chance variations caused by drawing the sample's few cases from the population's entirety of cases. This definition of sampling error for correlations can be represented mathematically as:

$$r_s = r_p + e \qquad (14),$$

where r_s is the observed sample correlation, r_p is the true population correlation, and e is the random variation of sampling error. Sampling error can now be defined mathematically by subtracting r_p from both sides of the equation in formula (14), yielding

$$e = r_s - r_p \qquad (15).$$

Since sampling error is dependent largely on sample size, the larger the sample size for each individual correlation, i.e., the closer the sample size approximates the size of the population, the smaller the sampling error. Nonetheless, sampling error is random in its variation; thus, as the number of effect sizes (i.e., correlations) increases, the average of the sampling errors becomes zero. Since the average of the sampling errors is zero, the sample correlation becomes the best estimate of the population correlation.

To correct a series of sample correlations depicting a relationship between two specific constructs, it is necessary to first estimate the average of the sample correlations. Hunter and Schmidt (1990) advocate averaging the sample correlations by weighting each sample correlation by the sample size from each original study. This weighted average is depicted as:

$$\text{ave } (r_s) = \sum [N_i \, r_i] / \sum N_i \qquad (16),$$

where N_i is the sample size from each study and r_i is the observed or derived correlation from each study. Hunter and Schmidt advocate the use of the weighted average, particularly when there is little or no variation in the population correlations across studies. While acknowledging that a weighted average gives greater weight to correlations with larger sample sizes, they note that if a correlation comes from what appears to be a deviant study with a disproportionately large sample size, two separate analyses can be performed. The first analysis is done including the large sample correlation, and the second is done not including the large sample correlation.

Once the sample correlations have been corrected for sampling error, it becomes necessary to compute the variance of the sample correlations. Hunter and Schmidt (1990) note that the variance of the sample correlations is composed of two variances: the variance in population correlations and the variance in the sample correlations due to sampling error. This composition is depicted mathematically as follows:

$$\text{var}(r_s) = \text{var}(r_p) + \text{var}(e) \qquad (17),$$

where $\text{var}(r_s)$ is the variance of the sample correlations, $\text{var}(r_p)$ is the variance of the population correlation, and $\text{var}(e)$ is the variance in the sample correlations due to sampling error. Recall that the average of sampling errors becomes zero as sample sizes increase; thus, the average of the sampling errors is a non-measure of sampling error. On the other hand, the $\text{var}(e)$ is systematic and cumulative because of the definition of variance: the average of the squared deviations from the mean. Averaging the square deviations from the mean produces the variance, and taking the square root of the variance produces the standard deviation of the sampling errors. Hunter and Schmidt

note that the standard deviation of the sampling error is the best estimate of the size of the sampling errors.

Hunter and Schmidt (1990) contend that the desired measure of variability is the variance of the population correlation var (r_p). Moreover, they note that formula (17) can be solved for the var (r_p) by subtracting var (e) from both sides of the equation, yielding:

$$\text{var} (r_p) = \text{var} (r_s) - \text{var} (e) \tag{18}.$$

It is intuitively evident that knowledge of two of the above variances, namely var (r_s) and var (e), would allow for calculation of the variance of the population correlation var (r_p). Hunter and Schmidt provide formulas for computation of var (r_s) and var (e). The variance of the sample correlations is computed as a conventional variance, as follows:

$$\text{var} (r_s) = \sum N_i [r_i - \text{ave}(r_s)]^2 / \sum N_i \tag{19},$$

where N_i is the sample size from each study, r_i is the sample correlation from each study, and ave(r_s) is the weighted average of the sample correlations. The sampling error variance is computed as follows:

$$\text{var} (e) = [1 - \text{ave}(r_s)^2]^2 / [\text{ave} (N) - 1] \tag{20},$$

where ave(r_s) is the weighted average of the sample correlations and ave (N) is the average sample size from the series of studies. The variance of the population is calculated by subtraction as shown in formula (18). Finally, the standard deviation of the population correlations is given by the following formula:

$$\text{sd} (r_p) = [\text{var} (r_p)]^{1/2} \tag{21}.$$

The calculations shown in formulas (16), (19), (20), (18), and (21) provide, respectively, answers to research questions 24-28. Moderator variable analysis

will be presented for those research hypotheses in which a moderator variable is suggested. The interpretation of these calculations will be presented for each meta-analytic synthesis.

Research Hypothesis Twenty-five: Overall Job Satisfaction related to Role Ambiguity

Recall from Chapter 4 (Table 48) that this research hypothesis specifying an expected relationship between overall job satisfaction and role ambiguity appeared 11 times in the synthesis population of EAQ articles. When considering the individual as the unit of analysis, this research hypotheses appeared seven times in the synthesis population, necessarily yielding seven effect sizes in the form of Pearson product-moment correlation coefficients. These effect sizes and the meta-analytic calculations which serve to answer research questions 24-29 are presented in Table 59. This analysis revealed a range of correlations from -.17 to -.56, with a median correlation equal to -.40. This analysis also revealed that the estimated population effect size is ave (r_S) = -.4337, indicating a small difference between the median and the weighted average. The average correlation, using Cohen's (1988) convention, approaches a large effect size, indicating a moderate to large inverse relationship between overall job satisfaction and role ambiguity from studies published in the first 26 volumes of the EAQ. Squaring this average correlation yields a coefficient of determination of .188, indicating that 18.8% of the variation in overall job satisfaction is accounted for by the variation in role ambiguity.

TABLE 59

Research Hypothesis Twenty-five
Overall Job Satisfaction related to Role Ambiguity
Effect Sizes with Individual Unit of Analysis

(N=7)

Author (Year)	Target Population	N	Effect Size
Paul (1975)	Teachers (Male)	293	-.56
Paul (1975)	Teachers (Female)	287	-.45
Bacharach & Mitchell (1983)	Superintendents	46	-.23
Bacharach & Mitchell (1983)	Principals	95	-.17
Freeston (1987)	Teachers	115	-.28
Bacharach et al. (1990)	Teachers (Elementary)	842	-.40
Bacharach et al. (1990)	Teachers (Secondary)	689	-.49

24. Estimate of population effect size [ave (r_S)]

ave $(r_S) = \sum [N_i\ r_i] / \sum N_i$

= [293(-.56) + 287(-.45) + 46(-.23) + 95(-.17) + 115(-.28) + 842(-.40) + 689(-.49)] / [293 + 287 + 46 + 95 + 115 + 842 + 689]

= -1026.57 / 2367

= **-.4337**

TABLE 59 (Continued)

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25. Estimate of variance of sample effect sizes [var (r_s)]

$\text{var}(r_s) = \sum N_i [r_i - \text{ave}(r_s)]^2 / \sum N_i$

$= \quad [\,293(-.56 - (-.4337))^2 + 287(-.45 - (-.4337))^2 + 46(-.23 - (-.4337))^2 +$

$95(-.17 - (-.4337))^2 + 115(-.28 - (-.4337))^2 + 842(-.40 - (-.4337))^2 +$

$689(-.49 - (-.4337))^2\,]\ /\ 2367$

$= \quad \mathbf{.00807}$

26. Estimate of variance of sample effect sizes due to sampling error [var (e)]

$\text{var}(e) = [1 - \text{ave}(r_s)^2]^2 / [\text{ave}(N) - 1]$

$= \quad [1 - (-.4337)^2]^2 / [337.143 - 1] \qquad\qquad [\text{ave}(N) = \sum N_i / 7 = 337.143]$

$= \quad \mathbf{.00195}$

27. Estimate of variance of true population effect size [var (r_p)]

$\text{var}(r_p) = \text{var}(r_s) - \text{var}(e)$

$= \quad .00807 - .00195$

$= \quad \mathbf{.00612}$

28. Estimate of standard deviation of true population effect size [sd (r_p)]

$\text{sd}(r_p) = [\text{var}(r_p)]^{1/2}$

$= \quad (.00612)^{1/2}$

$= \quad \mathbf{.07825}$

The analysis in Table 59 also revealed the estimated variance of the sample effect sizes var (r_s) = .00807, the estimated variance of the sample effect sizes due to sampling error var (e) = .00195, the estimated variance of the true population effect size var (r_p) = .00612, and the standard deviation of the true population effect size sd (r_p) = .07825. Several observations can be gleaned from this analysis. First, because the total sample size ($\sum N_i$ = 2367) is relatively large, the sampling error variance (.00195) is a relatively small component of the variance of the sample effect sizes (.00807); specifically, it accounts for only 24.2% of the variance of the sample effect sizes. Second, since the sampling error variance is relatively small, the variance and standard deviation of the true population effect size is relatively large, suggesting the possibility of a moderator variable. Third, when comparing the average effect size (-.4337) to the standard deviation of the true effect size (.07825), it is seen that the average effect size is 5.54 standard deviations below 0 (-.4337/.07825 $\approx$ -5.54). According to Hunter and Schmidt (1990), if the average effect size is more than two standard deviations different from zero, it is reasonable to consider the relationship between two variables universally positive or negative, depending on the sign of the average effect size. Thus, it is reasonable to conclude that the relationship between overall job satisfaction and role ambiguity is universally inverse; this conclusion is supported by the data presented in Table 59.

Moderator Variables

Recall from the previous paragraph that the sampling error variance comprised a relatively small component (24.2%, or .00195/.00807) of the

variance of the sample effect sizes. Hunter and Schmidt (1990) note that this phenomenon, which suggests true variation in correlations across studies, also suggests the possibility of one or more moderator variables which might explain differences in the relationship between two variables. One method advocated by Hunter and Schmidt to find moderator variables is to group the original data subjected to meta-analysis into two subsets and and to then subject each subset to bare-bones meta-analysis. The grouping variable may be based on theory or hypothesis. According to Hunter and Schmidt, moderator variables evidence themselves in two ways: (1) a variation in the average correlation between subsets and (2) an smaller corrected variance or standard deviation (i.e., corrected for sampling error) in each subset than for the entire set of correlations.

A cursory glance at the data in Table 59 suggests that professional role might moderate the relationship between overall job satisfaction and role ambiguity from studies published in the first 26 volumes of the EAQ. Specifically, it appears that the while the relationship is inverse for all professional roles, it appears larger in magnitude for teachers than for administrators. Table 60 displays the moderator analysis when the data are grouped into two subsets, the first corresponding to teachers and the second corresponding to administrators. This analysis revealed an average correlation for teachers of -.4491 and an average correlation for administrators of -.1895. Moreover, the estimates of the standard deviation of the population effect sizes for teachers and administrators were .05560 and .00, respectively. These standard deviation estimates from each subset are smaller than the standard deviation estimate (.07825) for the entire set of effect sizes. It appears, then,

TABLE 60

Research Hypothesis Twenty-five
Overall Job Satisfaction related to Role Ambiguity
Moderator Variable Analysis

(Moderator Analysis for Teachers Only)

(N=5)

Author (Year)	Target Population	N	Effect Size
Paul (1975)	Teachers (Male)	293	-.56
Paul (1975)	Teachers (Female)	287	-.45
Freeston (1987)	Teachers	115	-.28
Bacharach et al. (1990)	Teachers (Elementary)	842	-.40
Bacharach et al. (1990)	Teachers (Secondary)	689	-.49

24. Estimate of population effect size [ave (r_s)]

ave $(r_s) = \sum [N_i\, r_i] / \sum N_i$

$= [293(-.56) + 287(-.45) + 115(-.28) + 842(-.40) + 689(-.49)] /$

$[293 + 287 + 115 + 842 + 689]$

$= -999.84 / 2226$

$= \mathbf{-.4491}$

TABLE 60 (Continued)

(Moderator Analysis for Teachers Only)

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25. Estimate of variance of sample effect sizes [var (r_s)]

var $(r_s) = \sum N_i [r_i - \text{ave}(r_s)]^2 / \sum N_i$

$= \quad [293(-.56 - (-.4491))^2 + 287(-.45 - (-.4491))^2 + 115(-.28 - (-.4491))^2 +$

$\quad 842(-.40 - (-.4491))^2 + 689(-.49 - (-.4491))^2] / 2226$

$= \quad \textbf{.00452}$

26. Estimate of variance of sample effect sizes due to sampling error [var (e)]

var $(e) = [1 - \text{ave}(r_s)^2]^2 / [\text{ave (N)} - 1]$

$= \quad [1 - (-.4491)^2]^2 / [445.2 - 1] \qquad\qquad [\text{ave (N)} = \sum N_i / 5 = 445.2]$

$= \quad \textbf{.00143}$

27. Estimate of variance of true population effect size [var (r_p)]

var $(r_p) = \text{var} (r_s) - \text{var} (e)$

$= \quad .00452 - .00143$

$= \quad \textbf{.00309}$

28. Estimate of standard deviation of true population effect size [sd (r_p)]

sd $(r_p) = [\text{var} (r_p)]^{1/2}$

$= \quad (.00309)^{1/2}$

$= \quad \textbf{.05560}$

TABLE 60 (Continued)

(Moderator Analysis for Administrators Only)

(N=2)

Author (Year)	Target Population	N	Effect Size
Bacharach & Mitchell (1983)	Superintendents	46	-.23
Bacharach & Mitchell (1983)	Principals	95	-.17

24. Estimate of population effect size [ave (r_S)]

ave $(r_S) = \sum [N_i\, r_i] / \sum N_i$

= [46(-.23) + 95(-.17)] / [46 + 95]

= -26.73 / 141

= **-.1895**

25. Estimate of variance of sample effect sizes [var (r_S)]

var $(r_S) = \sum N_i\, [r_i - \text{ave}(r_S)]^2 / \sum N_i$

= [46(-.23 - (-.1895))^2 + 95(-.17 - (-.1895))^2] / 141

= **.00079**

26. Estimate of variance of sample effect sizes due to sampling error [var (e)]

var (e) = [1 - ave$(r_S)^2]^2$ / [ave (N) - 1]

= [1 - (-.1895)$^2]^2$ / [70.5 - 1]   [ave (N) = $\sum N_i$ / 2= 70.5]

= **.01337**

TABLE 60 (Continued)

(Moderator Analysis for Administrators Only)

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27. Estimate of variance of true population effect size [var (r_p)]

    var (r_p) = var (r_s) - var (e)

    $=$ .00079 - .01337

    $=$ **-.0125**

28. Estimate of standard deviation of true population effect size [sd (r_p)]

    sd (r_p) = [var (r_p)]$^{1/2}$

    $=$ $(-.0125)^{1/2}$

    $=$ **.00**

that professional role moderates the relationship between overall job satisfaction and role ambiguity.

In the data in Table 60 from the moderator analysis of administrators, note that the estimate of the variance of the true population effect size [var (r_p)] was negative, thereby yielding a standard deviation of 0. One might logically question how this variance could be negative. As Hunter and Schmidt (1990) point out, the variance of the true population effect size is not computed as a typical variance, i.e., the average of the squared deviations from the mean. Rather, this variance is calculated as the difference between the variance of the sample correlations and the sampling error variance. If a majority of the variance is due to sampling error, then the variance of the true population effect size must be negative.

In summary, the relationship between overall job satisfaction and role ambiguity for studies published in the first 26 volumes of the EAQ appears to be moderately to nearly largely inverse. Professional role appears to moderate this relationship, with teachers experiencing a larger inverse relationship and administrators experiencing a smaller inverse relationship.

Research Hypothesis Seventeen: Overall Job Satisfaction related to Role Conflict

Recall from Chapter 4 (Table 49) that this research hypothesis specifying an expected relationship between overall job satisfaction and role conflict occurred eight times in the synthesis population of EAQ articles. When considering the individual as the unit of analysis, this research hypothesis appeared six times in the synthesis population, necessarily yielding six effect sizes in the form of Pearson product-moment correlation coefficients. These

TABLE 61

Research Hypothesis Seventeen
Overall Job Satisfaction related to Role Conflict
Effect Sizes with Individual Unit of Analysis

(N=6)

Author (Year)	Target Population	N	Effect Size
Carroll (1973)	Department Chairpersons	148	-.56
Bacharach & Mitchell (1983)	Superintendents	46	-.37
Bacharach & Mitchell (1983)	Principals	95	-.27
Freeston (1987)	Teachers	115	-.49
Bacharach et al. (1990)	Teachers (Elementary)	842	-.50
Bacharach et al. (1990)	Teachers (Secondary)	689	-.51

24. Estimate of population effect size [ave (r_s)]

ave $(r_s) = \sum [N_i \, r_i] / \sum N_i$

$= [\, 148(-.56) + 46(-.37) + 95(-.27) + 115(-.49) + 842(-.50) + 689(-.51)] / [148 + 46 + 95 + 115 + 842 + 689]$

$= -954.29 / 1935$

$= \mathbf{-.4931}$

TABLE 61 (Continued)

---

25. Estimate of variance of sample effect sizes [var (r_s)]

    var (r_s) = $\sum N_i [r_i - ave(r_s)]^2 / \sum N_i$

    = $[148(-.56 - (-.4931))^2 + 46(-.37 - (-.4931))^2 + 95(-.27 - (-.4931))^2 +$
    $115(-.49 - (-.4931))^2 + 842(-.50 - (-.4931))^2 + 689(-.50 - (-.4931))^2] /$
    1935

    = **.00326**

26. Estimate of variance of sample effect sizes due to sampling error [var (e)]

    var (e) = $[1 - ave(r_s)^2]^2 / [ave (N) - 1]$

    = $[1 - (-.4931)^2]^2 / [322.5 - 1]$ [ave (N) = $\sum N_i / 6 = 322.5$]

    = **.00178**

27. Estimate of variance of true population effect size [var (r_p)]

    var (r_p) = var (r_s) - var (e)

    = .00326 - .00178

    = **.00148**

28. Estimate of standard deviation of true population effect size [sd (r_p)]

    sd (r_p) = $[var (r_p)]^{1/2}$

    = $(.00612)^{1/2}$

    = **.03857**

effect sizes and the meta-analytic calculations which serve to answer research questions 24-29 are presented in Table 61. This analysis revealed a range of correlations from -.27 to -.56, with a median correlation of -.495. This analysis also revealed an estimated population effect size ave (r_s) = -.4931, effectively indicating no difference between the median and the weighted average. The average correlation, using Cohen's (1988) convention, in actuality constitutes a large effect size, indicating a large inverse relationship between overall job satisfaction and role conflict from studies published in the first 26 volumes of the EAQ. Squaring this average correlation yields a coefficient of determination of .243, indicating that 24.3% of the variation in overall job satisfaction is accounted for by the variation in role conflict. The analysis in Table 61 also revealed the estimated variance of the sample effect sizes var (r_s) = .00326, the estimated variance of the sample effect sizes due to sampling error var (e) = .00178, the estimated variance of the true population effect size var (r_p) = .00148, and the standard deviation of the true population effect size sd (r_p) = .03857. Note that unlike the case of the previous research hypothesis analyzed, the sampling error variance accounts for over one-half the variance of the sample effect sizes (.00178/.00326=54.6%). Yet the balance (43.4%, or .00148/.00326) of the variance in the sample effect sizes is accounted for by true variation in the population effect sizes, indicating the possibility of one or more moderator variables. Note also that when comparing the average effect size (-.4931) to the true population standard deviation (.03857), the average effect size is 12.8 standard deviations below 0 (-.4931/.03857 $\approx$ -12.8), indicating a universally inverse relationship between overall job satisfaction and role conflict from studies published in the first 26 volumes of the EAQ.

Moderator Variables

Recall from the previous paragraph that the sampling error variance comprised just over one-half (54.6%) of the variance in sample effect sizes. Accordingly, nearly one-half (43.4%) of the variation in sample effect sizes was comprised of true population variation, suggesting the possibility of a moderator variable.

A cursory glance at the data in Table 61 suggests that professional role might moderate the relationship between overall job satisfaction and role conflict from studies published in the first 26 volumes of the EAQ. Specifically, it appears that the while the relationship is inverse for all professional roles, it appears larger in magnitude for teachers than for administrators. Table 62 displays the moderator analysis when the data are broken into two subsets: the first corresponding to teachers and the second corresponding to administrators. This analysis revealed an average correlation for teachers of -.5081 and an average correlation for administrators of -.3026, indicating true variation between subsets; specifically, the average correlation for teachers suggests a large inverse relationship between overall job satisfaction and role ambiguity, while the average correlation for administrators indicates only a moderate inverse relationship between the two constructs. Moreover, the estimate of the standard deviation of the population effect sizes both for teachers and administrators is 0, indicating no true variation in the population effect sizes for either subset. These standard deviation estimates from each subset are smaller than the standard deviation estimate for the entire set of effect sizes. It

TABLE 62

Research Hypothesis Seventeen
Overall Job Satisfaction related to Role Conflict
Moderator Variable Analysis

(Moderator Analysis for Teachers Only)

(N=4)

Author (Year)	Target Population	N	Effect Size
Carroll (1973)	Department Chairpersons	148	-.56
Freeston (1987)	Teachers	115	-.49
Bacharach et al. (1990)	Teachers (Elementary)	842	-.50
Bacharach et al. (1990)	Teachers (Secondary)	689	-.51

24. Estimate of population effect size [ave (r_s)]

ave $(r_s) = \sum [N_i\ r_i] / \sum N_i$

$= $ [148(-.56) + 115(-.49) + 842(-.50) + 689(-.51)] /

[148 + 115 + 842 + 689]

$= $ -911.62 / 1794

$= $ **-.5081**

TABLE 62 (Continued)

(Moderator Analysis for Teachers Only)

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25. Estimate of variance of sample effect sizes [var (r_s)]

$\text{var } (r_s) = \sum N_i [r_i - \text{ave}(r_s)]^2 / \sum N_i$

$= \quad [\ 148(-.56 - (-.5081))^2 + 115(-.49 - (-.5081))^2 + 842(-.50 - (-.5081))^2 +$

$689(-.51 - (-.5081))^2\ ] / 1794$

$= \quad \textbf{.00028}$

26. Estimate of variance of sample effect sizes due to sampling error [var (e)]

$\text{var } (e) = [1 - \text{ave}(r_s)^2]^2 / [\text{ave } (N) - 1]$

$= \quad [1 - (-.5081)^2]^2 / [448.5 - 1] \qquad\qquad [\text{ave } (N) = \sum N_i / 4 = 448.5]$

$= \quad \textbf{.00122}$

27. Estimate of variance of true population effect size [var (r_p)]

$\text{var } (r_p) = \text{var } (r_s) - \text{var } (e)$

$= \quad .00028 - .00122$

$= \quad \textbf{-.00094}$

28. Estimate of standard deviation of true population effect size [sd (r_p)]

$\text{sd } (r_p) = [\text{var } (r_p)]^{1/2}$

$= \quad (-.00094)^{1/2}$

$= \quad \textbf{.00}$

TABLE 62 (Continued)

(Moderator Analysis for Administrators Only)

(N=2)

Author (Year)	Target Population	N	Effect Size
Bacharach & Mitchell (1983)	Superintendents	46	-.37
Bacharach & Mitchell (1983)	Principals	95	-.27

24. Estimate of population effect size [ave (r_S)]

ave $(r_S) = \sum [N_i\, r_i] / \sum N_i$

$= [46(-.37) + 95(-.27)] / [46 + 95]$

$= -42.67 / 141$

$= \mathbf{-.3026}$

25. Estimate of variance of sample effect sizes [var (r_S)]

var $(r_S) = \sum N_i\, [r_i - ave(r_S)]^2 / \sum N_i$

$= [46(-.37 - (-.3026))^2 + 95(-.27 - (-.3026))^2] / 141$

$= \mathbf{.00219}$

26. Estimate of variance of sample effect sizes due to sampling error [var (e)]

var $(e) = [1 - ave(r_S)^2]^2 / [ave (N) - 1]$

$= [1 - (-.3026)^2]^2 / [70.5 - 1]$ [ave $(N) = \sum N_i / 2 = 70.5$]

$= \mathbf{.01187}$

TABLE 62 (Continued)

(Moderator Analysis for Administrators Only)

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27. Estimate of variance of true population effect size [var (r_p)]

var (r_p) = var (r_s) - var (e)

=   .00219 - .01187

=   **-.0096**

28. Estimate of standard deviation of true population effect size [sd (r_p)]

sd (r_p) = [var (r_p)]$^{1/2}$

=   (-.0096)$^{1/2}$

=   **.00**

appears, then, that professional role moderates the relationship between overall job satisfaction and role conflict.

In summary, the relationship between overall job satisfaction and role conflict for studies published in the first 26 volumes of the EAQ appears to be nearly largely inverse. Professional role appears to moderate this relationship, with teachers experiencing a large inverse relationship and administrators experiencing a moderate inverse relationship.

Research Hypothesis Eighty-three: Overall Job Satisfaction related to School Level (Elementary, Middle, High)

Recall from Chapter 4 (Table 50) that this research hypothesis specifying an expected relationship between overall job satisfaction and school level occurred eight times in the synthesis population of EAQ articles. When considering the organization as the unit of analysis, this research hypothesis appeared five times in the synthesis population, necessarily yielding five effect sizes. As shown in Table 63, all of the effect sizes are in the form of Pearson product-moment correlation coefficients; however, the effect sizes denoted by an asterisk represent Pearson r's converted from point-biserial r's. These effect sizes and the meta-analytic calculations which serve to answer research questions 24-29 are presented in Table 63. This analysis revealed a range of correlations from -.05 to -.50, with a median effect size of -.32. This analysis also revealed that the estimated population effect size is ave (r_S) = -.2730, indicating little difference between the median and the weighted average. The average correlation, using Cohen's (1988) convention, constitutes nearly a moderate effect size, indicating a nearly moderate inverse relationship for teachers between overall job satisfaction and school level from studies

TABLE 63

Research Hypothesis Eighty-three
Overall Job Satisfaction related to School Level
(Elementary, Middle, High)
Effect Sizes with Organizational Unit of Analysis

(N=5)

Author (Year)	Target Population	N	Effect Size
Miskel et al. (1979)	Teachers	114	-.32
Miskel et al. (1983)	Teachers	89	-.09
Miskel et al. (1983)	Teachers	89	-.05
Conley et al. (1989)	Teachers	87	-.50*
Bacharach & Bamberger (1990)	Teachers	87	-.40*

* Denotes Pearson product-moment correlation coefficients converted from point-biserial correlation coefficients where group membership was defined as 1=elementary school level and 2=secondary school level

24. Estimate of population effect size [ave (r_S)]

ave (r_S) = $\sum$ [N_i r_i] / $\sum N_i$

= [114(-.32) + 89(-.09) + 89(-.05) + 87(-.50) + 87(-.40)] / [114 + 89 + 89 + 87 + 87]

= -127.24 / 466

= **-.2730**

TABLE 63 (Continued)

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25. Estimate of variance of sample effect sizes [var (r_s)]

var $(r_s) = \sum N_i [r_i - ave(r_s)]^2 / \sum N_i$

= [$114(-.32 - (-.2730))^2 + 89(-.09 - (-.2730))^2 + 89(-.05 - (-.2730))^2 +$
$87(-.50 - (-.2730))^2 + 87(-.40 - (-.2730))^2$] / 466

= **.02906**

26. Estimate of variance of sample effect sizes due to sampling error [var (e)]

var $(e) = [1 - ave(r_s)^2]^2 / [ave (N) - 1]$

= $[1 - (-.2730)^2]^2 / [93.2 - 1]$ [ave $(N) = \sum N_i / 5 = 93.2$]

= **.00928**

27. Estimate of variance of true population effect size [var (r_p)]

var $(r_p) = $ var $(r_s) - $ var (e)

= .02906 - .00928

= **.01978**

28. Estimate of standard deviation of true population effect size [sd (r_p)]

sd $(r_p) = [$var $(r_p)]^{1/2}$

= $(.01978)^{1/2}$

= **.14062**

published in the first 26 volumes of the EAQ; stated differently, the higher the grade level of school taught, the less the overall job satisfaction reported by teachers in the first 26 volumes in the EAQ. Squaring this average correlation yields a coefficient of determination of .075, indicating that 7.5% of the variation in overall job satisfaction is accounted for by grade level of school in which the reporting teachers taught. The analysis in Table 63 also revealed the estimated variance of the sample effect sizes var (r_s) = .02906, the estimated variance of the sample effect sizes due to sampling error var (e) = .00928, the estimated variance of the true population effect size var (r_p) = .01978, and the standard deviation of the true population effect size sd (r_p) = .14062. In this case, the sampling error variance accounts for only 31.9% of the variance in sample effect sizes (.00928/.02906=31.9%), indicating true variation in the population effect sizes and the possibility of a moderator variable. Note that when comparing the average effect size (-.2730) to the true population standard deviation (.14062), the average effect size is only 1.94 standard deviations below 0 (-.2730/.14062 $\approx$ -1.94), indicating that the relationship between overall job satisfaction and grade level of school taught as reported in the first 26 volumes of the EAQ cannot be considered universally negative.

In summary, the relationship between overall job satisfaction and school level for studies published in the first 26 volumes of the EAQ appears to be nearly moderately inverse. The magnitude of the variance of the true population effect sizes suggests a moderator variable; because so few effect sizes exist, no moderator analysis appears for this research hypothesis.

Research Hypothesis Fifty-five: Satisfaction with Pay related to Age

Recall from Chapter 4 (Table 53) that this research hypothesis specifying an expected relationship between satisfaction with pay and age occurred six times in the synthesis population of EAQ articles. When considering the individual as the unit of analysis, this research hypothesis occurred five times in the synthesis population, necessarily yielding five effect sizes, all in the form of Pearson product-moment correlation coefficients. These effect sizes and the meta-analytic calculations which serve to answer research questions 24-29 are presented in Table 64. This analysis revealed a range of correlations from -.03 to .21, with a median effect size of .16. This analysis also revealed that the estimated population effect size is ave (r_s) = .1361, indicating minimal difference between the median and the weighted average. The average correlation, using Cohen's (1988) convention, constitutes just over a small effect size, suggesting a small positive relationship between satisfaction with pay and age from studies published in the first 26 volumes of the EAQ. Squaring this average correlation yields a coefficient of determination of .019, indicating that just 1.9% of the variation in satisfaction with pay is accounted for by age in years. The analysis in Table 64 also revealed the estimated variance of the sample effect sizes var (r_s) = .00464, the estimated variance of the sample effect sizes due to sampling error var (e) = .00771, the estimated variance of the true population effect size var (r_p) = -.00307, and the standard deviation of the true population effect size sd (r_p) = 0. In this case, the variation in the sample effect sizes can be accounted for by sampling error, indicating the unlikelihood of a moderator variable.

TABLE 64

**Research Hypothesis Fifty-five
Satisfaction with Pay related to Age
Effect Sizes with Individual Unit of Analysis**

(N=5)

Author (Year)	Target Population	N	Effect Size
Bridges (1980)	Teachers (High Work Interdependence)	168	.16
Bridges (1980)	Teachers (Moderate Work Interdependence)	142	.12
Bridges (1980)	Teachers (Low Work Interdependence)	178	.21
Bacharach & Mitchell (1983)	Superintendents	46	-.03
Bacharach & Mitchell (1983)	Principals	95	.06

24. Estimate of population effect size [ave (r_s)]

    ave $(r_s) = \sum [N_i \, r_i] \, / \, \sum N_i$

    =   [168(.16) + 142(.12) + 178(.21) + 46(-.03) + 95(.06)] /

       [168 + 142 + 178 + 46 + 95]

    =   85.62 / 629

    =   **.13612**

TABLE 64 (Continued)

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25. Estimate of variance of sample effect sizes [var (r_s)]

    var (r_s) = $\sum N_i$ [r_i - ave(r_s)]^2 / $\sum N_i$

    = [168(.16 - .1361)^2 + 142(.12 - .1361)^2 + 178(.21 - .1361)^2 +

      46(-.03 - .1361)^2 + 95(.06 - .1361)^2] / 629

    = **.00464**

26. Estimate of variance of sample effect sizes due to sampling error [var (e)]

    var (e) = [1 - ave$(r_s)^2$]^2 / [ave (N) - 1]

    = [1 - (.1361)^2]^2 / [125.8 - 1]   [ave (N) = $\sum N_i$ / 5 = 125.8]

    = **.00771**

27. Estimate of variance of true population effect size [var (r_p)]

    var (r_p) = var (r_s) - var (e)

    = .00464 - .00771

    = **-.00307**

28. Estimate of standard deviation of true population effect size [sd (r_p)]

    sd (r_p) = [var (r_p)]$^{1/2}$

    = (-.00307)$^{1/2}$

    = **.00**

In summary, the relationship between between satisfaction with pay and age for studies published in the first 26 volumes of the EAQ appears to be small and positive. Since the only variation in the effect sizes was due to sampling error, no further search for moderator variables appears necessary.

Research Hypothesis Fifty-seven: Satisfaction with Pay related to Gender

Recall from Chapter 4 (Table 54) that this research hypothesis specifying an expected relationship between satisfaction with pay and gender occurred six times in the synthesis population of EAQ articles. When considering the individual as the unit of analysis, this research hypothesis occurred five times in the synthesis population, necessarily yielding five effect sizes, all in the form of point-biserial correlations with group membership defined as 1=female and 2= male. These effect sizes and meta-analytic calculations which serve to answer research questions 24-29 are presented in Table 65. This analysis revealed a range of correlations from .02 to -.23, with a median effect size of -.17. This analysis also revealed an estimated population effect size of ave (r_s) = -.1323, indicating little difference between the median and the weighted average. The average correlation, using Cohen's (1988) convention, constitutes just over a small inverse effect size, indicating a small and inverse relationship between satisfaction with pay and gender from studies published in the first 26 volumes of the EAQ. Stated differently, this average effect size suggests a small and positive relationship between the female gender and satisfaction with pay. Squaring this average correlation yields a coefficient of determination of .018, indicating that 1.8% of the variation in satisfaction with pay is accounted for by gender membership. The analysis in Table 65 also revealed the estimated

TABLE 65

Research Hypothesis Fifty-seven
Satisfaction with Pay related to Gender
Effect Sizes with Individual Unit of Analysis

(N=5)

Author (Year)	Target Population	N	Effect Size
Bridges (1980)	Teachers (High Work Interdependence)	168	-.23
Bridges (1980)	Teachers (Moderate Work Interdependence)	142	-.17
Bridges (1980)	Teachers (Low Work Interdependence)	178	-.17
McClure et al. (1988)	Teachers (Public College Graduates)	262	-.09
McClure et al. (1988)	Teachers (Private College Graduates)	114	.02

All effect sizes are point-biserial correlations with group membership defined as 1=female and 2=male.

24. Estimate of population effect size [ave (r_S)]

ave $(r_S) = \sum [N_i\, r_i] / \sum N_i$

$=$ [168(-.23) + 142(-.17) + 178(-.17) + 262(-.09) + 114(.02)] / [168 + 142 + 178 + 262 + 114]

$=$ -114.34 / 864

$=$ **-.1323**

TABLE 65 (Continued)

---

25. Estimate of variance of sample effect sizes [var (r_s)]

var $(r_s) = \sum N_i [r_i - \text{ave}(r_s)]^2 / \sum N_i$

$= \quad [\, 168(-.23 - (-.1323))^2 + 142(-.17 - (-.1323))^2 + 178(-.17 - (-.1323))^2 +$

$\qquad 262(-.09 - (-.1323))^2 + 114(.02 - (-.1323))^2 \,] / 864$

$= \quad \mathbf{.00598}$

26. Estimate of variance of sample effect sizes due to sampling error [var (e)]

var $(e) = [1 - \text{ave}(r_s)^2]^2 / [\text{ave (N)} - 1]$

$= \quad [1 - (-.1323)^2]^2 / [172.8 - 1]$ $\qquad$ [ave (N) $= \sum N_i / 5 = 172.8$]

$= \quad \mathbf{.00561}$

27. Estimate of variance of true population effect size [var (r_p)]

var (r_p) = var (r_s) - var (e)

$= \quad .00598 - .00561$

$= \quad \mathbf{.00037}$

28. Estimate of standard deviation of true population effect size [sd (r_p)]

sd $(r_p) = [\text{var } (r_p)]^{1/2}$

$= \quad (.00037)^{1/2}$

$= \quad \mathbf{.01915}$

variance of the sample effect sizes var (r_s) = .00598, the estimated variance of the sample effect sizes due to sampling error var (e) = .00561, the estimated variance of the true population effect size var (r_p) = .00037, and the standard deviation of the true population effect size sd (r_p) = .01915. Note that nearly all of the variance in the sample effect sizes (93.8%, or .00561/.00598) is accounted for by sampling error, indicating very little, if any, variation in the true population effect size. Accordingly, there is little reason to believe that this relationship is moderated by a third variable. Note that when comparing the average effect size (-.1323) to the standard deviation of the true population effect size (.01915), the average effect size is 6.91 standard deviations below 0 (-.1323/.01915 ≈ -6.91), indicating that the relationship between satisfaction with pay and gender as reported in the first 26 volumes of the EAQ is universally negative; in other words, if the sample correlations are normally distributed, the probability of correlation greater than or equal to zero is virtually zero (Hunter and Schmidt, 1990).

In summary, the relationship between satisfaction with pay and gender from studies published in the first 26 volumes of the EAQ appears to be small and negative, with a small direct relationship between satisfaction with pay and the female gender. No moderator variables appear to exist, for nearly all of the variance in the sample effect sizes is accounted for by sampling error.

Research Hypothesis Three hundred twenty-one: Satisfaction with Work related to Gender

Recall from Chapter 4 (Table 56) that this research hypothesis specifying an expected relationship between satisfaction with work and gender occurred five times in the synthesis population of EAQ articles. In each case, the unit of

analysis was the individual. Five effect sizes were necessarily yielded; each effect size was in the form of a point-biserial correlation with group membership defined as 1=female and 2=male. These effect sizes and meta-analytic calculations which serve to answer research questions 24-29 are presented in Table 66. This analysis revealed a range of correlations from .07 to -.22, with a median effect size of -.11. This analysis revealed an estimated population effect size of ave (r_s) = -.0832, indicating minimal difference between the median and the weighted average. The average correlation, using Cohen's (1988) convention, approaches a small inverse effect size, suggesting a nearly small and inverse relationship between satisfaction with work and gender from studies published in the first 26 volumes of the EAQ. Stated differently, this average effect size suggests a barely evident direct relationship between satisfaction with work and the female gender. Squaring this average correlation yields a coefficient of determination of .007, indicating that less than 1% of variation in satisfaction with pay is accounted for by gender membership. The analysis in Table 66 also revealed the estimated variance of the sample effect sizes var (r_s) = .01384, the estimated variance of the sample effect sizes due to sampling error var (e) = .00574, the estimated variance of the true population effect size var (r_p) = .00810, and the standard deviation of the true population effect size sd (r_p) = .09002. Note that sampling error variance accounts for 41.5% (.00574/.01384) of the variance in sample correlations, indicating the possibility of a moderator variable. Note also that when comparing the average effect size (-.0832) to the standard deviation of the true population effect size (.09002), it is seen that the average effect size is only .924 standard deviations (.-0832/.09002 ≈ -.924) below 0, indicating that the relationship between

TABLE 66

**Research Hypothesis Three hundred twenty-one
Satisfaction with Work related to Gender
Effect Sizes with Individual Unit of Analysis**

(N=5)

Author (Year)	Target Population	N	Effect Size
Bridges (1980)	Teachers (High Work Interdependence)	168	-.22
Bridges (1980)	Teachers (Moderate Work Interdependence)	142	-.22
Bridges (1980)	Teachers (Low Work Interdependence)	178	-.11
McClure et al. (1988)	Teachers (Public College Graduates)	262	.03
McClure et al. (1988)	Teachers (Private College Graduates)	114	.07

All effect sizes are point-biserial correlations with group membership defined as 1=female and 2=male.

24. Estimate of population effect size [ave (r_S)]

ave $(r_S) = \sum [N_i\ r_i] / \sum N_i$

= [168(-.22) + 142(-.22) + 178(-.11) + 262(.03) + 114(.07)] /

[168 + 142 + 178 + 262 + 114]

= -71.94 / 864

= **-.0832**

TABLE 66 (Continued)

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25. Estimate of variance of sample effect sizes [var (r_s)]

    var $(r_s) = \sum N_i [r_i - \text{ave}(r_s)]^2 / \sum N_i$

    $= [168(-.22 - (-.0832))^2 + 142(-.22 - (-.0832))^2 + 178(-.11 - (-.0832))^2 +$
    $262(.03 - (-.0832))^2 + 114(.07 - (-.0832))^2] / 864$

    $= \mathbf{.01384}$

26. Estimate of variance of sample effect sizes due to sampling error [var (e)]

    var $(e) = [1 - \text{ave}(r_s)^2]^2 / [\text{ave (N)} - 1]$

    $= [1 - (-.0832)^2]^2 / [172.8 - 1]$ \qquad [ave (N) $= \sum N_i / 5 = 172.8$]

    $= \mathbf{.00574}$

27. Estimate of variance of true population effect size [var (r_p)]

    var $(r_p) =$ var $(r_s) -$ var (e)

    $= .01384 - .00574$

    $= \mathbf{.00810}$

28. Estimate of standard deviation of true population effect size [sd (r_p)]

    sd $(r_p) = [\text{var } (r_p)]^{1/2}$

    $= (.00810)^{1/2}$

    $= \mathbf{.09002}$

satisfaction with work and gender as reported in the first 26 volumes of the EAQ is neither universally positive nor negative.

In summary, the relationship between satisfaction with work and gender from studies published in the first 26 volumes of the EAQ appears to be barely inverse, indicating that females appear to be slightly more satisfied with work than males. Although the true population variance suggested the possibility of a moderator, no analysis is undertaken here due to the paucity of effect sizes.

Time Series Analysis

This time series analysis assessed the stability of reported or derived effect size estimates for the six research hypotheses occurring five or more times and containing the same unit of analysis. For each research hypothesis meeting these criteria, this analysis is organized around the final two research questions:

30. How have job satisfaction effect sizes for selected research hypotheses changed over time?

31. How have job satisfaction effect sizes for specific target populations changed over time?

Both research questions are answered for each of the six research hypotheses with five or more effect size estimates and the same unit of analysis. These research hypotheses were summarized in Table 58. Keep in mind that any inferences drawn in this discussion should be interpreted with caution due to the small number of effect size estimates corresponding to each research hypothesis.

Research Hypothesis Twenty-five

Research hypothesis twenty-five specified an expected relationship between overall job satisfaction and role ambiguity. When considering the individual as the unit of analysis, this research hypothesis occurred seven times in the synthesis population, necessarily yielding seven effect sizes. These effect sizes, along with the article author and year of publication, target population, and sample size are depicted in Table 59 of this chapter.

Research question 30. The seven effect sizes describing the relationship between overall job satisfaction and role ambiguity were reported in EAQ articles published between 1975 and 1990. Each effect size portrays an inverse relationship between the two constructs. Four of the effect sizes were either moderate or large (Cohen, 1988), with the other three meeting the convention of a small effect size.

The magnitude of the effect sizes were moderate to large in 1975 and decreased to small in the mid-1980's. The effect sizes increased in magnitude to moderate to large in the late 1980's and 1990. Aside from these observations, the relationship between overall job satisfaction and role ambiguity has remained relatively stable between 1975 and 1990.

Research question 31. It was noted in the moderator analysis that the reported magnitude of the relationship between overall job satisfaction and role ambiguity was larger for teachers than for administrators. For administrators, the only two correlations were reported in 1983 and suggest a stable relationship. For teachers, five effect sizes describing the relationship were reported; the magnitude of four of these correlations is either moderate or large.

Shown in Table 59, the magnitude of these correlations appears relatively stable over the 15 years of their publication.

<div align="center">Research Hypothesis Seventeen.</div>

Research hypothesis seventeen specified an expected relationship between overall job satisfaction and role conflict. When considering the individual as the unit of analysis, this research hypothesis yielded six effect sizes in the synthesis population; these effect sizes were presented in Table 61.

Research question 30. The six effect sizes describing the relationship between overall job satisfaction and role conflict were reported in EAQ articles published from 1973 to 1990. Each effect size portrays in inverse relationship between the two constructs. Three of the effect sizes were large, two were moderate, and one was small (Cohen, 1988).

Based on the information provided in Table 61, correlations reported in the EAQ decreased in magnitude from large in 1973 to small and moderate in 1983 and increased during the late 1980's to large. Even so, the correlations have remained relatively stable over time.

Research question 31. For teachers, the relationship between overall job satisfaction and role conflict as investigated in the EAQ has remained large and inverse, regardless of time or unit of analysis. For public school administrators, the two effect sizes reported also suggest stability. Only one correlation was reported for university department chairpersons.

<div align="center">Research Hypothesis Eighty-three</div>

This research hypothesis specified an expected relationship between overall job satisfaction and school level; school level was operationalized as either elementary vs. secondary or elementary vs. middle vs. high school.

When considering the organization as the unit of analysis, this research hypothesis yielded five effect sizes; these effect sizes were presented in Table 63. Note that two of the effect sizes were denoted by an asterisk. In each case, school level was operationalized as 1=elementary school level and 2=secondary school level. In each case, job satisfaction means and standard deviations as well as sample sizes for both subgroups were presented. From this information, point-biserial correlations describing the relationship between overall job satisfaction and school level were calculated using formulas (8), (7), and (6). These point-biserial correlations were converted to Pearson product-moment correlations using formula (2) (Glass et al., 1981). Thus, all correlations presented in Table 63 are Pearson r's treating school level as if it were a continuous variable.

Research questions 30 and 31. The five effect sizes describing the relationship between overall job satisfaction and school level were reported in or derived from EAQ articles published between 1975 and 1990. All five effect sizes portrayed an inverse relationship between the two constructs for classroom teachers; that is, as the grade level of school taught increased, overall job satisfaction decreased. The magnitude (Cohen, 1988) of these five correlations as reported in the EAQ was moderate during the late 1970's, decreased to less than small in magnitude during the mid-1980's, and increased during the late 1980's and 1990.

<center>Research Hypothesis Fifty-five</center>

Research Hypothesis Fifty-five specified an expected relationship between satisfaction with pay and age, where age was measured in years. When

considering the individual as the unit of analysis, this research hypothesis yielded five effect sizes; these effect sizes were presented in Table 64.

Research question 30. The five effect sizes describing the relationship between satisfaction with pay and age were reported in EAQ articles published between 1980 and 1983. Taken as whole, the correlations appear to have decreased in magnitude over time.

Research question 31. Since the correlations reported for teachers were published during the same year, no time stability inference can be drawn. For administrators, no stability inference should be drawn due to the paucity of effect sizes.

Research Hypothesis Fifty-seven

This research hypothesis specified an expected relationship between satisfaction with pay and gender, with group membership operationalized as 1=female and 2=male. When considering the individual as the unit of analysis, this research hypothesis yielded five effect sizes; these effect sizes were presented in Table 65.

Research questions 30 and 31. Since the target population for each effect size shown in Table 65 was the classroom teacher, both research questions can be answered simultaneously. The five effect sizes employing the individual as the unit of analysis were reported in EAQ articles published between 1980 and 1988. Although the mean correlation as reported in Table 65 suggested a small relationship indicating greater satisfaction with pay on the part of female teachers, the magnitude of this relationship as reported in the EAQ has decreased over time.

Research Hypothesis Three hundred twenty-one

Research hypothesis three hundred twenty-one specified an expected relationship between satisfaction with work and gender, with group membership operationalized as 1=female and 2=male. This research hypothesis yielded five effect sizes; these effect sizes are presented in Table 56. In each case, the effect size corresponded to the individual as the unit of analysis.

Research questions 30 and 31. Since the target population for each effect size shown in Table 56 was the classroom teacher, both research questions can be answered simultaneously. The five effect sizes employing the individual as the unit of analysis were reported in EAQ articles published between 1980 and 1988. Although the mean correlation as reported in Table 66 suggested a less than small relationship indicating greater satisfaction with work on the part of female teachers, the magnitude of this relationship as reported in the EAQ has decreased over time.

Summary

This chapter provided separate meta-analyses for each of six research hypotheses containing five or more effect size estimates and an individual or organizational unit of analysis. For each of the six research hypotheses meeting these criteria, the following six research questions were answered:

24. What is the estimate of the true population effect size?

25. What is the estimate of the variance of the observed (or derived) effect size?

26. What is the estimate of the variance due to sampling error?

27. What is the estimate of the variance of the true population effect size?

28. What is the estimate of the standard deviation of the true population effect size?

29. What moderator variables, if any, are associated with the job satisfaction research hypothesis under analysis?

In addition, time series analyses were conducted for the six research hypotheses identified in this chapter yielding five or more effect sizes and the same unit of analysis. These analyses answered the following research questions:

30. How have job satisfaction effect sizes for selected research hypotheses changed over time?

31. How have job satisfaction effect sizes for specific target populations changed over time?

Research Hypothesis Twenty-five: Overall Job Satisfaction

related to Role Ambiguity

When considering the individual as the unit of analysis, this research hypothesis yielded seven effect sizes in the form of Pearson product-moment correlation coefficients (Table 59). The estimated true population effect size corrected only for sampling error was -.4337, indicating a moderate to nearly large inverse relationship between overall job satisfaction and role ambiguity. The standard deviation of the true population effect size was .07825. The ratio of the true population effect size to the standard deviation of the true population effect size was -5.54, indicating that relationship between overall job satisfaction and role ambiguity as reported in the first 26 volumes of the EAQ is universally negative (Hunter and Schmidt, 1990).

Moderator analysis (Table 60) suggested that professional role moderated the relationship between overall job satisfaction and role ambiguity. Specifically, the mean correlation for classroom teachers was -.4491, and for administrators was -.1895. Since the standard deviation for each subgroup was less than the standard deviation for both subgroups combined, professional role appeared to moderate this relationship.

Time series analysis revealed that correlations decreased from moderate and large in the mid-1970's to small in the mid-1980's and increased to moderate and large in the late 1980's. For teachers, correlations have remained relatively stable over time.

Research Hypothesis Seventeen: Overall Job Satisfaction
related to Role Conflict

When considering the individual as the unit of analysis, this research hypothesis yielded six effect sizes in the form of Pearson product-moment correlation coefficients (Table 61). The estimated true population effect size corrected only for sampling error was -.4931, indicating essentially a large and inverse relationship between overall job satisfaction and role conflict. The standard deviation of the true population effect size was .03857. The ratio of the true population effect size to the standard deviation of the true population effect size was -12.8, indicating that the relationship between overall job satisfaction and role conflict as reported in the first 26 volumes of the EAQ is universally negative (Hunter and Schmidt, 1990).

Moderator analysis (Table 62) suggested that professional role moderated the relationship between overall job satisfaction and role conflict. Specifically, the mean correlation for classroom teachers was -.5081 and for administrators

was -.3026. Since the standard deviation for each subgroup was zero, professional role appeared to moderate this relationship.

Time series analysis revealed that correlations reported in the EAQ decreased in magnitude from large in 1973 to small and moderate in 1983 and increased to large in the late 1980's. Even so, the correlations remained consistently inverse. For both teachers and administrators, the relationship has remained stable over time.

Research Hypothesis Eighty-three: Overall Job Satisfaction
related to School Level (Elementary, Middle, High)

When considering the organization as the unit of analysis, this research hypothesis yielded five effect sizes. Three of the effect sizes were in the form of Pearson product-moment correlations, while two of the effect sizes were converted to Pearson r's (Table 63). The estimated true population effect size corrected only for sampling error was -.2730, indicating a small to nearly moderate inverse relationship between overall job satisfaction and level of school taught. The standard deviation of the true population effect size was .14062. The ratio of the true population effect size to the standard deviation of the true population was -1.94, indicating that the relationship between overall job satisfaction and school level as reported in the first 26 volumes of the EAQ cannot be considered universally negative (Hunter and Schmidt, 1990). The variability analysis of the effect sizes suggested the presence of a moderator variable; due to the paucity of effect sizes, no moderator analysis was undertaken.

Time series analysis revealed that these correlations decreased in magnitude from moderate in the late 1970's to less-than-small in magnitude during the mid-1980's and increased to moderate-to-large in the late 1980's.

Research Hypothesis Fifty-five: Satisfaction with Pay related to Age

When considering the individual as the unit of analysis, this research hypothesis yielded five effect sizes in the form of Pearson product-moment correlation coefficients (Table 64). The estimated true population effect size corrected only for sampling error was .13612, suggesting a small and positive relationship between satisfaction with pay and age. The standard deviation of the true population effect size was 0, indicating that the variation in the sample effect sizes was due entirely to sampling error. Accordingly, no true variation existed and no moderator analysis was performed.

Time series analysis revealed a decrease in the magnitude of correlations over time. Inferences could not be drawn for either teachers or administrators.

Research Hypothesis Fifty-seven: Satisfaction with Pay related to Gender

When considering the individual as the unit of analysis, this research hypothesis yielded five effect sizes in the form of point-biserial correlation coefficients (Table 65). The estimated true population effect size corrected only for sampling error was -.1323, indicating a small relationship between satisfaction and gender, with females reporting greater satisfaction. The standard deviation of the true population effect size was .01915. The ratio of the true population effect size to the standard deviation of the true population effect size was -6.91, indicating that the relationship between satisfaction with pay and gender as reported in the first 26 volumes of the EAQ is universally inverse (Hunter and Schmidt, 1990); that is, if the sample correlations were normally

distributed, the probability of a correlation greater than or equal to zero is virtually zero. No evidence of a moderator variable existed.

Time series analysis revealed a decrease in the magnitude of correlations for teachers over time.

Research Hypothesis Three hundred twenty-one: Satisfaction with Work related to Gender

When considering the individual as the unit of analysis, this research hypothesis yielded five effect sizes in the form of point-biserial correlation coefficients (Table 66). The estimated true population effect size corrected only for sampling error was -.0832, approaching a small and inverse relationship between satisfaction with work and gender, with female teachers reporting slightly greater satisfaction. The standard deviation of the true population effect size was .09002. The ratio of the true population effect size to the standard deviation of the true population effect size was -.924, indicating that the relationship between overall job satisfaction and role ambiguity as reported in the first 26 volumes of the EAQ is neither universally positive nor negative (Hunter and Schmidt, 1990).

Time series analysis revealed a decrease in magnitude of correlations for teachers over time.

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[1] This is the term given by Hunter & Schmidt (1990) to the meta-analysis of correlation coefficients corrected for sampling error only. A detailed discussion of correcting correlations for sampling error and ten other artifacts is given in chapters 2 and 3 in Hunter & Schmidt. The following discussion of Bare Bones Meta-Analysis is paraphrased from Hunter and Schmidt's (1990) presentation in chapter 3. All other citations are presented in text.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The intent of this inquiry was to synthesize findings on job satisfaction published in the first 26 volumes of the Educational Administration Quarterly (EAQ). Meta-analytic techniques (Hunter and Schmidt, 1990; Glass et al., 1981) of quantitative synthesis were used to empirically synthesize and reorganize research on job satisfaction published in the EAQ from 1965-1990. It is intended that this quantitative synthesis will both lend greater understanding to the state of job satisfaction research in the EAQ and guide future research on this often-studied construct.

This chapter has three objectives: (1) to summarize the research findings on job satisfaction research in the EAQ, (2) to draw conclusions from these findings, and (3) to offer specific recommendations for future inquiries into job satisfaction.

Summary

This quantitative synthesis of job satisfaction research had three parts. Part one (Chapter 3) provided a descriptive analysis of articles published in the first 26 volumes of the EAQ. Part two (Chapter 4) described the effect sizes reported in or derived from the population of EAQ articles addressing job satisfaction and providing sufficient information for quantitative synthesis. Part three (Chapter 5) presented the results of the meta-analyses of research hypotheses yielding five or more effect sizes and having the same unit of analysis. These three parts satisfied six research objectives and provided answers to 31 corresponding research questions. The research objectives and questions are summarized in Table 67.

TABLE 67

Research Objectives and Research Questions

Research Objective One: Specifying the EAQ articles that address job satisfaction and provide sufficient information for quantitative synthesis

Historical Overview

1. How many EAQ articles address job satisfaction?

2. How many of the articles addressing job satisfaction present empirical findings?

3. How many of the empirical job satisfaction articles provide sufficient information for quantitative synthesis?

Research Objective Two: Identifying the research hypotheses and the target population, job satisfaction constructs, and predictor constructs around which these hypotheses are generated

Target Population

4. What target population is identified in each article?

5. What characteristics are associated with the target population identified in each article?

6. What sampling design characteristics are identified in each article?

Research Hypotheses

7. How many job satisfaction research hypotheses are investigated in each article?

8. How many research hypotheses specify expected relationships between job satisfaction and other organizational behavior variables?

9. How many research hypotheses in each article specify expected differences in job satisfaction for subgroups of the target population?

TABLE 67 (Continued)

Job Satisfaction Constructs

10. What job satisfaction constructs are elaborated in the research hypotheses in each article?

11. What reliability information for job satisfaction constructs is provided in each article?

12. What validity information for job satisfaction constructs is provided in each article?

Predictor Constructs

13. What specific predictor constructs are elaborated in the research hypotheses in each article?

14. What reliability information for predictor constructs is provided in each article?

15. What validity information for predictor constructs is provided in each article?

Research Objective Three: Identifying the statistical hypotheses and the inferential rules used to link empirical evidence to the corresponding research hypotheses

Statistical Hypotheses

16. How many statistical hypotheses in each article specify correlation parameters?

17. How many statistical hypotheses in each article specify mean difference parameters?

Statistical Tests

18. Is a predetermined alpha level reported for each statistical test?

19. Is a predetermined beta level reported for each statistical test?

20. Is an explicit alternative statistical hypothesis reported for each statistical test?

TABLE 67 (Continued)

Statistical Tests (Continued)

21. Is an explicit effect size to distinguish between statistical and practical significance reported for each statistical test?

22. What specific test statistic is reported for each statistical hypothesis?

23. What specific effect size indicator is reported or can be derived for each test statistic?

Research Objective Four: Estimating the population effect sizes corresponding to selected research hypotheses

Effect Sizes

24. What is the estimate of the true population effect size?

25. What is the estimate of the variance of the observed (or derived) effect sizes?

26. What is the estimate of the variance due to sampling error?

27. What is the estimate of the variance of the true population effect size?

28. What is the estimate of the standard deviation of the true population effect size?

Research Objective Five: Elaborating the moderator variables that increase the explanatory power associated with selected research hypotheses

Moderator Variables

29. What moderator variables, if any, are associated with the job satisfaction research hypothesis under analysis?

TABLE 67 (Continued)

Research Objective Six: Assessing the stability of population effect size estimates for selected research hypotheses generated over the first 26 volumes of the EAQ

<u>Time Series Analysis</u>

30. How have job satisfaction effect sizes for selected research hypotheses changed over time?

31. How have job satisfaction effect sizes for specific target populations changed over time?

TABLE 68

Research Questions by Chapter with Corresponding Tables

Chapter	Research Question	Table(s)
3	1	2
3	2	3, 4, 5
3	3	6, 7
3	4	8
3	5	9, 10, 11
3	6	12, 13, 14
3	7	15, 16, 17
3	8	18, 19
3	9	20, 21, 22
3	10	23, 24, 25, 26
3	11	27, 28, 29, 30
3	12	31, 32, 33
3	13	34, 35, 36
3	14	37, 38
3	15	39, 40
4	16	41
4	17	--
4	18	42
4	19	--

TABLE **68** (Continued)

Chapter	Research Question	Table(s)
4	20	--
4	21	--
4	22	43
4	23	44-56
5	24-31	57-66

Descriptive Analysis of Articles

The first 15 research questions elaborated in Table 67 were used to guide the descriptive analysis of all articles published in the first 26 volumes of the EAQ. This analysis was presented in Chapter 3. The line between a specific research question and the tables that document complete findings for that question is given in Table 68. Forty statements summarize the findings using the article as the unit of analysis.

Historical Overview.

1. There were 474 articles published in the EAQ between 1965 (Volume 1) and 1990 (Volume 26) (Appendix C).

2. Of the total of 474 EAQ articles published in the first 26 volumes, 239 were classified as empirical (Table 3).

3. Of the total of 474 EAQ articles published in the first 26 volumes, 41 addressed job satisfaction as declared by the author (Table 2 and Appendix D).

4. Of the 41 EAQ articles which addressed job satisfaction, 34 presented empirical findings (Tables 4 and 5).

5. Of the 34 EAQ articles which addressed job satisfaction and presented empirical findings, 22 (64.7%) provided sufficient information for quantitative synthesis; stated differently, only 22 articles reported a zero-order correlational effect size or provided sufficient information to derive a zero-order correlational effect size (Tables 6 and 7).

6. In the 22 EAQ articles which provided sufficient information for quantitative synthesis, 613 correlational effect sizes were either reported or derived (Table 7).

Target Population.

7. Teachers represented the target population in 16 of the 22 (72.9%) EAQ articles which comprised the synthesis population (Table 8).

8. Public K-12 schools represented the target population subgroup in 5 of the 22 synthesis population articles, followed by public elementary schools and public high schools (Table 9).

9. When combining target population and target population characteristics, public K-12 teachers were studied in 5 of 22 synthesis population articles (Tables 10 and 11).

10. Stratified random sampling was the most frequently occurring sampling design employed, occurring in 6 of the 22 synthesis population articles (Tables 12 and 13).

11. Response rates ranged from 43.0% to 100.0%, with three articles not reporting any response rate (Table 14).

12. Fifteen of the 22 synthesis population articles employed the individual as the unit of analysis, while the balance of the articles employed an organizational unit of analysis (Table 14).

Research Hypotheses.

13. In the 22 EAQ articles which provided sufficient information for quantitative synthesis, 330 distinct, non-overlapping research hypotheses which specified expected relationships between distinct job satisfaction constructs and distinct predictor constructs were investigated (Appendices C and E).

14. Since many of the 330 distinct research hypotheses were investigated multiple times in one or more articles, a total of 613 research hypotheses were ultimately investigated (Table 15).

15. Of the 613 research hypotheses, only 268 were explicitly declared by EAQ articles authors (Table 16).

16. Of the 613 research hypotheses, nine occurred five or more times in the synthesis population of articles (Table 17).

17. Of the 613 research hypotheses, 590 specified an expected relationship between a job satisfaction construct and a predictor construct (Table 18).

18. Of the 613 research hypotheses, 23 specified an expected difference in job satisfaction for target population subgroups (Table 20).

Job Satisfaction Constructs.

19. Of the total 613 research hypotheses, 12 distinct job satisfaction constructs were employed as criterion variables of interest (Table 23).

20. Since many of the 12 distinct job satisfaction constructs were investigated multiple times in one or more articles, a total of 613

job satisfaction constructs were ultimately investigated (Table 23).

21. Overall job satisfaction was the most frequently occurring job satisfaction construct, accounting for 265 of the 613 total job satisfaction constructs and appearing in 16 of the 22 synthesis population articles (Table 24).

22. A measure of job satisfaction developed and validated by Bacharach and his colleagues was the most frequently occurring job satisfaction measure, representing 222 of 613 job satisfaction constructs and appearing in four of the 22 synthesis population articles(Table 25).

23. Reliability **information** for job satisfaction constructs was provided for 16 of the 22 EAQ synthesis population articles and for 537 of 613 job satisfaction constructs (Table 27); reliability **coefficients** were reported for 480 of 613 job satisfaction constructs (Table 29).

24. Reliability coefficients were calculated from the study sample in 13 of the 16 EAQ articles which provided reliability information (Table 28).

25. Coefficient alpha was the most frequently reported job satisfaction reliability coefficient, reported for 8 of the 16 articles which provided reliability information and for 232 of 480 job satisfaction constructs (Table 29).

26. Reported job satisfaction reliability coefficients ranged from .61 to .94 (Table 30).

27. Validity information for job satisfaction constructs was provided in 7 of the 22 synthesis population articles and for 270 of the 613 job satisfaction constructs (Table 31).

28. Construct validity, representing the most frequently reported job satisfaction validity information, was reported for 2 of 7 EAQ articles which provided validity information and for 79 of 270 job satisfaction constructs (Table 32).

29. No job satisfaction validity coefficients were reported in the synthesis population of 22 EAQ articles.

Predictor Constructs.

30. Of the total 613 research hypotheses, 162 distinct constructs were employed as the predictor variables of interest (Appendix F).

31. Since many of the 162 distinct predictor constructs were investigated multiple times in one or more articles, a total of 613 predictor constructs were ultimately investigated.

32. Gender was most the most frequently occurring predictor construct, accounting for 30 of the 613 total predictor constructs and occurring in 8 of the 22 synthesis population articles (Table 34).

33. Of the 613 total predictor constructs, 496 were classified as organizational behavior variables and 117 were classified as target population characteristics (Table 35).

34. A measure developed and validated by Bacharach and his colleagues was the most frequently occurring predictor construct

measure, representing 68 of 613 job satisfaction constructs (Table 36).

35. The Rizzo and House Role Questionnaire appeared in the greatest number (5 of 22) articles in the synthesis population (Table 36).

36. Reliability **information** for predictor constructs was provided in 14 of the 22 EAQ synthesis population articles and for 237 of 613 predictor constructs (Table 37); reliability **coefficients** were reported for 193 of 613 predictor constructs (Table 38).

37. Coefficient alpha was the most frequently reported reliability coefficient for predictor constructs, reported in nine articles and for 134 of 237 predictor constructs (Table 38).

38. Validity information for predictor constructs was provided in 9 of the 22 synthesis population articles and for 124 of 613 predictor constructs (Table 39).

39. Construct validity, representing the most frequently reported predictor variable validity information, was reported for 5 of 9 EAQ articles which provided validity information and for 49 of 124 predictor constructs (Table 40).

40. One article (Bridges and Hallinan, 1978) reported two predictive validity coefficients.

<u>Descriptive Analysis of Statistical Tests</u>

Research questions 16-23 in Table 67 were used to guide the descriptive analysis of 613 statistical tests corresponding to the 613 research hypotheses investigated in Chapter 3. This analysis of statistical tests was presented in Chapter 4. The line between a specific research question and the tables that document complete findings for that question is given in Table 68. The following 27 statements summarize the findings using the statistical test as the unit of analysis.

<u>Statistical Hypotheses</u>.

41. Since there was a one-to-one correspondence between research hypotheses and statistical hypotheses, a total of 613 statistical hypotheses specifying expected relationships or differences between population parameters were investigated in the synthesis population of 22 EAQ articles.

42. None of the 613 statistical hypotheses was explicitly declared by EAQ article authors.

43. Of the 613 statistical hypotheses, 590 inferred expectations about correlational parameters (Table 41).

44. Of the 613 statistical hypotheses, 23 inferred expectations about mean difference parameters.

<u>Statistical Tests</u>.

45. Since there was a one-to-one correspondence between statistical hypotheses and statistical tests, a total of 613 statistical tests were investigated.

46. Only 17 of the 613 statistical tests were accompanied by a predetermined alpha level designed to guard against a Type I error, i.e., incorrectly rejecting a true null statistical hypothesis (Table 42).

47. None of the 613 statistical tests was accompanied by a predetermined beta level designed to guard against a Type II error, i.e., incorrectly failing to a reject a false null statistical hypothesis.

48. None of the statistical tests was accompanied by an alternative statistical hypothesis.

49. None of the statistical tests reported an explicit effect size to distinguish between statistical and practical significance.

50. Of the 613 test statistics corresponding to the statistical tests, 541 were Pearson product-moment correlations between two continuous variables; 46 were point-biserial correlations between one continuous variable and one variable represented as a true dichotomy; 3 were t statistics; 3 were coefficient phi statistics; and 20 were unreported (Table 43).

51. The 20 unreported test statistics were converted to point-biserial correlations.

52. The 593 reported statistics either represented correlational effect sizes or could readily be converted to such effect sizes.

53. Since there was a one-to-one correspondence between test statistics and effect sizes, 613 effect sizes in the form of Pearson product-moment correlations or point-biserial correlations were

reported in or derived from information presented in the synthesis population of EAQ articles (Appendix G).

54. 198 of the 613 effect sizes ranged in magnitude from -.09 to .09, not meeting Cohen's (1988) convention of a small effect size (Table 45).

55. 252 of the 613 effect sizes ranged in absolute value from .10 to .29, meeting the convention of a small effect size (Table 45).

56. 112 of the 613 effect sizes ranged in absolute value from .30 to .49, meeting the convention of a moderate effect size (Table 45).

57. 51 of the 613 effect sizes were in absolute value greater than or equal to .50, meeting the convention of a large effect size (Table 45).

58. Research hypothesis 25, specifying an expected relationship between overall job satisfaction and role ambiguity, yielded 11 effect sizes without regard to unit of analysis; these effect sizes ranged from -.77 to -.17 (Table 48).

59. Research hypothesis 17, specifying an expected relationship between overall job satisfaction and role conflict, yielded 8 effect sizes without regard to unit of analysis; these effect sizes ranged from -.65 to -.27 (Table 49).

60. Research hypothesis 83, specifying an expected relationship between overall job satisfaction and school level, yielded 8 effect sizes without regard to unit of analysis; these effect sizes ranged from -.50 to -.24 (Table 50).

61. Research hypothesis 85, specifying an expected relationship between overall job satisfaction and tenure in current position, yielded 7 effect sizes without regard to unit of analysis; these effect sizes ranged from -.17 to .16 (Table 51).

62. Research hypothesis 18, specifying an expected relationship between overall job satisfaction and gender with 1=female and 2=male, yielded 6 effect sizes without regard to unit of analysis; these effect sizes ranged from -.14 to .16 (Table 52).

63. Research hypothesis 55, specifying an expected relationship between satisfaction with pay and age, yielded 6 effect sizes without regard to unit of analysis; these effect sizes ranged from -.03 to .21 (Table 53).

64. Research hypothesis 57, specifying an expected relationship between satisfaction with pay and gender with 1=female and 2=male, yielded 6 effect sizes without regard to unit of analysis; these effect sizes ranged from -.28 to .02 (Table 54).

65. Research hypothesis 146, specifying an expected relationship between overall job satisfaction and job routinization, yielded 5 effect sizes without regard to unit of analysis; these effect sizes ranged from -.55 to .15 (Table 55).

66. Research hypothesis 321, specifying an expected relationship between satisfaction with work and gender with 1=female and 2=male, yielded 5 effect sizes without regard to unit of analysis; these effect sizes ranged from -.22 to .07 (Table 56).

67. 483 of the 613 effect sizes corresponded to an individual unit of analysis; the balance corresponded to an organizational unit of analysis.

<u>Meta-analyses of Selected Findings</u>

Research questions 24-31 in Table 67 were used to guide the meta-analyses of six research hypotheses which yielded five or more effect sizes and employed either an individual or an organizational unit of analysis. The meta-analyses of these research hypotheses were presented in Chapter 5. The line between a specific research question and the tables that document complete findings for that question is given in Table 68. The findings for each research question are organized around the six research hypotheses meeting the above criteria. The following statements summarize the findings using the research hypothesis as the unit of analysis.

<u>Research Hypothesis 25</u>.

68. This research hypothesis specified an expected relationship between overall job satisfaction and role ambiguity and yielded seven effect sizes when considering an individual unit of analysis (Table 59).

69. The estimated population effect size [ave (r_s)] was -.4337; this moderate average correlation suggests that overall job satisfaction increases as role ambiguity decreases.

70. The estimated variance of the seven sample effect sizes [var (r_s)] was .00807.

71. The estimated variance of the seven sample effect sizes due to sampling error [var (e)] was .00195.

72. The estimated variance of the true population effect size [var (r_p)] was .00612, suggesting true population variation and the possibility of a moderator variable.

73. The estimated standard deviation of the true population effect size [sd (r_p)] was .07825.

74. The ratio of the estimated population effect size to the estimated standard deviation was -5.54, suggesting a universally inverse relationship between overall job satisfaction and role ambiguity from studies published in the first 26 volumes of the EAQ.

75. Moderator variable analysis suggested this relationship was more pronounced in magnitude for teachers than for administrators (Table 60).

76. Time series analysis revealed that correlations decreased from moderate to large in the mid-1970's to small in the mid-1980's, and to moderate to large in the late 1980's; for teachers, the magnitude and direction of correlations has remained relatively stable over time.

Research Hypothesis 17.

77. This research hypothesis specified an expected relationship between overall job satisfaction and role conflict and yielded six effect sizes when considering an individual unit of analysis (Table 61).

78. The estimated population effect size [ave (r_s)] was -.4931; this nearly large average correlation suggests that overall job satisfaction increases as role conflict decreases.

79. The estimated variance of the six sample effect sizes [var (r_s)] was .00326.

80. The estimated variance of the six sample effect sizes due to sampling error [var (e)] was .00178.

81. The estimated variance of the true population effect size [var (r_p)] was .00148, suggesting true population variation and the possibility of a moderator variable.

82. The estimated standard deviation of the true population effect size [sd (r_p)] was .03857.

83. The ratio of the estimated population effect size to the estimated standard deviation was -12.8, suggesting a universally inverse relationship between overall job satisfaction and role conflict from studies published in the first 26 volumes of the EAQ.

84. Moderator variable analysis suggested this relationship was more pronounced in magnitude for teachers than for administrators (Table 62).

85. Time series analysis revealed that correlations decreased from large in 1973 to small-to-moderate in 1983 and increased to moderate-to-large in the late 1980's; for both teachers and administrators, the magnitude and direction of correlations has remained stable over time.

Research Hypothesis 83.

86. This research hypothesis specified an expected relationship between overall job satisfaction and grade level of school taught

(elementary, middle, and high) and yielded five effect sizes when considering an organizational unit of analysis (Table 63).

87. The estimated population effect size [ave (r_s)] was -.2730; this small-to-moderate average correlation suggests that overall job satisfaction increases as grade level of school taught decreases.

88. The estimated variance of the five sample effect sizes [var (r_s)] was .02906.

89. The estimated variance of the five sample effect sizes due to sampling error [var (e)] was .00928.

90. The estimated variance of the true population effect size [var (r_p)] was .01978, suggesting true population variation and the possibility of a moderator variable.

91. The estimated standard deviation of the true population effect size [sd (r_p)] was .14062.

92. The ratio of the estimated population effect size to the estimated standard deviation was -1.94, suggesting that the relationship between overall job satisfaction and role conflict from studies published in the first 26 volumes of the EAQ cannot be considered universally negative.

93. Moderator variable analysis was not conducted for this research hypothesis.

94. Time series analysis revealed that correlations decreased in magnitude from moderate in the late 1970's to less-than-small in magnitude during the mid-1980's and increased to moderate-to-large in the late 1980's.

Research Hypothesis 55.

95. This research hypothesis specified an expected relationship between satisfaction with pay and age in years and yielded five effect sizes when considering an individual unit of analysis (Table 64).

96. The estimated population effect size [ave (r_s)] was .13612; this small average correlation suggests that satisfaction with pay increases with an increase in years of age.

97. The estimated variance of the five sample effect sizes [var (r_s)] was .00464.

98. The estimated variance of the five sample effect sizes due to sampling error [var (e)] was .00771.

99. The estimated variance of the true population effect size [var (r_p)] was -.00307, suggesting variation due only to sampling error and the absence of a moderator variable.

100. The estimated standard deviation of the true population effect size [sd (r_p)] was 0.

101. Time series analysis revealed that correlations decreased in magnitude from moderate in the late 1970's to less-than-small in magnitude during the mid-1980's and increased to moderate-to-large in the late 1980's.

102. Time series analysis revealed a decrease in the magnitude of correlations for teachers over time.

Research Hypothesis 57.

103. This research hypothesis specified an expected relationship between satisfaction with pay and gender (1=female and 2=male) and yielded five effect sizes when considering an individual unit of analysis (Table 65).

104. The estimated population effect size [ave (r_s)] was -.1323; this small average correlation suggests greater satisfaction with pay for females.

105. The estimated variance of the five sample effect sizes [var (r_s)] was .00598.

106. The estimated variance of the five sample effect sizes due to sampling error [var (e)] was .00561.

107. The estimated variance of the true population effect size [var (r_p)] was .00037, suggesting variation due mainly to sampling error and the absence of a moderator variable.

108. The estimated standard deviation of the true population effect size [sd (r_p)] was .01915.

109. The ratio of the estimated population effect size to the estimated standard deviation was -6.91, suggesting that the relationship between satisfaction with pay and gender from studies published in the first 26 volumes of the EAQ can be considered universally negative.

110. Time series analysis revealed a decrease in the magnitude of correlations for teachers over time.

Research Hypothesis 321.

111. This research hypothesis specified an expected relationship between satisfaction with work and gender (1=female and 2=male) and yielded five effect sizes when considering an individual unit of analysis (Table 66).

112. The estimated population effect size [ave (r_s)] was -.0832; this nearly small average correlation suggests slightly greater satisfaction with work for females.

113. The estimated variance of the five sample effect sizes [var (r_s)] was .01384.

114. The estimated variance of the five sample effect sizes due to sampling error [var (e)] was .00574.

115. The estimated variance of the true population effect size [var (r_p)] was .00810, suggesting the possibility of a moderator variable.

116. The estimated standard deviation of the true population effect size [sd (r_p)] was .09002.

117. The ratio of the estimated population effect size to the estimated standard deviation was -.924, suggesting that the relationship between satisfaction with work and gender from studies published in the first 26 volumes of the EAQ cannot be considered universally negative.

118. Moderator variable analysis was not conducted for this research hypothesis.

119. Time series analysis revealed a decrease in the magnitude of correlations for teachers over time.

Conclusions

Articles

Recall from the above summary that of the 474 EAQ articles published from 1965-1990, 41 addressed constructs of job satisfaction as declared by the article authors. Thirty-four of the 41 articles which addressed job satisfaction provided empirical findings. Only 22 of these 34 empirical job satisfaction articles provided sufficient information for quantitative synthesis; stated differently, over one-third of the EAQ articles which addressed job satisfaction and presented empirical findings failed to provide zero-order correlations or sufficient information to derive zero-order correlations. This represents over a 33% "lost opportunity" rate to increase knowledge of job satisfaction as investigated in the first 26 volumes of the EAQ.

Effect Sizes

This quantitative synthesis of job satisfaction research published in the first 26 volumes of the EAQ uncovered 613 reported or derived correlational effect sizes which depicted relationships between various job satisfaction constructs and various predictor constructs. As reported in Table 45, nearly one-third (32.3%, or 198 of 613) of the effect sizes ranged in absolute value from 0.00 to 0.09, or not large enough to meet Cohen's (1988) convention as a small effect size. Stated differently, nearly one-third of the predictor constructs explained less than 1% of the variation in constructs of job satisfaction. Another two-fifths (41.1%, or 252 of 613) of the effect sizes ranged in absolute value from .10 to .29, values which meet Cohen's convention as a small effect size. In other words, over two in five predictor constructs explained only from 1% to less than 9% of the variation in constructs of job satisfaction. When considering both

inventories of effect sizes discussed in this paragraph, it is seen that just under three-fourths (73.4%, or 32.3% plus 41.1%) of the effect sizes were less than moderate in magnitude; stated differently, just under three in four predictor constructs investigated in this synthesis explained less than 9% of the variability in constructs of job satisfaction as investigated in the first 26 volumes of the EAQ.

Also discovered from Table 45 was that less than two-fifths (18.3%, or 112 of 613) of the effect sizes ranged in absolute value from .30 to .49, values which meet Cohen's (1988) convention of a moderate effect size. In other words, less than two in five of predictor constructs explained from 9% to less than 25% of the variance in constructs of job satisfaction. Finally, just one in twelve (8.3%, or 51 of 613) of the effect sizes were larger in absolute value than .50, a value which is considered a large effect size; stated differently, just one-twelfth of the inventory of predictor constructs explained more than 25% of the variance in constructs of job satisfaction. When considering both inventories of effect sizes discussed in this paragraph, it is seen that just over one-fourth (26.6%, or 18.3% plus 8.3%) of the effect sizes were at least moderate in magnitude; stated differently, just over one in four predictor constructs investigated in this synthesis explained over 9% of the variability in constructs of job satisfaction as investigated in the first 26 volumes of the EAQ.

If one were to use Cohen's (1988) criterion of a moderate correlational effect size to indicate practical significance between a job satisfaction construct and a predictor construct, it would be seen that just over one-fourth of the effect sizes reported or derived in this quantitative synthesis would meet this criterion. However, recall from research question 18 that over one-half (53.2%, or 326 of

613) of the reported test statistics from the synthesis population of 22 EAQ articles were accompanied by a declaration of statistical significance or non-significance. None of the article authors heeded McNamara's (1978) advice to consider a measure of practical significance, such as percentage of explained variance, in interpreting their research findings. Since statistical significance is largely a function of sample size (Borg, 1987), it becomes important to look beyond statistical significance as a means of inferring differences or relationships, and more crucially, as a means of building and developing theories.

Relationships

In interpreting the results found from the meta-analyses of selected research hypotheses in Chapter 5, it is important to note that these findings are based on at most seven (i.e., the relationship between overall job satisfaction and role ambiguity) study correlations. Caution should be exercised when interpreting meta-analytic findings based on a small sample of study correlations due to the problem of second-order sampling error (Hunter and Schmidt, 1990); second-order sampling error might be defined as sampling error in meta-analytic estimates resulting from drawing or locating a small number of studies from the population of all studies investigating a distinct research hypothesis.

Even with this caveat in mind, the magnitude and direction of relationships uncovered in the first 26 volumes of the EAQ for the most frequently occurring research hypotheses mirrors the magnitude and direction of relationships uncovered in the theoretical framework section of this inquiry. For example, mean correlations found between overall job satisfaction and both role

ambiguity and role conflict were universally inverse in direction and moderate to large in magnitude. Research reviewed in Chapter 2 also suggested a moderate to large inverse relationship.

The relationship between overall job satisfaction and grade level of school taught as reported in the first 26 volumes of the EAQ, though less in magnitude, also points to a consistently negative relationship; in other words, teacher job satisfaction decreased as grade level of school taught increased. Again, this finding largely coincides with findings uncovered for teachers in the review of literature. The relationship between level of school administered and overall job satisfaction proved to be less conclusive.

Similar statements hold true for the relationships between constructs of job satisfaction and both age and gender as studied in the first 26 volumes of the EAQ. The relationship between satisfaction with pay and age as reported for educators in the first 26 volumes of the EAQ was small and direct, suggesting a small increase in satisfaction with pay as one advances in age. The literature reviewed for relationships of age to constructs of job satisfaction suggested small relationships in magnitude with a trend toward increased satisfaction as one advances in age. The relationships between gender and satisfaction with both pay and work as reported in the EAQ have been at most small in magnitude and fairly inconsistent in direction; these relationships also mirror those found in the review of literature.

Model for Quantitative Synthesis

For this inquiry, a 14-stage model was conceptualized, implemented, and validated. This model was conceptualized to classify, record, and analyze study characteristics pertaining to job satisfaction research published in the first 26

volumes of the EAQ. Although based on other quantitative synthesis models or methods (Hunter and Schmidt, 1990; Johnson, 1989; Jones, 1988; Crehan, 1985; Glass et al., 1981), this model departed from those mentioned above in that it was conceptualized to classify, record, and analyze study characteristics for an inquiry concerned with multiple criterion and multiple predictor variables. Since this inquiry was not concerned with just one research hypothesis specifying an expected relationship between a distinct job satisfaction construct and a distinct predictor construct, perhaps the most unique feature of this model was that it allowed for constructing a propositional inventory of all job satisfaction research hypotheses actually investigated in the synthesis population of EAQ articles. This inventory was based on the theoretical framework developed in the review of literature and reflected the investigation of job satisfaction research as published in the first 26 volumes of the EAQ.

A second important characteristic of this model comes as a corollary to constructing the propositional inventory of research hypotheses. Many traditional models (Hunter and Schmidt, 1990; Johnson, 1989; Crehan, 1985; Glass et al., 1981) of quantitative synthesis focus largely on locating and selecting studies, recording study characteristics, and estimating effect sizes. Certainly, the model developed for this inquiry recognized the importance of estimation. Just as importantly, this model also focused on the logic of conducting a quantitative synthesis from start to finish, particularly in designing and validating the classification systems used to determine the types of research hypotheses, job satisfaction constructs, and predictor constructs studied over the first 26 volumes of the EAQ.

The final characteristic of this model was that it provided for reliability of classifying and recording study characteristics found in the synthesis population of EAQ articles. Furthermore, this inquiry operationalized the reliability component by having behavioral science researchers independently classify and record the study characteristics found in the synthesis population as well as estimate the parameters in the meta-analysis chapter. Accordingly, the procedures of and the findings resulting from this model were independently validated, suggesting that this model could be used by researchers to synthesize empirical research findings on organizational variables found in the EAQ and similar research publications.

Recommendations

EAQ Editorial Policies

The following recommendations for EAQ editorial policies and data reporting are offered in the light of maximizing existing knowledge of both job satisfaction and other organizational variables studied in the EAQ. These recommendations coincide in part with those offered by Jones (1990, 1988) in her synthesis of the gender difference hypothesis as studied in the first 22 volumes of the EAQ. The point of departure of these recommendations lies in the topic under investigation in this inquiry.

<u>Construct operationalization</u>. Constructs should become more rigorously operationalized. For example, Belasco and Alutto (1972) operationalized job satisfaction as willingness to remain in the organization despite inducements to leave. A year later, Alutto and Belasco (1973) applied this same operationalization to the construct of organizational commitment. The same can be said for the construct of experience or job tenure. It was suggested in

Chapter 2 that many researchers in educational administration (Avi-Itzhak, 1988; Anderson and Iwanicki, 1984; Miskel et al., 1980; Miskel et al., 1979; Paul, 1975; and Trusty and Sergiovanni, 1966) have failed to classify teaching or administrative experience as either experience in one's current position or experience in a particular job classification. Increased rigor in construct operationalization would lead to more reliable and valid meta-analytic findings.

Statistical power. Statistical power, given a great deal of attention in Chapter 4 of this inquiry, should be of central consideration in research design. Since sample size selection is a function of alpha, beta (power), effect size, and the directionality of the alternative statistical hypothesis, each of these facets should be considered by researchers who wish to maximize the ability of their research design to detect a true population difference or relationship.

Data reporting standards. Data reporting standards in the EAQ should become more rigorous to encourage and enable researchers to both calculate effect sizes and perform meta-analytic synthesis on existing research. Hunter and Schmidt (1990) recommended that for correlational and multiple regression studies, means, standard deviations, sample sizes, measurement reliability and validity, and zero-order correlation matrices for all variables be published. Moreover, they contended that all descriptive statistics be published without regard to statistical significance. In addition, this researcher recommends that measures used by researchers in primary studies as well as their response scales be appended to the journal publication. In this way, reverse scored measures can be noted as such and adjustments in the sign of the correlation can be made to more readily cumulate correlations.

Unit of analysis. Unit of analysis should be of major consideration to researchers submitting manuscripts to the EAQ as well as to EAQ editors and reviewers. Because over one-fifth (21.2%, or 130 of 613) of the reported or derived effect sizes in this inquiry corresponded to an organizational unit of analysis, many effect sizes yielded by the same research hypotheses could not be cumulated. Hopkins (1982) recommended an individual unit of analysis for statistical significance testing. It would appear easier to aggregate data reported for individuals than to disaggregate data reported for organizations.

Indicators of explained variance. More emphasis should be placed on the practical significance of research findings published in the EAQ. McNamara (1978) advanced that the proportion of explained variance (e.g., omega-squared; or in the case of correlations, the coefficient of determination) be used as an indicator of practical significance. Most test statistics or effect sizes are convertible to indicators of explained variance, thereby allowing for the conversion of research findings into a metric that is readily understood by researchers and scholar-practitioners alike. Assuming that scholar-practitioners comprise at least an observable portion of EAQ readers, it seems that an indicator of explained variance would be more useful than a theoretical statement when interpreting research findings and their potential implications for practice.

Study of administrators. The study of organizational variables in general, and job satisfaction specifically, should be expanded to appropriately represent the educational administrator. In this inquiry, educational administrators were the target population in 13.6% (3 of 22) of the synthesis population of EAQ articles (Table 8). The study of the educational administrator and his or her

satisfaction should, in the opinion of this researcher, comprise a greater portion of the study of educational administration. Only in this manner can the theory and practice of educational administration improve.

<u>Future Research</u>

This quantitative synthesis of job satisfaction research was by no means exhaustive; indeed, it focused on research published solely in the EAQ and addressed both multiple job satisfaction and predictor constructs. The problem of second-order sampling error (Hunter and Schmidt, 1990) resulting from the small number of study correlations corresponding to the most frequently occurring research hypotheses has already been noted.

Keeping the above in mind, three benefits were derived from this inquiry. First, this inquiry followed Campbell's (1979) recommendation that empirical synthesis be undertaken to cumulate research findings on constructs studied over time in the EAQ. Specifically, this inquiry represented the first attempt to synthesize existing empirical research on job satisfaction as published in the first 26 volumes of the EAQ.

Second, this inquiry not only synthesized, but extended, knowledge of job satisfaction research as published in the first 26 volumes of the EAQ. The content analysis provided insights as to the classification, operationalization, and measurement of job satisfaction constructs. Meta-analytic syntheses of the most frequently occurring job satisfaction research hypotheses provided information on the magnitude and direction of relationships most often studied over the first 26 volumes of the EAQ. Moderator analyses pointed to professional role as a possible covariate in the relationship between overall job satisfaction and both role ambiguity and role conflict. In addition, trend

analyses of the most frequently occurring research hypotheses provided insights as to how these relationships have changed over the first 26 volumes of the EAQ.

Third, and perhaps most important, since the procedures developed to synthesize job satisfaction research in the first 26 volumes have been demonstrated to be reliable and valid, they have provided a model for researchers to use in synthesizing research findings on organizational variables studied in the EAQ and similar research publications. This model provides an excellent starting point for such future research.

Comparison of models. Much emphasis has been given to the 14-stage model developed for this inquiry and its departure from traditional quantitative synthesis models. A future inquiry would compare the efficacy of this model to more traditional models emphasizing parameter estimation. As a result, the model developed for this inquiry could be refined and improved, thereby making it more useful for future quantitative syntheses of organizational variables.

Time-ordering of findings. This inquiry attempted to time-order effect sizes stemming from research hypotheses yielding at least five effect sizes and the same unit of statistical analysis. Caution is advised in over-interpreting these time series analyses due to the small number of effect sizes for any research hypothesis. Even so, time-ordering of correlations is useful because of its ability to identify consistent or changing correlations for a research hypothesis of interest.

Due, however, to the model developed for this inquiry, findings were not limited to just parameter estimates. Therefore, it would serve a useful purpose

for future inquiries to time-order other findings uncovered in this and similar quantitative syntheses. This time-ordering would be important since any finding is time bound and does not automatically generalize or hold for future periods of time. For example, the research hypothesis relating overall job satisfaction to role ambiguity (Table 48) was studied 11 times in the synthesis population of EAQ articles. Interestingly, this research hypothesis was not accorded much attention until 1983, and has since been studied nine times. Perhaps more interestingly, of the nine times this research hypothesis was investigated since 1983, it was investigated eight times by the same group of researchers.

In the same manner, other study findings such as job satisfaction constructs, predictor constructs, and measures employed could be time-ordered to determine the research focus accorded to each over time. Moreover, expanding the population of relevant studies to several journals would also facilitate comparing, contrasting, and combining time series analyses of important findings on job satisfaction.

Expansion of population of relevant studies. Since the model designed for this inquiry focused on job satisfaction research in one journal, future quantitative syntheses would expand the population of relevant studies and apply this model as such. For example, the expansion of studies would logically focus on the Journal of Educational Administration, which has published a large amount of research on job satisfaction. Findings from the EAQ and the Journal of Educational Administration could be compared and contrasted to determine of the findings are similar or different to those uncovered in the EAQ. Again, findings include not just parameter estimates, but also research hypotheses, job satisfaction and predictor constructs,

measurement characteristics, moderator variables, trend analyses, and so on. Furthermore, the population of relevant studies could be expanded to several journals to determine similarity and differences in findings. If findings were found to be dissimilar across journals, one might assume that reading just one journal would not portray the state of research on job satisfaction or other organizational variables. If findings were found to be similar, they could be combined to yield a more pervasive knowledge base, thereby extending knowledge of job satisfaction in educational organizations. In this manner, job satisfaction theory development and validation in educational organizations could then be based on an optimal understanding of existing job satisfaction research.

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APPENDICES

APPENDIX A

CODING SYSTEM AND SPSS-X CODE

```
 1.     //DAVIDT  JOB  (B374.007A,15,30,DT),'METAPRG2',MSGCLASS=Z
 2.     //*TAMU P=4,NOTIFY
 3.     // EXEC SPSS
 4.     //DAVIDT     DD DSN=USR.B374.DT.METADATA.TWO,DISP=SHR
 5.     //METAOUT    DD DSN=USR.B374.DT.METAOUT,DISP=(NEW,CATLG,DELETE),
 6.     //              UNIT=DISK,SPACE=(TRK,(50,25),RLSE)
 7.     //SYSIN DD *
 8.     TITLE 'LAST RUN EAQ META-ANALYSIS PROGRAM MAY TWENTY TWO'
 9.     SET MXWARNS=1000
10.     DATA LIST FILE = DAVIDT    RECORD = 1/
11.      1 ARTICLE 1-2 VOLUME 3-4 NUMBER 5 YEAR 6-7 AUTHOR 8-9 TESTW 10-12
12.        TESTO 13-15 TARPOP 16-17 LEVELPOP 18-19 TYPESAMP 20-21 SSONE 22-26
13.        SSTWO 27-31 N1 32-36 N2 37-41 RESHYP 42-44 TYPERHYP 45 RHYPTYPE 46
14.        RHYPDIR 47 JSCONST 48-49 JSMEAS 50-51 JSRELADD 52 JSRELFS 53
15.        JSTYPREL 54 JSRELCOF 55-56 (2) JSVALADD 57 JSTYPVAL 58
16.        JSVALCOF 59-60 (2) PVCONST 61-63 PVMEAS 64-65 PVRELADD 66
17.        PVTYPREL 67 PVRELCOF 68-69 (2) PVVALADD 70 PVTYPVAL 71
18.        PVVALCOF 72-73 (2) STATHYP 74-75 TYPSTHYP 76 STHYPTYP 77 ALPHA 78
19.        ALPHACOF 79-80 (2) BETA 81 BETACOF 82-83 (2) ALTSTHYP 84 ESID 85
20.        TESTSTAT 86-87 TSTATVAL 88-92 (2) SIGNIF 93 GROUP1 94-95
21.        GROUP2 96-97 MEANGRP1 98-102 (2) MEANGRP2 103-107 (2)
22.        SDGRP1 108-112 (2) SDGRP2 113-117 (2) UOFA 118 LOCALE 119-120
23.        MODVAR 121-122
24.     COMPUTE RRATE1=N1/SSONE
25.     COMPUTE RRATE2=N2/SSTWO
26.     DO IF (RHYPTYPE EQ 1)
27.     .COMPUTE POOLVAR=(((N1-1)*SDGRP1**2)+((N2-1)*SDGRP2**2))/(N1+N2-2)
28.     .COMPUTE EFFSIZE=(MEANGRP1-MEANGRP2)/SQRT(POOLVAR)
29.     .COMPUTE RPBIS=EFFSIZE/SQRT(EFFSIZE**2+4)
30.     END IF
31.     DO IF (TESTSTAT EQ 03)
32.     . COMPUTE NTOT=N1+N2
33.     . COMPUTE RPBIST=SQRT((TESTSTAT**2)/(TESTSTAT**2+NTOT-2))
34.     END IF
35.     VARIABLE LABELS
36.         ARTICLE    'ARTICLE NUMBER IN SYNTHESIS POPULATION'
37.         VOLUME     'EAQ VOLUME NUMBER'
38.         NUMBER     'EAQ YEARLY ISSUE NUMBER'
39.         YEAR       'CALENDAR YEAR OF PUBLICATION'
40.         AUTHOR     'AUTHOR OF ARTICLE'
41.         TESTW      'STATISTICAL TEST WITHIN EACH ARTICLE'
42.         TESTO      'STATISTICAL TEST IN OVERALL SYNTHESIS POPULATION'
43.         TARPOP     'TARGET POPULATION OF INTEREST'
44.         LEVELPOP   'SCHOOL LEVEL OF TARGET POPULATION'
45.         TYPESAMP   'TYPE OF SAMPLE/SAMPLING PROCEDURE'
46.         SSONE      'SAMPLE SIZE FOR SAMPLE UNDER STUDY--DEFAULT VALUE'
47.         SSTWO      'SAMPLE SIZE FOR SECOND SAMPLE IF MEAN DIFFERENCE'
48.         N1         'NUMBER OF SUBJECTS IN SAMPLE ONE--DEFAULT VALUE'
49.         N2         'NUMBER OF SUBJECTS IN SAMPLE TWO IF MEAN DIFFERENCE'
50.         RESHYP     'RESEARCH HYPOTHESIS UNDER STUDY'
51.         TYPERHYP   'EXPLICIT OR IMPLICIT RESEARCH HYPOTHESIS'
52.         RHYPTYPE   'CORRELATIONAL OR MEAN DIFFERENCE RESEARCH HYPOTHESIS'
53.         RHYPDIR    'DECLARED DIRECTION OF RESEARCH HYPOTHESIS'
54.         JSCONST    'JOB SATISFACTION CONSTRUCT UNDER STUDY'
55.         JSMEAS     'JOB SATISFACTION MEASURE FROM WHICH CONSTRUCT CAME'
56.         JSRELADD   'WAS RELIABILITY FOR THE JS MEASURE ADDRESSED'
57.         JSRELFS    'WAS RELIABILITY COEFFICIENT CALCULATED FROM SAMPLE'
58.         JSTYPREL   'TYPE OF RELIABILITY COEFFICIENT CALCULATED'
59.         JSRELCOF   'ACTUAL RELIABILITY COEFFICIENT REPORTED'
60.         JSVALADD   'WAS VALIDITY FOR THE JS MEASURE ADDRESSED'
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 61.          JSTYPVAL    'TYPE OF JS VALIDITY ADDRESSED'
 62.          JSVALCOF    'ACTUAL VALIDITY COEFFICIENT REPORTED'
 63.          PVCONST     'PREDICTOR CONSTRUCT UNDER STUDY'
 64.          PVMEAS      'MEASURE FROM WHICH PREDICTOR CONSTRUCT CAME'
 65.          PVRELADD    'WAS RELIABILITY FOR THE PREDICTOR MEASURE ADDRESSED'
 66.          PVTYPREL    'TYPE OF PREDICTOR RELIABILITY REPORTED'
 67.          PVRELCOF    'ACTUAL PREDICTOR RELIABILITY COEFFICIENT REPORTED'
 68.          PVVALADD    'WAS VALIDITY FOR THE PREDICTOR MEASURE ADDRESSED'
 69.          PVTYPVAL    'TYPE OF PREDICTOR VALIDITY REPORTED'
 70.          PVVALCOF    'ACTUAL VALIDITY COEFFICIENT REPORTED'
 71.          STATHYP     'STATISTICAL HYPOTHESIS CORRESPONDING TO RES HYP'
 72.          TYPSTHYP    'EXPLICIT OR IMPLICIT STATISTICAL HYPOTHESIS'
 73.          STHYPTYP    'CORRELATIONAL OR MEAN DIFFERENCE RESEARCH HYPOTHESIS'
 74.          ALPHA       'WAS ALPHA COEFFICIENT IDENTIFIED A PRIORI'
 75.          ALPHACOF    'IDENTIFIED ALPHA COEFFICIENT REPORTED'
 76.          BETA        'WAS BETA COEFFICIENT IDENTIFIED A PRIORI'
 77.          BETACOF     'IDENTIFIED BETA COEFFICIENT REPORTED'
 78.          ALTSTHYP    'WAS AN ALTERNATIVE STATISTICAL HYPOTHESIS IDENTIFIED'
 79.          ESID        'WAS AN EFFECT SIZE TO DETECT A PRACTICAL DIFFERENCE IDED'
 80.          TESTSTAT    'TYPE OF TEST STATISTIC REPORTED IN ARTICLE'
 81.          TSTATVAL    'ACTUAL VALUE OF REPORTED TEST STATISTIC'
 82.          SIGNIF      'DID THE AUTHOR DECLARE STATISTICAL SIGNIFICANCE'
 83.          GROUP1      'POPULATION CHARACTERISTIC OF GROUP 1--IF MEAN DIFF'
 84.          GROUP2      'POPULATION CHARACTERISTIC OF GROUP2--IF MEAN DIFF'
 85.          MEANGRP1    'REPORTED MEAN OF GROUP 1 IF MEAN DIFFERENCE'
 86.          MEANGRP2    'REPORTED MEAN OF GROUP 2 IF MEAN DIFFERENCE'
 87.          SDGRP1      'REPORTED STANDARD DEVIATION OF GROUP 1 IF MEAN DIFF'
 88.          SDGRP2      'REPORTED STANDARD DEVIATION OF GROUP 2 IF MEAN DIFF'
 89.          UOFA        'INDIVIDUAL OR ORGANIZATIONAL UNIT OF ANALYSIS'
 90.          LOCALE      'LOCATION OF STUDY'
 91.          MODVAR      'POSSIBLE MODERATOR VARIABLES'
 92.          POOLVAR     'POOLED VARIANCE FROM MEAN DIFFERENCE HYPOTHESES'
 93.          EFFSIZE     'CALCULATED EFFECT SIZE FROM MEAN DIFFERENCE HYPOTHESIS'
 94.          RPBIS       'CALCULATED POINT BISERIAL CORRELATION FROM MEAN DIFF HYP'
 95.          NTOT        'TOTAL SAMPLE SIZE WHEN T STATISTIC IS GIVEN'
 96.          RPBIST      'CALCULATED POINT BISERIAL CORRELATION FROM T STAT'
 97.          RRATE1      'RETURN RATE FOR SAMPLE SIZE ONE'
 98.          RRATE2      'RETURN RATE FOR SAMPLE SIZE TWO'
 99.  VALUE LABELS
100.          AUTHOR      01 'MISKEL ET AL'
101.                      02 'HOY ET AL'
102.                      03 'GRASSIE & CARSS'
103.                      04 'CARROLL'
104.                      05 'BELASCO & ALUTTO'
105.                      06 'GLUECK & THORP'
106.                      07 'PAUL'
107.                      08 'HOLLON & GEMMILL'
108.                      09 'SCHMIDT'
109.                      10 'HOLDAWAY ET AL'
110.                      11 'BRIDGES ET AL'
111.                      12 'COOKE & ROUSSEAU'
112.                      13 'BACHARACH ET AL'
113.                      14 'ANDERSON & IWANICKI'
114.                      15 'FREESTON'
115.                      16 'MCCLURE, WEIDMAN, AND SHARP'/
116.          TARPOP      01 'TEACHER'
117.                      02 'DEPARTMENT CHAIRPERSON'
118.                      03 'ADMINISTRATOR'
119.                      04 'PRINCIPAL'
120.                      05 'CENTRAL OFFICE ADMINISTRATOR'
121.                      06 'PROFESSOR'
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122.                       O7 'MALE TEACHER'
123.                       O8 'FEMALE TEACHER'
124.                       O9 'SUPERINTENDENT'/
125.          LEVELPOP     OO 'MISSING OR NOT APPLICABLE'
126.                       O1 'COLLEGE OR UNIVERSITY'
127.                       O2 'PUBLIC ELEMENTARY SCHOOL'
128.                       O3 'PUBLIC JUNIOR HIGH OR MIDDLE SCHOOL'
129.                       O4 'PUBLIC HIGH SCHOOL'
130.                       O5 'PRIVATE ELEMENTARY SCHOOL'
131.                       O6 'PRIVATE JUNIOR HIGH OR MIDDLE SCHOOL'
132.                       O7 'PRIVATE HIGH SCHOOL'
133.                       O8 'COMMUNITY OR JUNIOR COLLEGE'
134.                       O9 'PUBLIC K THROUGH TWELVE'
135.                       1O 'PUBLIC SECONDARY'
136.                       11 'ALL LEVELS COMBINED PUBLIC'
137.                       12 'ALL LEVELS COMBINED PRIVATE'
138.                       13 'ALL LEVELS PUBLIC AND PRIVATE'
139.                       99 'NOT GIVEN OR NOT ELSEWHERE CLASSIFIED'/
140.          TYPESAMP     O1 'SIMPLE RANDOM'
141.                       O2 'STRATIFIED RANDOM'
142.                       O3 'SINGLE STAGE CLUSTER RANDOM'
143.                       O4 'MULTI STAGE CLUSTER RANDOM'
144.                       O5 'SIMPLE SYSTEMATIC'
145.                       O6 'STRATIFIED SYSTEMATIC'
146.                       O7 'SINGLE STAGE CLUSTER SYSTEMATIC'
147.                       O8 'MULTI STAGE CLUSTER WITH STRATIFICATION'
148.                       O9 'NON PROBABILITY'
149.                       1O 'NOT ELSEWHERE CLASSFIED'
150.                       11 'UNIVERSAL'
151.                       12 'PURPOSIVE'/
152.          'ESHYP       OO1 'OVERALL JS RELATED TO FORCE OF MOTIVATION'
153.                       OO2 'OVERALL JS RELATED TO CENTRAL LIFE INTERESTS'
154.                       OO3 'SATISFACTION WITH SUPERIOR REL TO LOYALTY TO SUPERIOR'
155.                       OO4 'WORK SAT REL SATISFACTION WITH COLLEAGUES'
156.                       OO5 'WORK SAT REL HIERARCHY OF AUTHORITY'
157.                       OO6 'WORK SAT REL PART. IN STAFFING DECISIONS'
158.                       OO7 'OVERALL JS REL ORGANIZAT. (JOB) CONSTRAINTS'
159.                       OO8 'OVERALL JS REL SUPERVISION (RULE OBS)'
160.                       OO9 'WORK SAT REL PART. IN POLICY DECISIONS'
161.                       O1O 'OVERALL JS REL LEADERSHIP QUALITY'
162.                       O11 'SATISFACTION WITH COLL. REL HIERARCHY OF AUTHORITY'
163.                       O12 'SAT. WITH COLLEAGUES REL PART. IN STAFFING DEC'
164.                       O13 'SAT. WITH COLL. REL ORGANIZAT. (JOB) CONSTRAINTS'
165.                       O14 'SAT. WITH COLL. REL SUPERVISION (RULE OBS)'
166.                       O15 'SAT. WITH COLL. REL PART. IN POLICY DECISIONS'
167.                       O16 'SAT WITH COLL. REL LEADERSHIP QUALITY'
168.                       O17 'OVERALL JS REL ROLE CONFLICT'
169.                       O18 'OVERALL JS REL GENDER'
170.                       O19 'OVERALL JS REL JOB LEVEL'
171.                       O2O 'OVERALL JS REL OVERALL DECISIONAL PARTICIPATION'
172.                       O21 'OVERALL JS REL AGE'
173.                       O22 'OVERALL JS REL MARITAL STATUS'
174.                       O23 'OVERALL JS REL PROPENSITY TO LEAVE'
175.                       O24 'OVERALL JS REL JOB-RELATED STRAIN'
176.                       O25 'OVERALL JS REL ROLE CLARITY-AMBIGUITY'
177.                       O26 'OVERALL JS REL NEED FOR ROLE CLARITY'
178.                       O27 'MAJOR SAT COMES FROM WORK REL GENDER'
179.                       O28 'OVERALL JS REL HERZBERGS MOTIVAT FACTORS-SATISFIERS'
180.                       O29 'OVERALL JS REL JOB PERFORMANCE'
181.                       O3O 'OVERALL JS REL EFFECTS OF JOB ON CAREER'
182.                       O31 'OVERALL JS REL SENSE OF ACHIEVEMENT'
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183.        032 'OVERALL JS REL PROSPECT OF TEACHING AS LIFETIME CAR'
184.        033 'OVERALL JS REL RECOGNITION BY OTHERS'
185.        034 'OVERALL JS REL INTELLECTUAL STIMULATION OF WORK'
186.        035 'OVERALL JS REL AVAILABILITY OF USEFUL ADVICE'
187.        036 'OVERALL JS REL RELATIONSHIPS WITH STUDENTS'
188.        037 'OVERALL JS REL SOCIAL RELATIONSHIPS IN WORK'
189.        038 'OVERALL JS REL TEACHERS SOCIETAL STATUS'
190.        039 'OVERALL JS REL PARENTAL ATTITUDES TOWARD EDUCATION'
191.        040 'OVERALL JS REL SOCIETYS ATTITUDES TOWARD EDUCATION'
192.        041 'OVERALL JS REL TEACHER-PARENT REPORTING METHODS'
193.        042 'OVERALL JS REL LONG TERM SALARY PROSPECTS'
194.        043 'OVERALL JS REL SALARY'
195.        044 'OVERALL JS REL TIME SPENT ON JOB'
196.        045 'OVERALL JS REL SABBATICAL LEAVE PROVISIONS'
197.        046 'OVERALL JS REL SICK LEAVE PROVISIONS'
198.        047 'OVERALL JS REL MATERNITY LEAVE PROVISIONS'
199.        048 'OVERALL JS REL AVAILABLE PREPARATION TIME'
200.        049 'SAT WITH PAY REL SIZE OF ORGANIZATION'
201.        050 'SAT WITH PAY REL WORK SYSTEM INTERDEPENDENCE'
202.        051 'SAT WITH PAY REL SAT WITH COLLEAGUES'
203.        052 'SAT WITH PAY REL TASK RELEVANT COMMUNICATION'
204.        053 'SAT WITH PAY REL TASK IRRELEVANT COMMUNICATION'
205.        054 'SAT WITH PAY REL TRAVEL TIME TO WORK'
206.        055 'SAT WITH PAY REL AGE'
207.        056 'SAT WITH PAY REL MARITAL STATUS'
208.        057 'SAT WITH PAY REL GENDER'
209.        058 'SAT WITH PAY REL TO ABSENTEEISM'
210.        059 'SAT WITH COLLEAGUES REL TO SIZE OF ORGANIZATION'
211.        060 'SAT WITH COLL REL WORK SYSTEM INTERDEPENDENCE'
212:        061 'SAT WITH COLL REL TASK RELEVANT COMMUNICATION'
213.        062 'SAT WITH COLL REL TASK IRRELEVANT COMMUNICATION'
214.        063 'SAT WITH COLL REL TRAVEL TIME TO WORK'
215.        064 'SAT WITH COLL REL AGE'
216.        065 'SAT WITH COLL REL MARITAL STATUS'
217.        066 'SAT WITH COLL REL GENDER'
218.        067 'SAT WITH COLL REL ABSENTEEISM'
219.        068 'OVERALL JS REL SUPERIORS LEADERSHIP BEHAVIOR'
220.        069 'OVERALL JS REL COLLEAGUES LEADERSHIP BEHAVIOR'
221.        070 'OVERALL JS REL STAFF CLIMATE'
222.        071 'OVERALL JS REL STUDENT CLIMATE'
223.        072 'OVERALL JS REL CENTRALIZED DM REGARDING TEACHING'
224.        073 'OVERALL JS REL CENTRALIZED DM REGARDING C & I'
225.        074 'OVERALL JS REL STANDARDIZED RULES FOR LESSON PLANS'
226.        075 'OVERALL JS REL STAND RULES FOR TEACH CENTERS OF STUDY'
227.        076 'OVERALL JS REL PROFESSIONAL LATITUDE'
228.        077 'OVERALL JS REL PROFESSIONAL LATITUDE PROV BY PRIN'
229.        078 'OVERALL JS REL SPECIALIZATION OF JOB ASSIGNMENT'
230.        079 'OVERALL JS REL FREQUENCY OF PROFESSIONAL ACTIVITIES'
231.        080 'OVERALL JS REL FREQUENCY OF PROFESSIONAL TRAINING'
232.        081 'OVERALL JS REL ORGANIZATIONAL SIZE'
233.        082 'OVERALL JS REL TYPE OF SCHOOL (PUB OR PRIV) EMPLOYER'
234.        083 'OVERALL JS REL SCHOOL LEVEL (ELEM,MIDDLE,HS)'
235.        084 'OVERALL JS REL LENGTH OF EXP OF SUPERVISOR'
236.        085 'OVERALL JS REL TENURE IN CURRENT POSITION'
237.        086 'OVERALL JS REL ORGANIZATIONAL EFFECTIVENESS'
238.        087 'OVERALL JS REL LOYALTY TO SUPERVISOR'
239.        088 'OVERALL JS REL VOLUNTARISM'
240.        089 'OVERALL JS REL JOB COMPLEXITY'
241.        090 'OVERALL JS REL EDUCATIONAL LEVEL ATTAINED'
242.        091 'OVERALL JS REL NUMBER OF COMMITTEE MEMBERSHIPS'
243.        092 'OVERALL JS REL NUM OF DEGREES OFFERRED BY EMP UNIV'
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244.            093 'OVERALL JS REL TYPE OF HI ED INST(COM,COL,UNIV)'
245.            094 'OVERALL JS REL EXPECTANCY'
246.            095 'OVERALL JS REL INSTRUMENTALITY'
247.            096 'OVERALL JS REL VALENCE'
248.            097 'WORK SAT REL ABSENTEEISM'
249.            098 'WORK SAT REL ABSENCE REPORTING METHOD'
250.            099 'WORK SAT REL TRAVEL TIME TO WORK'
251.            100 'SAT WITH PAY REL ABSENCE REPORTING METHOD'
252.            101 'SAT WITH PAY REL SALARY'
253.            102 'OVERALL JS REL SAT WITH PAY'
254.            103 'SAT WITH SUPERVISOR REL ABSENTEEISM'
255.            104 'SAT WITH SUPERVISOR REL ABSENCE REPORTING METHOD'
256.            105 'SAT WITH SUPERVISOR REL ORGANIZATIONAL SIZE'
257.            106 'SAT WITH.SUPERVISOR REL TRAVEL TIME TO WORK'
258.            107 'SAT WITH SUPERVISOR REL GENDER'
259.            108 'SAT WITH SUPERVISOR REL AGE'
260.            109 'SAT WITH SUPERVISOR REL SALARY'
261.            110 'WORK SAT REL SAT WITH SUPERVISOR'
262.            111 'SAT WITH SUPERVISOR REL SAT WITH PAY'
263.            112 'SAT WITH COLL REL ABSENCE REPORTING METHOD'
264.            113 'SAT WITH COLL REL SALARY'
265.            114 'SAT WITH COLL REL SAT WITH PAY'
266.            115 'SAT WITH COLL REL SAT WITH SUPERVISOR'
267.            116 'OVERALL JS REL YEARLY DISTRICT PER PUPIL EXPEND'
268.            117 'OVERALL JS REL FREQUENCY OF VERBAL COMMO'
269.            118 'OVERALL JS REL NORMATIVE STRUCTURE'
270.            119 'OVERALL JS REL PART. IN MANAGERIAL DECISIONS'
271.            120 'OVERALL JS REL PART IN TECHNICAL (INSTRUCT) DECIS'
272.            121 'OVERALL JS REL INPUT CONTROL (APPROP OF STUD PLACE)'
273.            122 'OVERALL JS REL CONVERSION (APPROP INSTR METHODS)'
274.            123 'OVERALL JS REL OUTPUT CONTROL'
275.            124 'OVERALL JS REL COORDINATION'
276.            125 'OVERALL JS REL RESOURCE ALLOCATION'
277.            126 'OVERALL JS REL SOCIAL ADAPTATION'
278.            127 'OVERALL JS REL TECHNICAL/INSTRUCTIONAL ADAPTATION'
279.            128 'OVERALL JS REL INTERPERSONAL CONFLICT RESOLUTION'
280.            129 'OVERALL JS REL SCHOOL READING ACH SCORES'
281.            130 'OVERALL JS REL SCHOOL MATH ACH SCORES'
282.            131 'OVERALL JS REL DISTRICT READING ACH SCORES'
283.            132 'OVERALL JS REL DISTRICT MATH SCORES'
284.            133 'OVERALL JS REL DISTRICT READING ACH GAIN SCORES'
285.            134 'OVERALL JS REL DISTRICT MATH ACH GAIN SCORES'
286.            135 'OVERALL JS REL WORK SYSTEM INTERDEPENDENCE'
287.            136 'OVERALL JS REL FREQ OF COMMO WITH COLLEAGUES'
288.            137 'OVERALL JS REL FREQ OF COMMO WITH SUPERVISOR'
289.            138 'OVERALL JS REL FREQ OF COMMO WITH SUPERV. RE STU DISC'
290.            139 'OVERALL JS REL WORK SYSTEM INTER (TEACHRS & SUP STAF)'
291.            140 'OVERALL JS REL ISOLATION FROM COLLEAGUES'
292.            141 'OVERALL JS REL STUDENT ATTITUDES'
293.            142 'OVERALL JS REL SATISFACTION WITH AGENTS'
294.            143 'SAT WITH AGENTS REL SAT WITH PAY'
295.            144 'SAT WITH AGENTS REL JOB LEVEL'
296.            145 'SAT WITH PAY REL JOB LEVEL'
297.            146 'OVERALL JS REL JOB ROUTINIZATION'
298.            147 'OVERALL JS REL AUTONOMY'
299.            148 'OVERALL JS REL RECORD KEEPING AMOUNT'
300.            149 'OVERALL JS REL SUPERVISRS VIEW OF SUBJECTS VALUE'
301.            150 'OVERALL JS REL ACCURACY OF SUPERV VIEW OF SUBJS VALUE'
302.            151 'OVERALL JS REL DECISION MAKING POWER'
303.            152 'OVERALL JS REL DECISION MAKING INFLUENCE'
304.            153 'OVERALL JS REL DECISIONAL SATURATION'
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305.            154 'OVERALL JS REL DECISIONAL DEPRIVATION'
306.            155 'OVERALL JS REL SCHOOL DISTRICT STUDENT ENROLLMENT'
307.            156 'OVERALL JS REL PERCENT OF STUDENTS BELOW POV LEVEL'
308.            157 'OVERALL JS REL DIVERSITY (SOC. POLITICAL, ECON)'
309.            158 'OVERALL JS REL STABILITY (ECON, POPULATION)'
310.            159 'OVERALL JS REL NEED FOR INFORMATION'
311.            160 'OVERALL JS REL ENVIRONMENTAL PREDICTABILITY'
312.            161 'OVERALL JS REL NUM OF STAFF DIRECTLY SUPERVISED'
313.            162 'OVERALL JS REL FREQ OF COOPERATION WITH OTHERS'
314.            163 'OVERALL JS REL FREQ OF DEMANDS MADE BY OTHERS'
315.            164 'OVERALL JS REL UNION ATTITUDES TOWARD ADMIN'
316.            165 'OVERALL JS REL TENURE IN ORGANIZATION'
317.            166 'SAT WITH AGENTS REL ROUTINIZATION'
318.            167 'SAT WITH AGENTS REL AUTONOMY'
319.            168 'SAT WITH AGENTS REL RULE OBSERVATION'
320.            169 'SAT WITH AGENTS REL RECORDKEEPING'
321.            170 'SAT WITH AGENTS REL ROLE AMBIGUITY'
322.            171 'SAT WITH AGENTS REL ROLE CONFLICT'
323.            172 'SAT WITH AGENTS REL HIGH NEG SUPERVISORY BEHAV'
324.            173 'SAT WITH AGENTS REL SUPERV VIEW OF SUBJS VALUE'
325.            174 'SAT WITH AGENTS REL ACCUR OF SUPERV VIEW OF SUBJ JP'
326.            175 'SAT WITH AGENTS REL DECISION MAKING POWER'
327.            176 'SAT WITH AGENTS REL DECISION MAKING INFLUENCE'
328.            177 'SAT WITH AGENTS REL DECISIONAL SATURATION'
329.            178 'SAT WITH AGENTS REL DECISIONAL DEPRIVATION'
330.            179 'SAT WITH AGENTS REL SCHOOL DISTRICT STUD ENROLL'
331.            180 'SAT WITH AGENTS REL PERCENT FAMILIES BELOW POV LEV'
332.            181 'SAT WITH AGENTS REL DIVERSITY'
333.            182 'SAT WITH AGENTS REL STABILITY'
334.            183 'SAT WITH AGENTS REL NEED FOR INFORMATION'
335.            184 'SAT WITH AGENTS REL ENVIRON PREDICTABILITY'
336.            185 'SAT WITH AGENTS REL NUMBER OF STAFF DIRECTLY SUPERV'
337.            186 'SAT WITH AGENTS REL NUMBER OF COMMITTEE MEMBERSHIPS'
338.            187 'SAT WITH AGENTS REL FREQ OF COOPERATION WITH OTHERS'
339.            188 'SAT WITH AGENTS REL FREQ OF DEMANDS MADE BY OTHERS'
340.            189 'SAT WITH AGENTS REL UNION ATTITUDES TOWARD ADMIN'
341.            190 'SAT WITH AGENTS REL AGE'
342.            191 'SAT WITH AGENTS REL TENURE IN CURRENT POSITION'
343.            192 'SAT WITH AGENTS REL TENURE IN ORGANIZATION'
344.            193 'SAT WITH PAY REL ROUTINZATION'
345.            194 'SAT WITH PAY REL AUTONOMY'
346.            195 'SAT WITH PAY REL RULE OBSERVATION'
347.            196 'SAT WITH PAY REL RECORD KEEPING'
348.            197 'SAT WITH PAY REL ROLE AMBIGUITY-CLARITY'
349.            198 'SAT WITH PAY REL ROLE CONFLICT'
350.            199 'SAT WITH PAY REL HIGH NEG SUPERVISORY BEHAVIOR'
351             200 'SAT WITH PAY REL SUPERV VIEW OF SUBJS VALUE'
352.            201 'SAT WITH PAY REL ACCUR OF SUPERV VIEW OF SUB JOB PER'
353.            202 'SAT WITH PAY REL DECISION MAKING POWER'
354.            203 'SAT WITH PAY REL DECISION MAKING INFLUENCE'
355.            204 'SAT WITH PAY REL DECISIONAL SATURATION'
356.            205 'SAT WITH PAY REL DECISIONAL DEPRIVATION'
357.            206 'SAT WITH PAY REL SCHOOL DISTRICT STUDENT ENROLLMENT'
358.            207 'SAT WITH PAY REL PERCENT OF FAMILIES BELOW POV LEVEL'
359.            208 'SAT WITH PAY REL DIVERSITY'
360.            209 'SAT WITH PAY REL STABILITY'
361.            210 'SAT WITH PAY REL NEED FOR INFORMATION'
362.            211 'SAT WITH PAY REL ENVIRON PREDICTABILITY'
363.            212 'SAT WITH PAY REL NUMBER OF STAFF DIRECTLY SUPERV'
364.            213 'SAT WITH PAY REL NUMBER OF COMMITTEE MEMBERSHIPS'
365.            214 'SAT WITH PAY REL FREQ OF COOPERATION WITH OTHERS'
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427.                    276 'SELFACT ND REL INTENSITY OF DEPERSONALIZATION'
428.                    277 'SELFACT ND REL FREQ OF PERSONAL ACCOMPLISHMENT'
429.                    278 'SELFACT ND REL INTENSITY OF PERSONAL ACCOMPLISHMENT'
430.                    279 'OVERALL JS RELATED GEOGRAPHIC LOCATION'
431.                    280 'OVERALL JS REL LEADERS LEVEL OF INFLUENCE-POWER'
432.                    281 'OVERALL JS REL EFFECTS OF JOB ON PERSONAL LIFE'
433.                    282 'OVERALL JS REL WORKING RELATIONSHIPS W SUBORDINATES'
434.                    283 'OVERALL JS REL ABILITY TO DO JOB'
435.                    284 'OVERALL JS REL NEED FOR INDEPENDENCE'
436.                    285 'OVERALL JS REL INDIFFERENCE TO ORG REW'
437.                    286 'OVERALL JS REL PROF ORIENTATION'
438.                    287 'OVERALL JS REL FEEDBACK PROV BY TASK'
439.                    288 'OVERALL JS REL FORMALIZ OF ORG GOALS'
440.                    289 'OVERALL JS REL COHESIVE WORK GROUPS'
441.                    290 'OVERALL JS REL ORG REW NOT WIN LEAD CONT'
442.                    291 'OVERALL JS REL SPAT DIST BETW SUP & SUB'
443.                    292 'OVERALL JS REL LEAD INIT STRUCT BEHAV'
444.                    293 'OVERALL JS REL LEAD CONSIDERAT BEHAV'
445.                    294 'OVERALL JS REL ORG COMMITMENT'
446.                    295 'WORK SAT REL YRS SINCE UNDERGRAD DEG'
447.                    296 'WORK SAT REL SOCIAL MOBILITY'
448.                    297 'WORK SAT REL PARENTAL SES'
449.                    298 'WORK SAT REL RACE'
450.                    299 'WORK SAT REL UNDERGRAD MAJOR'
451.                    300 'WORK SAT REL SELECT OF UNDERGRAD INST'
452.                    301 'SAT W PAY REL LEVEL OF EDUCATION ATTAINED'
453.                    302 'SAT W PAY REL YRS SINCE UNDERGRAD DEGREE'
454.                    303 'SAT W PAY REL SOCIAL MOBILITY'
455.                    304 'SAT W PAY REL PARENTAL SES'
456.                    305 'SAT W PAY REL SCHOOL TYPE'
457.                    306 'SAT W PAY REL RACE'
458.                    307 'SAT W PAY REL UNDERGRAD MAJOR'
459.                    308 'SAT W PAY REL SELECTIVITY OF UNDERGRAD INST'
460.                    309 'OVERALL JS REL HIGH NEGATIVE SUPERVISORY BEHAV'
461.                    310 'OVERALL JS REL HIGH POSITIVE SUPERVISORY BEHAV'
462.                    311 'SAT W AGENTS REL HIGH POSITIVE SUPERVISORY BEHAV'
463.                    312 'SAT W PAY REL HIGH POSITIVE SUPERVISORY BEHAV'
464.                    313 'OVERALL JS REL CERTAINTY OF PROMOTION OPPORTUNITIES'
465.                    314 'OVERALL JS REL RATIONALITY OF PROMOTION SYSTEM'
466.                    315 'OVERALL JS REL CLASS SIZE MANAGABILITY'
467.                    316 'OVERALL JS REL ABSENCE OF STUDENT LEARNING PROBS'
468.                    317 'OVERALL JS REL ABSENCE OF STUDENT BEHAV PROBLEMS'
469.                    318 'OVERALL JS REL MILITANCY ON WORK CONTROL ISSUES'
470.                    319 'SAT W SUPERVISOR REL WORK SYSTEM INTERDEPENDENCE'
471.                    320 'WORK SAT REL ORG SIZE'
472.                    321 'WORK SAT REL GENDER'
473.                    322 'WORK SAT REL AGE'
474.                    323 'WORK SAT REL SATIS WITH PAY'
475.                    324 'WORK SAT REL WORK SYSTEM INTERDEPENDENCE'
476.                    325 'WORK SAT REL SALARY'
477.                    326 'WORK SAT REL ORG (JOB) CONSTRAINTS'
478.                    327 'WORK SAT REL SUPERVISION (RULE OBS)'
479.                    328 'WORK SAT REL LEADERSHIP QUALITY'
480.                    329 'WORK SAT REL LEVEL OF EDUCATION ATTAINED'
481.                    330 'WORK SAT REL TYPE OF SCHOOL EMPLOYER'/
482.    TYPERHYP TYPSTHYP
483.                    0 'EXPLICIT HYPOTHESIS'
484.                    1 'IMPLICIT HYPOTHESIS'/
485.    RHYPTYPE STHYPTYP
486.                    0 'CORRELATIONAL HYPOTHESIS'
487.                    1 'MEAN DIFFERENCE HYPOTHESIS'/
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488.        RHYPDIR
489.                      1 'POSITIVE'
490.                      2 'NEGATIVE'
491.                      3 'NO RELATIONSHIP'
492.                      4 'NONE DECLARED'
493.                      5 'FEMALES MORE SATISFIED THAN MALES'
494.                      6 'MALES MORE SATISFIED THAN FEMALES'/
495.        JSCONST
496.                     01 'OVERALL JOB SATISFACTION'
497.                     02 'SATISFACTION WITH SUPERVISOR'
498.                     03 'SATISFACTION WITH WORK'
499.                     04 'SATISFACTION WITH COLLEAGUES'
500.                     05 'OVERALL NEED SATISFACTION'
501.                     06 'WILLINGNESS TO REMAIN IN ORG DESPITE INDUCE TO LEAVE'
502.                     07 'SATISFACTION WITH POSITION'
503.                     08 'SATISFACTION WITH RESEARCH ENVIRONMENT'
504.                     09 'SATISFACTION WITH ADMINISTRATOR'
505.                     10 'MAJOR SATISFACTION COMES FROM WORK'
506.                     11 'SATISFACTION WITH PAY'
507.                     12 'SATISFACTION WITH AGENTS'
508.                     13 'SECURITY NEED DEFICIENCY'
509.                     14 'SOCIAL NEED DEFICIENCY'
510.                     15 'ESTEEM NEED DEFICIENCY'
511.                     16 'AUTONOMY NEED DEFICIENCY'
512.                     17 'SELF-ACTUALIZATION NEED DEFICIENCY'/
513.        JSMEAS
514.                     01 'MISKEL ET AL'
515.                     02 'AIKEN AND HAGE'
516.                     03 'PORTER NEED SATISFACTION QUESTIONNAIRE'
517.                     04 'JOB INVOLVEMENT SCALE'
518.                     05 'ATTITUDE TOWARD JOB SCALE'
519.                     06 'HERZBERG ADAPTION'
520.                     07 'HOLDAWAY ET AL'
521.                     08 'JOB DESCRIPTIVE INDEX'
522.                     09 'QUALITY OF EMPLOYMENT SURVEY'
523.                     10 'BACHARACH ET AL'
524.                     11 'RICE SIMILAR TO HOLDAWAY'
525.                     12 'NLS 72 STUDY'
526.                     22 'MEASUREMENT OF SUBSTITUTES FOR LEADERSHIP'
527.                     98 'ADAPTED'
528.                     99 'CONSTRUCTED SPECIFICALLY FOR STUDY HOMEGROWN'/
529.        JSRELADD PVRELADD
530.                      0 'NO'
531.                      1 'YES'
532.                      2 'SINGLE ITEM INSTRUMENT'/
533.        JSRELFS JSVALADD PVVALADD ALPHA BETA ESID
534.                      0 'NO'
535.                      1 'YES'/
536.        JSTYPREL
537.                      0 'NOT ADDRESSED'
538.                      1 'COEFFICIENT ALPHA'
539.                      2 'INTERNAL CONSISTENCY UNSPECIFIED'
540.                      3 'INTERRATER INTERCODER'
541.                      4 'SPLIT HALF'
542.                      5 'ALPHA AND TEST RETEST'
543.                      6 'TEST RETEST'
544.                      8 'NOT FURTHER CLASSIFIED'
545.                      9 'MISSING'/
546.        JSTYPVAL
547.                      0 'NOT ADDRESSED'
548.                      1 'CONTENT VALIDITY'
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549.                         2 'PREDICTIVE VALIDIT'
550.                         3 'CONCURRENT VALIDITY'
551.                         4 'CONSTRUCT VALIDITY'
552.                         5 'FACE VALIDITY'
553.                         6 'CONTENT AND CONSTRUCT VALIDITY'
554.                         8 'NOT FURTHER CLASSIFIED'
555.                         9 'MISSING'/
556.        PVCONST
557.                       001 'EXPECTANCY MOTIVATION FORCE'
558.                       002 'CENTRAL LIFE INTEREST'
559.                       003 'LOYALTY TO SUPERIOR'
560.                       004 'SATISFACTION WITH COLLEAGUES'
561.                       005 'HIERARCHY OF AUTHORITY'
562.                       006 'PARTICIPATION IN STAFFING DECISIONS'
563.                       007 'ORGANIZATIONAL OR JOB CONSTRAINTS'
564.                       008 'SUPERVISION OR RULE OBSERVATION'
565.                       009 'PARTICIPATION IN POLICY DECISIONS'
566.                       010 'LEADERSHIP QUALITY OR EFFECTIVENESS'
567.                       011 'ROLE CONFLICT'
568.                       012 'GENDER'
569.                       013 'JOB LEVEL PRINCIPAL V COP'
570.                       014 'OVERALL DECISIONAL PARICIPATION'
571.                       )15 'SATISFACTION WITH SUPERVISOR'
572.                       016 'AGE'
573.                       017 'MARITAL STATUS'
574.                       018 'PROPENSITY TO LEAVE TURNOVER INTENTION'
575.                       019 'JOB RELATED STRAIN OR STRESS'
576.                       020 'ROLE AMBIGUITY OR CLARITY'
577.                       021 'NEED FOR ROLE CLARITY'
578.                       022 'HERZBERGS MOTIVATION FACTORS OR SATISFIERS'
579.                       023 'JOB PERFORMANCE'
580.                       024 'EFFECTS ON CAREER'
581.                       025 'SENSE OF ACHIEVEMENT'
582.                       026 'PROSPECT OF JOB AS LIFETIME CAREER'
583.                       027 'RECOGNITION BY OTHERS'
584.                       028 'INTELLECTUAL STIMULATION OF WORK'
585.                       029 'AVAILABILITY OF USEFUL ADVICE'
586.                       030 'RELATIONSHIPS WITH STUDENTS'
587.                       031 'SOCIAL RELATIONSHIPS IN WORK'
588.                       032 'STATUS OF TEACHERS IN SOCIETY'
589.                       033 'PARENTAL ATTITUDES TOWARD EDUCATION'
590.                       034 'SOCIETYS ATTITUDES TOWARD EDUCATION'
591.                       035 'TEACHER PARENT REPORTING METHODS'
592.                       036 'LONG TERM SALARY PROSPECTS'
593.                       037 'SALARY'
594.                       038 'TIME SPENT ON JOB'
595                        039 'SABBATICAL LEAVE PROVISIONS'
596.                       040 'SICK LEAVE PROVISIONS'
597.                       041 'MATERNITY LEAVE PROVISIONS'
598.                       042 'AVAILABLE PREPARATION TIME'
599.                       043 'SIZE OF ORGANIZATION'
600.                       044 'WORK SYSTEM INTERDEPENDENCE'
601.                       045 'TASK RELEVANT COMMUNICATION'
602.                       046 'TASK IRRELEVANT COMMUNICATION'
603.                       047 'TRAVEL TIME TO WORK'
604.                       048 'ABSENTEEISM'
605.                       049 'LEADERSHIP BEHAVIOR OF SUPERVISOR'
606.                       050 'LEADERSHIP BEHAVIOR OF COLLEAGUE'
607.                       051 'STAFF CLIMATE'
608.                       052 'STUDENT CLIMATE'
609.                       053 'CENTRALIZED DECISION MAKING REGARDING TEACHING'
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610.	054	'CENTRALIZED DECISION MAKING REGARDING CURR AND INST'
611.	055	'STANDARDIZED RULES FOR LESSON PLANS'
612.	056	'STANDARDIZED RULES FOR TEACHER CENTERS OF STUDY'
613.	057	'PROFESSIONAL LATITUDE'
614.	058	'PROFESSIONAL LATITUDE PROVIDED BY SUPERVISOR'
615.	059	'SPECIALIZATION OF JOB ASSIGNMENT'
616.	060	'FREQUENCY OF PROFESSIONAL ACTIVITIES'
617.	061	'FREQUENCY OF PROFESSIONAL TRAINING'
618.	062	'SCHOOL TYPE PUBLIC OR PRIVATE'
619.	063	'SCHOOL LEVEL ELEM JH OR HS'
620.	064	'LENGTH OF EXPERIENCE OF SUPERVISOR'
621.	065	'TENURE IN CURRENT POSITION'
622.	066	'ORGANIZATIONAL EFFECTIVENESS'
623.	067	'VOLUNTARISM'
624.	068	'JOB COMPLEXITY'
625.	069	'LEVEL OF EDUCATION ATTAINED'
626.	070	'NUMBER OF COMMITTEE MEMBERSHIPS'
627.	071	'NUMBER OF DEGREES OFFERED BY EMPLOYING INSTIT'
628.	072	'TYPE OF HIGHER ED INSTIT'
629.	073	'EXPECTANCY'
630.	074	'INSTRUMENTALITY'
631.	075	'VALENCE'
632.	076	'ABSENCE REPORTING METHOD'
633.	077	'SATISFACTION WITH PAY'
634.	078	'YEARLY SCHOOL PER PUPIL EXPENDITURES'
635.	079	'FREQUENCY OF VERTICAL COMMUNICATION'
636.	080	'NORMATIVE STRUCTURE'
637.	081	'PARTICIPATION IN MANAGERIAL DECISIONS'
638.	082	'PARTICIPATION IN TECHNICAL INSTRUCTIONAL DECISIONS'
639.	083	'INPUT CONTROL APPROPRIATENESS OF STUD PLACEMENT'
640.	084	'CONVERSION APPROP OF INSTRUCTIONAL METHODOLOGY'
641.	085	'OUTPUT CONTROL ADEQUACY OF STUDENT EVALUTION'
642.	086	'COORDINATION FIT BETWEEN ACTIVITIES ACROSS GR LEVELS'
643.	087	'SOCIAL ADAPTATION'
644.	088	'INSTRUCTIONAL TECHNICAL ADAPTATION'
645.	089	'INTERPERSONAL CONFLICT RESOLUTON'
646.	090	'SCHOOL READING ACH SCORE'
647.	091	'SCHOOL MATH ACH SCORE'
648.	092	'DISTRICT READING ACH SCORE'
649.	093	'DISTRICT MATH ACH SCORE'
650.	094	'DISTRICT READING ACH GAIN SCORE'
651.	095	'DISTRICT MATH ACH GAIN SCORE'
652.	096	'FREQ OF COMMO WITH COLLEAGUES'
653.	097	'FREQ OF COMMO WITH SUPERVISOR'
654.	098	'FREQ OF COMMO WITH SUPERVISOR RE STUD DISCIPLINE'
655.	099	'WORK SYSTEM INTERDEPENDENCE TEACHERS AND SUPPORT STAF'
656.	100	'ISOLATION FROM COLLEAGUES'
657.	101	'STUDENT ATTITUDES'
658.	102	'SATISFACTION WITH AGENTS'
659.	103	'JOB ROUTINIZATION'
660.	104	'AUTONOMY'
661.	105	'AMOUNT OF RECORDKEEPING'
662.	106	'SUPERVISORS VIEW OF SUBORDS ORG VALUE'
663.	107	'ACCURACY OF SUPER VIEW OF SUBORDS JOB PERFORMANCE'
664.	108	'DECISION MAKING POWER'
665.	109	'DECISION MAKING INFLUENCE'
666.	110	'DECISIONAL SATURATION'
667.	111	'DECISIONAL DEPRIVATION'
668.	112	'SCHOOL DISTRICT STUDENT ENROLLMENT'
669.	113	'PERCENTAGE OF FAMILIES BELOW POVERTY LEVEL'
670.	114	'DIVERSITY SOCIAL POLITICAL ECONOMIC'

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671.                    115 'STABILITY ECONOMIC POPULATION'
672.                    116 'NEED FOR INFORMATION'
673.                    117 'ENVIRONMENTAL PREDICTABILITY'
674.                    118 'NUMBER OF STAFF DIRECTLY SUPERVISED'
675.                    119 'FREQUENCY OF COOPERATION WITH OTHERS'
676.                    120 'FREQUENCY OF DEMANDS MADE BY OTHERS'
677.                    121 'UNION ATTITUDES TOWARD ADMINISTRATION'
678.                    122 'SOCIAL NEED DEFICIENCY'
679.                    123 'ESTEEM NEED DEFICIENCY'
680.                    124 'AUTONOMY NEED DEFIENCY NEED FOR INDEPENDENCE'
681.                    125 'SELFACTUALIZATION NEED DEFICIENCY'
682.                    126 'FREQUENCY OF EMOTIONAL EXHAUSTION'
683.                    127 'INTENSITY OF EMOTIONAL EXHAUSTION'
684.                    128 'FREQUENCY OF DEPERSONALIZATION'
685.                    129 'INTENSITY OF DEPERSONALIZATION'
686.                    130 'FREQUENCY OF PERSONAL ACCOMPLISHMENT'
687.                    131 'INTENSITY OF PERSONAL ACCOMPLISHMENT'
688.                    132 'GEOGRAPHIC LOCATION URBAN V RURAL'
689.                    133 'TENURE IN ORGANIZATION'
690.                    134 'LEADERS LEVEL OF INFLUENCE OR POWER'
691.                    135 'EFFECTS OF JOB ON PERSONAL LIFE'
692.                    136 'WORKING RELATIONSHIPS WITH SUBORDINATES'
693.                    137 'ABILITY TO DO JOB'
694.                    138 'INDIFFERENCE TOWARD ORGANIZATIONAL REWARDS'
695.                    139 'PROFESSIONAL ORIENTATION OR PROFESSIONALISM'
696.                    140 'FEEDBACK PROVIDED BY TASK'
697.                    141 'FORMALIZATION OF ORGANIZATIONAL REWARDS'
698.                    142 'COHESIVE WORK GROUPS'
699.                    143 'ORGANIZATIONAL REWARDS NOT WITHIN LEADERS CONTROL'
700.                    144 'SPATIAL DISTANCE BETWEEN SUPERVISOR AND SUBORDINATE'
701.                    145 'LEADER INITIATING STRUCTURE BEHAVIOR'
702.                    146 'LEADER CONSIDERATION BEHAVIOR'
703.                    147 'ORGANIZATIONAL COMMITMENT'
704.                    148 'YEARS SINCE UNDERGRADUATE DEGREE'
705.                    149 'SOCIAL MOBILITY'
706.                    150 'PARENTAL SES'
707.                    151 'RACE'
708.                    152 'UNDERGRADUATE MAJOR'
709.                    153 'SELECTIVITY OF UNDERGRADUATE INSTITUTION ATTENDED'
710.                    154 'HIGH NEGATIVE SUPERVISORY BEHAVIOR'
711.                    155 'HIGH POSITIVE SUPERVISORY BEHAVIOR'
712.                    156 'CERTAINTY OF PROMOTION OPPORTUNITIES'
713.                    157 'RATIONALITY OF PROMOTION SYSTEM'
714.                    158 'CLASS SIZE MANAGABILITY'
715.                    159 'ABSENCE OF STUDENT LEARNING PROBLEMS'
716.                    160 'ABSENCE OF STUDENT BEHAVIOR PROBLEMS'
717.                    161 'MILITANCY ON WORK CONTROL ISSUES'
718.                    162 'RESOURCE PROVISION'/
719.
720.        PVMEAS      01 'MISKEL ET AL'
721.                    02 'AIKEN AND HAGE SATISFACTION SCALE'
722.                    03 'AIKEN AND HAGE BUREAUCRACY SCALE'
723.                    04 'OCDQ'
724.                    05 'HERZBERG ADAPATATION'
725.                    06
726.                    07 'HOLDAWAY ET AL'
727.                    08 'STAFFING PATTERN INVENTORY BRIDGES'
728.                    09 'JOB DESCRIPTIVE INDEX'
729.                    10 'PROFILE OF A SCHOOL'
730.                    11 'STRUCTURAL PROPERTIES QUESTIONNAIRE'
731.                    12 'MOTTS INDEX OF EFFECTIVENESS'
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732.                     13 'HOY ET AL LOYALTY MEASURE'
733.                     14 'COUGHLANS SCHOOL SURVEY'
734.                     15 'ALUTTO AND BELASCO'
735.                     16 'BACHARACH ET AL'
736.                     17 'RIZZO AND HOUSE ROLE QUESTIONNAIRE'
737.                     18 'PORTER NEED SATISFACTION QUESTIONNAIRE'
738.                     19 'MASLACH BURNOUT INVENTORY'
739.                     20 'HERSH'
740.                     21 'RICE SIMILAR TO HOLDAWAY'
741.                     22 'MEASUREMENT OF SUBSTITUTES FOR LEADERSHIP'
742.                     23 'LBDQ'
743.                     24 'ORGANIZATIONAL COMMITMENT QUESTIONNAIRE PORTER STEERS
744.                     25 'DUNCAN SOCIOECONOMIC INDEX'
745.                     26 'CARNEGIE CLASSIFICATION OF COLLEGES AND UNIVERSITIES'
746.                     98 'ADAPTED'
747.                     99 'HOMEGROWN'/
748.         PVTYPREL
749.                      0 'NOT ADDRESSED'
750.                      1 'COEFFICIENT ALPHA'
751.                      2 'INTERNAL CONSISTENCY NOT SPECIFIED'
752.                      3 'INTERRATER INTERCODER'
753.                      4 'TEST RETEST'
754.                      5 'ALPHA AND TEST RETEST'
755.                      6 'SPLIT HALF'
756.                      8 'NOT FURTHER CLASSIFIED'
757.                      9 'MISSING'/
758.         PVTYPVAL
759.                      0 'NOT ADDRESSED'
760.                      1 'CONTENT VALIDITY'
761.                      2 'PREDICTIVE VALIDITY'
762.                      3 'CONCURRENT VALIDITY'
763.                      4 'CONSTRUCT VALIDITY'
764.                      5 'FACE VALIDITY'
765.                      6 'CONTENT AND CONSTRUCT VALIDITY'
766.                      7 'CONTENT PREDICTIVE AND CONVERGENT'
767.                      8 'FACE AND CONSTRUCT'
768.                      9 'CONVERGENT'/
769.         STATHYP
770.                     01 'RHO EQUALS ZERO'
771.                     02 'MU ONE EQUALS MU TWO'
772.                     03 'MU ONE EQUALS MU TWO EQUALS MU N'
773.                     04 'TAU EQUALS ZERO'
774.                     05 'PHI EQUALS ZERO'/
775.         ALTSTHYP
776.                      0 'NOT SPECIFIED'
777.                      1 'ONE TAILED'
778.                      2 'TWO TAILED'/
779.         TESTSTAT
780.                     01 'PEARSON PRODUCT MOMENT CORRELATION'
781.                     02 'POINT BISERAL CORRELATION'
782.                     03 'STUDENT T'
783.                     04 'F'
784.                     05 'CHISQUARE'
785.                     06 'KENDALLS TAU'
786.                     07 'COFFICIENT PHI'
787.                     99 'NOT REPORTED'/
788.         SIGNIF
789.                      0 'DECLARED NOT SIGNIFICANT'
790.                      1 'DECLARED SIGNIFICANT'
791.                      2 'NOT DECLARED SIGN OR INSIGN'/
792.         GROUP1 GROUP2
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793.                    01  'MALE'
794.                    02  'FEMALE'
795.                    03  'URBAN LOCATION'
796.                    04  'RURAL LOCATION'
797.                    05  'GRADES TEN THRU TWELVE'
798.                    06  'OTHER SECONDARY SCHOOLS INCLUDING TEN THRU TWELVE'
799.                    07  'FIFTY OR MORE TEACHERS'
800.                    08  'LESS THAN FIFTY TEACHERS'
801.                    09  'FIFTY YEARS OF AGE AND OLDER'
802.                    10  'LESS THAN FIFTY YEARS OF AGE'
803.                    11  'FIVE OR MORE YEARS TENURE IN CURRENT POSITION'
804.                    12  'LESS THAN FIVE YEARS IN CURRENT POSITION'
805.                    13  'ELEMENTARY SCHOOL LEVEL'
806.                    14  'SECONDARY SCHOOL LEVEL'
807.                    15  'PRINCIPAL'
808.                    16  'CENTRAL OFFICE ADMINISTRATOR'
809.                    17  'PUBLIC JUNIOR HIGH SCHOOL'
810.                    18  'COLLEGE UNIVERSITY PROFESSOR'
811.                    19  'SUPERINTENDENT'
812.                    20  'HIGH ROLE CONFLICT'
813.                    21  'LOW ROLE CONFLICT'
814.                    22  'HIGH WORK INTERDEPENDENCE'
815.                    23  'LOW WORK INTERDEPENDENCE'/
816.        UOFA
817.                     1  'INDIVIDUAL'
818.                     2  'ORGANIZATIONAL'
819.                     3  'NOT SPECIFIED'/
820.        LOCALE
821.                    00  'NOT ELSEWHERE SPECIFIED'
822:                    01  'NEW JERSEY'
823.                    02  'AUSTRALIA'
824.                    03  'FLORIDA'
825.                    04  'KANSAS'
826.                    05  'MIDWEST US'
827.                    06  'MISSOURI'
828.                    07  'CHICAGO'
829.                    08  'ALBERTA CANADA'
830.                    09  'MICHIGAN'
831.                    10  'NEW YORK STATE'
832.                    11  'CONNECTICUT'
833.                    12  'UNITED STATES'
834.                    99  'MULTIPLE LOCATIONS'/
835.        MODVAR
836.                    01  'HIGH WORK INTERDEPENDENCE'
837.                    02  'MODERATE WORK INTERDEPENDENCE'
838.                    03  'LOW WORK INTERDEPENDENCE'
839.                    04  'PUBLIC COLLEGE GRADUATE'
840.                    05  'PRIVATE COLLEGE GRADUATE'
841.                    06  'MALE'
842.                    07  'FEMALE'/
843.    XSAVE OUTFILE=METAOUT/MAP
844.    EXECUTE
```

APPENDIX B

EAQ META-ANALYSIS CODING SHEET

HISTORICAL OVERVIEW:

1) _____ **ARTICLE** Number   2)_____**VOLUME**   3)_____**NUMBER**

4) _____**YEAR**   5)   **AUTHOR**_____

6) _____**TEST** Within Article   7) _____**TEST** Overall

TARGET POPULATION:

8)   **TARget POPulation** _____

9)   **LEVEL** of **POPulation** _____

10)   **TYPE** of **SAMPle** _____

11) _____ Sample Size **ONE**

12) _____ Sample Size **TWO**

13) _____ Number Group **1**

14) _____ Number Group **2**

RESEARCH HYPOTHESES:

15)   **RESearch HYPothesis** _____

16)   **TYPE** of Research **HYPothesis** _____

17)   Research **HYPothesis TYPE**_____

18)   Research **HYPothesis DIRection** _____

JOB SATISFACTION CONSTRUCTS:

19)   Job Satisfaction **CONSTruct** _____

20)   Job Satisfaction **MEASure**_____

21)   Job Satisfaction **RELiability ADDressed**_____

22)   Job Satisfaction **RELiability** From Study_____

23)   Job Satisfaction **TYPe** of **RELiability**_____

24)   Job Satisfaction **RELiability COeFficient**

25)   Job Satisfaction **VALidity ADDressed** _____

26)   Job Satisfaction **TYPe** of **VALidity**_____

27)   Job Satisfaction **VALidity COeFficient**

PREDICTOR CONSTRUCTS:

28)   Predictor Variable **CONSTruct**_____

29)   Predictor Variable **MEASure**_____

30) _____ Predictor Variable **REL**iability **ADD**ressed_____

31) _____ Predictor Variable **TYP**e of **REL**iability_____

32) _____Predictor Variable **REL**iability **CO**eFficient

33) _____ Predictor Variable **VAL**idity **ADD**ressed_____

34) _____ Predictor Variable **TYP**e of **VAL**idity_____

35) _____ Predictor Variable **VAL**idity **CO**eFficient

STATISTICAL HYPOTHESES:

36) _____ **STAT**istical **HYP**othesis_____

37) _____ **TYP**e of **ST**atistical **HYP**othesis_____

38) _____**ST**atistical **HYP**othesis **TYP**e_____

39) _____**ALPHA** Coefficient Identified_____

40) _____**ALPHA** **CO**eFficient

41) _____**BETA** Coefficient Identified_____

42) _____ **BETA** **CO**eFficient

43) _____**ALT**ernative **S**atistical **HYP**othesis Identified_____

44) _____ Effect Size I**D**entified_____

TEST STATISTIC:

45) _____**TEST** **STAT**istic_____

46) _____Test **STAT**istic **VAL**ue

47) _____ **SIGNIF**icance_____

MEAN DIFFERENCE DATA:

48) _____**GROUP** 1_____

49) _____**GROUP** 2_____

50) _____**MEAN** **GR**ou**P** 1

51) _____**MEAN** **GR**ou**P** 2

52) _____Standard Deviation **GR**ou**P** 1

53) _____Standard Deviation **GR**ou**P** 2

OTHER DATA:

54) _____Unit **OF** Analysis_____

55) _____**LOCALE**_____

56) _____**MOD**erator **VAR**iable_____

APPENDIX C

EAQ ARTICLES
(1965-1990)

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
1	1	1	Abbott, M.G.		N
1	1	2	Griffiths, D.E. et al.		N
1	1	3	Hendrix, V.L.	N	
1	1	4	Hills, J.	N	
1	2	1	Katz, W.G.		N
1	2	2	Reutter, E.E.		N
1	2	3	Bridges, E.M.	N	
1	2	4	Gross, E. & Popper, S.H.	N	
1	2	5	Swanson, N.D.	N	
1	3	1	Corwin, R.G.	N	
1	3	2	Hills, J.		N
1	3	3	Willower, D.J.		N
1	3	4	Croft, J.C.	N	
2	1	1	Anderson, J.G.		N
2	1	2	Bloom, B.S.		N
2	1	3	Pierce, W.H.		N
2	1	4	Fogarty, B.M, & Gregg, R.T.	N	

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
2	2	1	Masters, N.A., & Pettit, L.K.		N
2	2	2	Lipham, J.M., & Francke, D.C.		N
2	2	3	Ohm, R.E.		N
2	2	4	Alkin, M.C.	N	
2	2	5	Perry, C.A., & Wildman, W.A.	N	
2	2	6	Hartley, H.J.		N
2	3	1	Trusty, F.M., & Sergiovanni, T.J.	Y	
2	3	2	Lindman, E.L.		N
2	3	3	Briner, C., & Iannaccone, L.		N
2	3	4	Scribner, J.D.	N	
2	3	5	Button, H.W.		N
2	3	6	Weidenbaum, M.L., & Swenson, N.P.	N	
3	1	1	Garms, W.I.	N	
3	1	2	Dye, T.R.	N	
3	1	3	Bridges, E.M.		Y
3	1	4	Brown, A.F.	Y	
3	1	5	Wallin, H.A.	N	
3	2	1	Rudman, H.C.		N

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
3	2	2	Anderson, J.G.		N
3	2	3	Otto, H.J., & Veldman, D.J.	N	
3	2	4	Foskett, J.M., & Wolcott, H.F.	N	
3	2	5	Charters, W.W.		N
3	3	1	Usdan, M.D.	N	
3	3	2	Monahan, W.G.		N
3	3	3	Hickrod, G.A.	N	
3	3	4	Haller, E.J.		Y
3	3	5	Trusty, F.M., & Sergiovanni, T.J.		Y
3	3	6	Solomon, B.		N
3	3	7	Anderson, J.G.		N
4	1	1	Thompson, J.D. et al.		N
4	1	2	Walker, H.M.		N
4	1	3	McIntyre, K.E.		N
4	1	4	Miner, J.B.	N	
4	2	1	Reller, T.L.		N
4	2	2	McCarty, D.J., & Ramsey, C.E.	N	
4	2	3	Blumberg, A.	N	
4	2	4	Watkins, J.F.	N	

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
4	2	5	Haller, E.J.	N	
4	3	1	Farguhar, R.H.	N	
4	3	2	Hughes, L.W.	N	
4	3	3	Goldman, H., & Heald, J.E.	N	
4	3	4	Frankie, R.J.		N
4	3	5	Sarthory, J.A.		N
4	3	6	Ohm, R.E.		N
5	1	1	Cunningham, L.L., & Nystrand, R.O.		N
5	1	2	Ranney, D.C.	N	
5	1	3	Robbins, M.P., & Miller, J.R.	N	
5	1	4	Carver, F.D., & Crowe, D.O.		N
5	1	5	Hartley, H.J.	N	
5	1	6	Hickrod, G.A., & Hubbard, B.C.		N
5	2	1	Thompson, J.D. et al.		N
5	2	2	Usdan, M.D.		N
5	2	3	Punch, K.F.	N	
5	2	4	Bogue, E.G.		N
5	2	5	Madden, G.		N
5	3	1	McLure, W.P.	N	

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
5	3	2	Charters, W.W.	N	
5	3	3	Blumberg, A. et al.	N	
5	3	4	Coughlan, R.J.	N	
5	3	5	Appleberry, J.B., & Hoy, W.K.	N	
6	1	1	Bridges, E.M.		N
6	1	2	Bruno, J.E.	N	
6	1	3	Guthrie, J.W., & Lawton, S.B.	N	
6	1	4	Immegart, G.L., & Pilecki, F.J.	N	
6	1	5	Ferreira, J.L.	N	
6	2	1	Yee, A.H.	N	
6	2	2	Coughlan, R.J.	N	
6	2	3	Sayan, D.L., & Charters, W.W.	N	
6	2	4	Hughes, L.W., & Tanner, C.K.	N	
6	2	5	Thompson, H.L. et al.	N	
6	3	1	McKague, T.R.	N	
6	3	2	Adams, R.S. et al.	N	
6	3	3	Guthrie, J.W. et al.	N	
6	3	4	Hodgkinson, C.	N	

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
6	3	5	Lows, R.L. et al.	N	
7	1	1	Lutz, F.W.		N
7	1	2	Myers, D.A.	N	
7	1	3	Helsel, A.R.	N	
7	1	4	Gaynor, A.K.		N
7	1	5	Clear, D.K., & Seager, R.C.	N	
7	1	6	Andes, J.		N
7	2	1	Hoy, W.K., & Williams, L.B.	Y	
7	2	2	Anderson, B.	N	
7	2	3	Thornton, R.	N	
7	2	4	Coughlan, R.J.	Y	
7	2	5	Henry, N.J.		N
7	3	1	Ladd, E.T.		N
7	3	2	Popper, S.H.		N
7	3	3	McCaffrey, M.D.		N
7	3	4	Miskel, C. et al.	N	
7	3	5	Sarthory, J.A.	N	
8	1	1	House, E.R. et al.	N	
8	1	2	Odetola, T.O. et al.	N	
8	1	3	Vantine, A.W.		N

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
8	1	4	Belasco, J.A., & Alutto, J.A.	Y	
8	1	5	Barrilleaux, L	N	
8	2	1	Campbell, R.F.		N
8	2	2	Walker, W.G.		N
8	2	3	Derr, C.B., & Gabarro, J.J.		N
8	2	4	Thomas, J.E.	N	
8	2	5	Coleman, P.	N	
8	3	1	Bridges, E.M, & Hallinan, M.	N	
8	3	2	McGivney, J.H., & Haught, J.M.		N
8	3	3	Hartman, A.S.		N
8	3	4	Shull, Jr., F.A.		N
8	3	5	Sims, P.D., & Gregg, R.T.	N	
8	3	6	Clark, D.L., & Guba, E.G.		N
8	3	7	House, E.R.		N
9	1	1	Charters, W.W., & Pellegrin, R.J.	N	
9	1	2	Grassie, M.C., & Carss, B.W.	Y	
9	1	3	Alutto, J.A., & Belasco, J.A.	Y	

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
9	1	4	Miskel, C.	N	
9	1	5	Milstein, M.M., & Jennings, R.E.	N	
9	2	1	Willower, D.J.		N
9	2	2	Brubacher, J.W.		N
9	2	3	Conway, J.A., & Ables, J.	Y	
9	2	4	Anderson, B., & Tissier, R.M.	N	
9	2	5	Leslie, L.L.	N	
9	2	6	Holland, D.W., &	N	
9	3	1	Campbell, R.F., & Newell, L.J.	N	
9	3	2	Coleman, P.		N
9	3	3	LeDoux, E.P., & Burlingame, M.	N	
9	3	4	Bishop, L.K., & George, J.R.	N	
9	3	5	VanMeter, E.J.		N
9	3	6	Leslie, D.W.	N	
10	1	1	Hills, J.		N
10	1	2	Spuck, D.W.	N	
10	1	3	Stephens, T.	N	
10	1	4	Wiles, D.K.		N

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
10	1	5	Hayman, J.L.		N
10	1	6	Glueck, W.F., & Thorp, C.D.	Y	
10	2	1	Mann, D.		N
10	2	2	Bresnick, D.		N
10	2	3	Steinhoff, C.R., & Bishop, L.K.	N	
10	2	4	Carroll, A.B.	Y	
10	2	5	Shetty, Y.K., & Carlisle, H.M.	N	
10	2	6	Piper, D.L.	N	
10	3	1	LaMorte, M.W.		N
10	3	2	Wynkoop, R.J.		N
10	3	3	Hull, R.E.		N
10	3	4	Bruno, J.E., & Nottingham, M.A.	N	
10	3	5	Scurrah, M.J., & Shani, M.	N	
10	3	6	Smith, B.L.	N	
11	1	1	Ramsey, M.A.		N
11	1	2	Hodgkinson, C.		N
11	1	3	Smith, E.B.		N
11	1	4	Miskel, C. et al.	Y	

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
11	1	5	Boardman, G.R.		N
11	1	6	Lutz, F.W.		N
11	2	1	Licata, J.W., & Willower, D.J.	N	
11	2	2	Cuban, L.		N
11	2	3	Johnson, H.C.		N
11	2	4	Sharples, B.		N
11	2	5	Bruno, J.E., &	N	
11	2	6	Palonsky, S.B.		N
11	3	1	Hills, J.		N
11	3	2	Hanson, E.M.		N
11	3	3	Smith, E.B.		N
11	3	4	Silver, P.F.	N	
11	3	5	Hatley, R.V., & Pennington, B.R.	N	
11	3	6	Paul, R.J.	Y	
11	3	7	Frentz, A.S.	N	
12	1	1	Mazzoni, T.L., &	N	
12	1	2	Johnson, G.P., & Leslie, L.L.		N
12	1	3	Lyons, D.S., & Achilles, C.M.	N	
12	1	4	Feuille, P., & Blandin, J.	Y	

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
12	1	5	Holland, D. et al.	N	
12	1	6	Hollon, C.J., & Gemmill, G.R.	Y	
12	2	1	McCain, T.A., & Wall, V.D.	N	
12	2	2	Paul, D.A.		N
12	2	3	Bleecher, H.	N	
12	2	4	Goldstein, J.	N	
12	2	5	Schmidt, G.L.	Y	
12	2	6	Martin, Y.M. et al.	N	
12	3	1	Konnert, W., & Graff, O.B.		N
12	3	2	Garland, P., & O'Reilly, R.R.	N	
12	3	3	Mitchell, D.E., & Thorsted, R.R.	N	
12	3	4	Kunz, D.W., & Hoy, W.K.	N	
12	3	5	Duke, D.L.	N	
12	3	6	Kritek, W.J.		N
13	1	1	Swanson, A.D.		N
13	1	2	Long, S.	N	
13	1	3	Miskel, C.G.	N	
13	1	4	Colton, D.L.		N
13	1	5	Hoy, W.K. et al.	Y	

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
13	1	6	Nirenberg, J.	N	
13	2	1	Griffiths, D.E.		N
13	2	2	Cistone, P.J.	N	
13	2	3	Neidermeyer, F.C.	N	
13	2	4	Miskel, C.G.	N	
13	2	5	Hanson, E.M., & Brown, M.E.		N
13	2	6	Mellor, W.L.	N	
13	3	1	Rudman, H.C.	N	
13	3	2	Gibson, R.O., & King, R.A.		N
13	3	3	Lamorte, M.W.		N
13	3	4	Cresswell, A.M., & Simpson, D.	N	
13	3	5	Johnston, A.P.		N
13	3	6	Kerchner, C.T.	N	
14	1	1	Hills, J.		N
14	1	2	Mohrman, A.M. et al.	Y	
14	1	3	Holdaway, E.A.	Y	
14	1	4	McNamara, J.F.	N	
14	1	5	Kerchner, C.T.		N
14	1	6	Forsyth, P.B., & Hoy, W.K.	N	
14	2	1	Greenfield, T.B.		N

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
14	2	2	Bridges, E.M., & Hallinan, M.T.	Y	
14	2	3	Scott, L.K.	N	
14	2	4	Caldwell, W.E., & Lutz, F.W.	N	
14	2	5	Birnbaum, P.H.	N	
14	2	6	Jones, T.		N
14	3	1	Hoy, W.K.		N
14	3	2	Clemson, B.		N
14	3	3	Pogrow, S.		N
14	3	4	Heimovics, R.D., & Zemelman, D.	N	
14	3	5	Martin, J.M. et al.	N	
14	3	6	McArthur, J.T.	N	
14	3	7	Foley, W.J., & Brooks, R.	N	
15	1	1	Burlingame, M.		N
15	1	2	Lawton, S.B., & Lawton, W.H.	N	
15	1	3	Haller, E.J.	N	
15	1	4	Gallagher, D.G.	N	
15	1	5	Ammentorp, W.M. et al.		N
15	1	6	Tuckman, B.W. et al.	N	

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
15	2	1	Frasher, J.M., & Frasher, R.S.		N
15	2	2	Berne, R., & Stiefel, L.	N	
15	2	3	Cusick, P.A. et al.	N	
15	2	4	Burlingame, M., &		N
15	2	5	Brown, F.		N
15	2	6	Hanson, E.M.		N
15	3	1	Campbell, R.F.	N	
15	3	2	Willower, D.J.		N
15	3	3	Griffiths, D.E.		N
15	3	4	Kleiner, M.M., & Krider, C.E.	N	
15	3	5	Stockard, J.	N	
15	3	6	Miskel, C.G. et al.	Y	
16	1	1	Sergiovanni, T.J.		N
16	1	2	Hills, J.		N
16	1	3	Crowson, R.L., & Porter-Gehrie, C.		N
16	1	4	Miskel, C. et al.	Y	
16	1	5	Duke, D. et al.	N	
16	2	1	Bates, R.J., & Schwille, J.		N
16	2	2	Porter, A., & Gant, M.		N

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
16	2	3	Bridges, E.M.	Y	
16	2	4	Bessent, A.M., & Bessent, E.W.	N	
16	2	5	Hentschke, G.C.		N
16	2	6	Kuh, G.D., & McCarthy, M.M.	N	
16	3	1	Willower, D.J.		N
16	3	2	VanGeel, T.		N
16	3	3	Licata, J.W., & Hack, W.G.		N
16	3	4	Blumberg, A., & Castallo, R.		N
17	1	1	Campbell, R.F.		N
17	1	2	Culbertson, J.A.		N
17	1	3	Daniels, A.F., & Haller, E.J.	N	
17	1	4	Martin, W.J., & Willower, D.J.	N	
17	1	5	Dembowski, F.L.	N	
17	2	1	Garms, W.I.		N
17	2	2	Cunningham, L.L.		N
17	2	3	Pitner, N.J., & Ogawa, R.T.	N	
17	2	4	Gallagher, D.G.	N	

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
17	2	5	Stockard, J., & Kempner, K.	N	
17	2	6	Bruno, J.E., & Boscher, M.L.	N	
17	3	1	Cooke, R.A., & Rousseau, D.M.	Y	
17	3	2	Clark, D.L.		N
17	3	3	Sproull, L.S., & Zubrow, D.	N	
17	3	4	Whetten, D.A.		N
17	3	5	Michaelsen, J.B.		N
17	3	6	Cusick, P.A.		N
17	4	1	Miskel, C.G., & Sandlin, T.	N	
17	4	2	Sousa, D.A., & Hoy, W.K.	N	
17	4	3	Smedley, S.R., & Willower, D.J.	N	
17	4	4	Nasstrom, R.R., & Walden, E.		N
17	4	5	Bacharach, S.B., & Mitchell, S.M.	N	
17	4	6	Wood, P.W., & Boyd, W.L.	N	
18	1	1	Knapp, T.R.		N
18	1	2	Lipsky, D.B.	N	

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
18	1	3	Rowan, B.	N	
18	1	4	Schwab, R.L., & Iwanicki, W.F.	N	
18	1	5	Crespo, M., & Hache, J.B.		N
18	2	1	Owens, R.G.		N
18	2	2	Kimbrough, R.B.		N
18	2	3	Firestone, W.A., & Herriott, R.E.	N	
18	2	4	Monk, D.H.	N	
18	2	5	Nelson, F.H.		N.
18	2	6	Beezer, B.		N
18	3	1	Hoy, W.K.		N
18	3	2	Bridges, E.M.		N
18	3	3	Bossert, S.T. et al.		N
18	3	4	Miskel, C.		Y
18	3	5	Willower, D.J.		N
18	3	6	Boyd, W.L.		N
18	3	7	Alexander, K.		N
18	4	1	Wirt, F.M., & Mitchell, D.E.		N
18	4	2	Gronn, P.C.		N
18	4	3	Hills, R.J.		N

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
18	4	4	Kmetz, J.T., & Willower, D.J.	N	
18	4	5	Arends, R.I.		N
18	4	6	Blase, J.J.		Y
19	1	1	Mitchell, D.E. & Spady, W.G.	N	
19	1	2	Miskel, C. et al.	Y	
19	1	3	Zammuto, R.F.	N	
19	1	4	Bacharach, S.B., & Mitchell, S.M.	Y	
19	2	1	Greenfield, W.D.		N
19	2	2	Zellinski, A.E., & Hoy, W.K.	N	
19	2	3	Young, I.P.	N	
19	2	4	Bowker, J.E. et al.	N	
19	2	5	Bessent, A.M. et al.	N	
19	3	1	Miklos, E.		N
19	3	2	Willower, D.J.		N
19	3	3	Griffiths, D.E.		N
19	3	4	Hess, F.		N
19	3	5	Goldhammer, K.		N
19	3	6	Culbertson, J.A.		N
19	4	1	Allison, D.J.		N

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
19	4	2	Friesen, D. et al.	Y	
19	4	3	Brieschke, P.A.		N
19	4	4	Wilson, B.L., & Corbett, H.D.	N	
19	4	5	Ezrati, J.B.		N
20	1	1	Yunker, J.A., & Marline, J.W.		N
20	1	2	Monk, D.A.	N	
20	1	3	Matthews, K.M., & Holmes, C.T.	N	
20	1	4	Levine, V. et al.		N
20	2	1	Ogawa, R.T.		N
20	2	2	Mirth, R.	N	
20	2	3	McGivney, J.H.		N
20	2	4	Gronn, P.C.	N	
20	2	5	Berger, M.A.	N	
20	2	6	Anderson, M.G., & Iwanicki, E.F.	Y	
20	3	1	Conway, J.A.		Y
20	3	2	Clark, D.L. et al.		N
20	3	3	Dill, D.L.		N
20	3	4	Lysaught, J.P.		N
20	3	5	Mitchell, D.E.		N

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
20	4	1	Walker, W.G.		N
20	4	2	Blumberg, A.		N
20	4	3	Herriott, R.E., & Firestone, W.A.		N
20	4	4	Macpherson, R.J.		N
20	4	5	Stark, J.S., & Lowther, M.A.	N	
21	1	1	Morris, G.B.		N
21	1	2	Bredeson, P.V.	N	
21	1	3	Shaw, F.W.		N
21	1	4	Hoyle, J.R.		N
21	1	5	Sander, B., & Wiggins, T.		N
21	2	1	Firestone, W.A., & Wilson, B.L.		N
21	2	2	Donmoyer, R.		N
21	2	3	LaMorte, M.W., & Williams, J.D.		N
21	2	4	Mazzoni, T.L., & Malen, B.		N
21	2	5	Hoy, W.K., & Ferguson, J.	N	
21	3	1	Haller, E.J., & Knapp, T.R.		N

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
21	3	2	Sirotnik, K.A., & Burstein, L.		N
21	3	3	Wolcott, H.F.		N
21	3	4	McClintock, C.		N
21	3	5	McIsaac, D.N., & Wanless, D.		N
21	3	6	Edgington, E.S.		N
21	3	7	Fields, M.W.		N
21	3	8	Crehan, P.		N
21	4	1	Conway, J.A.		N
21	4	2	Evers, C.W.		N
21	4	3	Crowson, R.L., & Morris, V.C.	N	
21	4	4	Duke, D.L., & Stiggins, R.J.	Y	
21	4	5	Greenfield, W.D.		N
21	4	6	Renihan, P.		N
22	1	1	Duke, D.L.		N
22	1	2	Thomas, A.R.		N
22	1	3	Lutz, F.W.		N
22	1	4	Shakeshaft, C., & Hanson, M.	N	
22	1	5	Hoy, W.K., & Clover, S.I.	N	

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
22	1	6	High, R., & Achilles, C.M.	N	
22	2	1	Hodgkinson, C.		N
22	2	2	Pitner, N.J.	N	
22	2	3	Gunn, J.A., & Holdaway, E.A.	Y	
22	2	4	Hanson, M. et al.	N	
22	2	5	DeYoung, A.J.		N
22	2	6	Goldring, E.B.	N	
22	3	1	McCarthy, M.M.		N
22	3	2	Crandall, D.P.		N
22	3	3	Johnson, S.M.		N
22	3	4	Jung, R., & Kirst, M.		N
22	3	5	Yeakey, C.C. et al.		N
22	3	6	Stufflebeam, D.L., & Welch, W.L.		N
22	3	7	Jordan, K.F., & Webb, L.D.		N
22	4	1	Johnston, G.J., & Venable, B.P.	N	
22	4	2	Chapman, J., & Boyd, W.L.	N	
22	4	3	Maienza, J.G.	N	
23	1	1	Cibulka, J.G.	N	

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
23	1	2	Staton-Spicer, A.Q., & Spicer, C.H.	N	
23	1	3	Lutz, F.W., & Wang, L.	N	
23	1	4	Peterson, K.D. et al.	N	
23	2	1	Tom, A.R.		N
23	2	2	Fauske, J.R., & Ogawa, R.T.	N	
23	2	3	Freeston, K.R.	Y	
23	2	4	Shapiro, J.Z., & McPherson, R.B.	N	
23	3	1	Smith, L.M.		N
23	3	2	Kottkamp, R.B. et al.	N	
23	3	3	Crowson, R.L.		N
23	3	4	Lakomski, G.		N
23	4	1	Erickson, F.		N
23	4	2	Cuban, L.		N
23	4	3	Corbett, H.D. et al.	N	
23	4	4	Elmore, R.F.	N	
23	4	5	Bates, R.J.		N
24	1	1	Pounder, D.G.	N	
24	1	2	Karper, J.H., & Boyd, W.L.	N	
24	1	3	Imber, M., & Gayler, D.E.	N	

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
24	2	1	Floden, R.E. et al.	N	
24	2	2	Good, T.L et al.	N	
24	2	3	Blase, J.J.	N	
24	2	4	Jacobson, S.L.	N	
24	2	5	McClure, M.W. et al.	Y	
24	3	1	Soltis, J.F.		N
24	3	2	Passow, A.H.		N
24	3	3	Honig, B.		N
24	3	4	Apple, M.W.		N
24	3	5	Cooper, B.S.		N
24	3	6	Boyd, W.L.		N
24	3	7	Boyer, E.L.		N
24	3	8	Kirst, M.W.		N
24	3	9	Cuban, L.		N
24	3	10	Medina, M.		N
24	3	11	Koretz, D.		N
24	4	1	Shanker, A.		N
24	4	2	Futrell, M.H.		N
24	4	3	Kerchner, C.T.		N
24	4	4	Conley, S.C.		Y
24	4	5	Shedd, J.B.		N

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
24	4	6	Hawley, W.D.		N
24	4	7	Glasman, N.S., & Glasman, L.D.		N
24	4	8	Metz, M.H.		N
24	4	9	Sykes, G.		N
24	4	10	Haller, E.J., & Monk, D.H.		N
24	4	11	Bacharach, S.B.		N
25	1	1	Wirt, F.M., & Christovich, L.	N	
25	1	2	Rebne, D.	N	
25	1	3	Conley, S.C. et al.	Y	
25	1	4	Wimpelberg, R.K. et al.		N
25	2	1	Leithwood, K.A., & Stager, M.	N	
25	2	2	Weninger, T.A., & Stout, R.T.	N	
25	2	3	Pounder, D.G.	N	
25	3	1	Burbules, N.C.		N
25	3	2	Heck, R.H. et al.	N	
25	3	3	Swanson, A.D.		N
25	3	4	Tarter, C.J. et al.	N	
25	4	1	Shakeshaft, C.		N

Vol.	No.	Art.	Author(s)	Empirical Job Sat.	Other Job Sat.
25	4	2	Rebne, D.	N	
25	4	3	Wang, L., & Lutz, F.W.	N	
25	4	4	Blase, J.J.	N	
26	1	1	Jones, B.K.	N	
26	1	2	Anderson, G.L.		N
26	1	3	Dworkin, A.G. et al.	N	
26	2	1	Heck, R.H. et al.	N	
26	2	2	Bacharach, S.B. et al.	Y	
26	2	3	Young, I.P. et al.	N	
26	3	1	Verstegen, D.A.	N	
26	3	2	Smylie, M.A., & Denny, J.W.	N	
26	3	3	Hoy, W.K. et al.	N	
26	4	1	Bacharach, S.B., & Bamberger, P.	Y	
26	4	2	Firestone, W.A.	N	
26	4	3	Brieschke, P.A.		N

APPENDIX D

ARTICLES ADDRESSING JOB SATISFACTION
(1965-1990)

Vol.	No.	Art.	Author(s)	Empirical	Other
2	3	1	Trusty, F.M., & Sergiovanni, T.J.	√	
3	1	3	Bridges, E.M.		√
3	1	4	Brown, A.F.	√	
3	3	4	Haller, E.J.		√
3	3	5	Trusty, F.M., & Sergiovanni, T.J.		√
7	2	1	Hoy, W.K., & Williams, L.B.	√	
7	2	4	Coughlan, R.J.	√	
8	1	4	Belasco, J.A., & Alutto, J.A.	√	
9	1	2	Grassie, M.C., & Carss, B.W.	√	
9	1	3	Alutto, J.A., & Belasco, J.A.	√	
9	2	3	Conway, J.A., & Ables, J.	√	

Vol.	No.	Art.	Author(s)	Empirical	Other
10	1	6	Glueck, W.F., & Thorp, C.D.	√	
10	2	4	Carroll, A.B.	√	
11	1	4	Miskel, C. et al.	√	
11	3	6	Paul, R.J.	√	
12	1	4	Feuille, P., & Blandin, J.	√	
12	1	6	Hollon, C.J., & Gemmill, G.R.	√	
12	2	5	Schmidt, G.L.	√	
13	1	5	Hoy, W.K. et al.	√	
14	1	2	Mohrman, A.M. et al.	√	
14	1	3	Holdaway, E.A.	√	
14	2	2	Bridges, E.M., & Hallinan, E.T.	√	
15	3	6	Miskel, C.G. et al.	√	
16	1	4	Miskel, C. et al.	√	
16	2	3	Bridges, E.M.	√	
17	3	1	Cooke, R.A., & Rousseau, D.M.	√	

Vol.	No.	Art.	Author(s)	Empirical	Other
18	3	4	Miskel, C.		√
18	4	6	Blase, J.J.		√
19	1	2	Miskel, C. et al.	√	
19	1	4	Bacharach, S.B., & Mitchell, S.M.	√	
19	4	2	Friesen, D. et al.	√	
20	2	6	Anderson, M.G., & Iwanicki, E.F.	√	
20	3	1	Conway, J.A.		√
21	4	4	Duke, D.L., & Stiggins, R.J.	√	
22	2	3	Gunn, J.A., & Holdaway, E.A.	√	
23	2	3	Freeston, K.R.	√	
24	2	5	McClure, M.W. et al.	√	
24	4	4	Conley, S.C.		√
25	1	3	Conley, S.C. et al.	√	
26	2	2	Bacharach, S.B. et al.	√	
26	4	1	Bacharach, S.B., & Bamberger, P.	√	

APPENDIX E

INVENTORY OF RESEARCH HYPOTHESES

($N_{distinct\ research\ hypotheses}$=330)
($N_{total\ research\ hypotheses}$=613)

Research Hypothesis Name & Number		Number of Articles of Occurrence	Frequency	Per Cent
Overall Job Satisfaction related to:				
1.	Force of Motivation	2	4	0.7
2.	Central life interests	1	2	0.3
7.	Organizational constraints	1	1	0.2
8.	Rule observation	2	4	0.7
10.	Leadership quality	1	1	0.2
17.	Role conflict	5	8	1.3
18.	Gender	4	6	1.0
19.	Job level	3	3	0.5
20.	Overall decisional participation	2	2	0.3
21.	Age	3	4	0.7
22.	Marital status	1	1	0.2
23.	Propensity to leave organization	2	4	0.7
24.	Job-related strain	2	4	0.7
25.	Role ambiguity	6	11	1.8
26.	Need for role clarity	1	1	0.2
28.	Herzberg's satisfiers	1	1	0.2
29.	Job performance	2	3	0.5
30.	Effects on career	1	1	0.2
31.	Sense of achievement	2	2	0.3
32.	Prospect of teaching as lifetime career	1	1	0.2
33.	Recognition by others	1	1	0.2
34.	Intellectual stimulation of work	1	1	0.2
35.	Availability of useful advice	1	1	0.2
36.	Relationships with students	1	1	0.2
37.	Social relationships in work	1	1	0.2
38.	Teachers' societal status	1	1	0.2
39.	Parental attitudes toward education	1	1	0.2
40.	Society's attitudes toward education	1	1	0.2

Research Hypothesis Name & Number		Number of Articles of Occurrence	Frequency	Per Cent
Overall Job Satisfaction related to (continued):				
41.	Teacher-parent reporting methods	1	1	0.2
42.	Long-term salary prospects	1	1	0.2
43.	Salary	1	1	0.2
44.	Time spent on job	1	1	0.2
45.	Sabbatical leave provisions	1	1	0.2
46.	Sick leave provisions	1	1	0.2
47.	Maternity leave provisions	1	1	0.2
48.	Available preparation time	1	1	0.2
68.	Supervisor's leadership behavior	1	1	0.2
69.	Colleague's leadership behavior	1	1	0.2
70.	Staff climate	1	1	0.2
71.	Student climate	1	1	0.2
72.	Centralized decision-making regarding teaching	1	1	0.2
73.	Centralized decision-making regarding curriculum & instruction	1	1	0.2
74.	Standardized rules for lesson plans	1	1	0.2
75.	Standardized rules for teacher centers of study	1	1	0.2
76.	Professional latitude	1	1	0.2
77.	Professional latitude provided by supervisor	1	1	0.2
78.	Specialization of job assignment	2	2	0.3
79.	Frequency of professional activities	1	1	0.2
80.	Frequency of professional training	1	1	0.2
81.	Organization size	3	4	0.7
82.	Type of school (public or private)	1	1	0.2
83.	School level (Elem, middle, high)	8	8	1.3
84.	Length of experience of supervisor	1	1	0.2
85.	Tenure in current position	5	7	1.1
86.	Organizational effectiveness	3	4	0.7
87.	Loyalty to supervisor	1	1	0.2
88.	Voluntarism	1	2	0.3
89.	Job complexity	1	1	0.2
90.	Level of education attained	2	3	0.5
91.	Number of committee memberships	2	3	0.5

Research Hypothesis Name & Number		Number of Articles of Occurrence	Frequency	Per Cent
Overall Job Satisfaction related to (continued):				
92.	Number of degrees offered by employing university	1	1	0.2
93.	Type of higher education institution	1	1	0.2
94.	Expectancy	1	2	0.3
95.	Instrumentality	1	2	0.3
96.	Valence	1	2	0.3
97.	Absenteeism	1	3	0.5
98.	Absence reporting method	1	3	0.5
99.	Travel time to work	1	3	0.5
102.	Satisfaction with pay	1	2	0.3
110.	Satisfaction with supervisor	1	3	0.5
116.	Yearly school district per pupil expenditures	1	1	0.2
117.	Frequency of vertical communication	1	3	0.5
118.	Normative structure	1	1	0.2
119.	Participation in managerial decisions	1	1	0.2
120.	Participation in technical decisions	1	1	0.2
121.	Input control	1	1	0.2
122.	Conversion	1	1	0.2
123.	Output control	1	1	0.2
124.	Coordination	1	1	0.2
125.	Resource allocation	1	1	0.2
126.	Social adaptation	1	1	0.2
127.	Technical/instructional adaptation	1	1	0.2
128.	Interpersonal conflict resolution	1	1	0.2
129.	School reading achievement scores	1	1	0.2
130.	School math achievement scores	1	1	0.2
131.	District reading achievement scores	1	1	0.2
132.	District math achievement scores	1	1	0.2
133.	District reading achievement gain scores	1	1	0.2
134.	District math achievement gain scores	1	1	0.2
135.	Work system interdependence	1	2	0.3
136.	Frequency of communication	2	4	0.5
137.	Frequency of communication with supervisor	2	4	0.5

Research Hypothesis Name & Number		Number of Articles of Occurrence	Frequency	Per Cent

Overall Job Satisfaction related to (continued):

138.	Frequency of communication with supervisor regarding student discipline	1	2	0.3
139.	Work system interdependence: Teachers and support staff	1	2	0.3
140.	Isolation from colleagues	1	2	0.3
141.	Student attitudes	1	2	0.3
142.	Satisfaction with agents	1	2	0.3
146.	Job routinization	3	5	0.8
147.	Autonomy	1	2	0.3
148.	Record keeping	1	2	0.3
149.	Supervisor's view of subject's value	1	2	0.3
150.	Accuracy of supervisor's view of subject's job performance	1	2	0.3
151.	Decision making power	1	2	0.3
152.	Decision making influence	1	2	0.3
153.	Decisional saturation	1	2	0.3
154.	Decisional deprivation	1	2	0.3
155.	School district student enrollment	1	2	0.3
156.	Percentage of students below poverty level	1	2	0.3
157.	Diversity	1	2	0.3
158.	Stability	1	2	0.3
159.	Need for information	1	2	0.3
160.	Environmental predictability	1	2	0.3
161.	Number of staff directly supervised	1	2	0.3
162.	Frequency of cooperation with others	1	2	0.3
163.	Frequency of demands made by others	1	2	0.3
164.	Union attitudes toward administration	1	2	0.3
165.	Tenure in organization	1	2	0.3
279.	Geographic location	1	1	0.2
280.	Leader's level of influence/power	1	1	0.2
281.	Effects of job on personal life	1	1	0.2
282.	Working relationships with subordinates	1	1	0.2
283.	Ability to do job	1	1	0.2
284.	Autonomy need deficiency	1	1	0.2

Research Hypothesis Name & Number		Number of Articles of Occurrence	Frequency	Per Cent
Overall Job Satisfaction related to (continued):				
285.	Indifference toward organizational rewards	1	1	0.2
286.	Professionalism	1	1	0.2
287.	Feedback provided by task	1	1	0.2
288.	Formalization of organizational goals	1	1	0.2
289.	Cohesive work groups	1	1	0.2
290.	Organizational rewards not within leader's control	1	1	0.2
291.	Spatial distance between supervisor and subordinate	1	1	0.2
292.	Leader initiating structure behavior	1	1	0.2
293.	Leader consideration behavior	1	1	0.2
294.	Organizational commitment	2	3	0.5
309.	High negative supervisory behavior	2	4	0.7
310.	High positive supervisory behavior	2	4	0.7
313.	Certainty of promotion opportunities	1	2	0.3
314.	Rationality of promotion system	1	2	0.3
315.	Class size managability	1	2	0.3
316.	Absence of student learning problems	1	2	0.3
317.	Absence of student behavior problems	1	2	0.3
318.	Militancy on work control issues	1	2	0.3
Satisfaction with Supervisor related to:				
3.	Loyalty to supervisor	1	1	0.2
103.	Absenteeism	1	3	0.5
104.	Absence reporting method	1	3	0.5
105.	Organization size	1	3	0.5
106.	Travel time to work	1	3	0.5
107.	Gender	1	3	0.5
108.	Age	1	3	0.5
109.	Salary	1	3	0.5
111.	Satisfaction with pay	1	3	0.5
319.	Work system interdependence	1	1	0.2

Research Hypothesis Name & Number		Number of Articles of Occurrence	Frequency	Per Cent
Satisfaction with Work related to:				
4.	Satisfaction with colleagues	2	4	0.7
5.	Hierarchy of authority	1	1	0.2
6.	Participation in staffing decisions	1	1	0.2
9.	Participation in policy decisions	1	1	0.2
295.	Years since undergraduate degree	1	2	0.3
296.	Social mobility	1	2	0.3
297.	Parental SES	1	2	0.3
298.	Race	1	1	0.2
299.	Undergraduate major	1	2	0.3
300.	Selectivity of undergraduate institution attended	1	2	0.3
320.	Organization size	1	3	0.5
321.	Gender	2	5	0.8
322.	Age	1	3	0.5
323.	Satisfaction with pay	1	3	0.5
324.	Work system interdependence	1	1	0.2
325.	Salary	1	3	0.5
326.	Organizational constraints	1	1	0.2
327.	Rule observation	1	1	0.2
328.	Leadership quality	1	1	0.2
329.	Level of education attained	1	1	0.2
330.	Type of school	1	1	0.2
Satisfaction with Colleagues related to:				
11.	Hierarchy of authority	1	1	0.2
12.	Participation in staffing decisions	1	1	0.2
13.	Organizational constraints	1	1	0.2
14.	Rule observation	1	1	0.2
15.	Participation in policy decisions	1	1	0.2
16.	Leadership quality	1	1	0.2
59.	Organization size	2	4	0.7
60.	Work system interdependence	2	2	0.3
61.	Task-relevant communication	1	1	0.2
62.	Task-irrelevant communication	1	1	0.2
63.	Travel time to work	2	4	0.7
64.	Age	2	4	0.7

Research Hypothesis Name & Number		Number of Articles of Occurrence	Frequency	Per Cent
Satisfaction with Colleagues related to (continued):				
65.	Marital status	1	1	0.2
66.	Gender	2	4	0.7
67.	Absenteeism	2	4	0.7
112.	Absence reporting method	1	3	0.5
113.	Salary	1	3	0.5
114.	Satisfaction with pay	1	3	0.5
115.	Satisfaction with supervisor	1	3	0.5
Major Satisfaction Comes from Work related to:				
27.	Gender	1	1	0.2
Satisfaction with Pay related to:				
49.	Organization size	2	4	0.7
50.	Work system interdependence	2	2	0.3
51.	Satisfaction with colleagues	1	1	0.2
52.	Task-relevant communication	1	1	0.2
53.	Task-irrelevant communication	1	1	0.2
54.	Travel time to work	2	4	0.7
55.	Age	3	6	1.0
56.	Marital status	1	1	0.2
57.	Gender	3	6	1.0
58.	Absenteeism	2	4	0.7
100.	Absence reporting method	1	3	0.5
101.	Salary	1	3	0.5
145.	Job level	1	1	0.2
193.	Job routinization	1	2	0.3
194.	Autonomy	1	2	0.3
195.	Rule observation	1	2	0.3
196.	Record keeping	1	2	0.3
197.	Role ambiguity	1	2	0.3
198.	Role conflict	1	2	0.3
199.	High negative supervisory behavior	1	2	0.3
200.	Supervisor's view of subject's value	1	2	0.3
201.	Accuracy of supervisor's view of of subject's job performance	1	2	0.3

Research Hypothesis Name & Number		Number of Articles of Occurrence	Frequency	Per Cent
Satisfaction with Pay related to (continued):				
202.	Decision making power	2	4	0.7
203.	Decision making influence	1	2	0.3
204.	Decisional saturation	1	2	0.3
205.	Decisional deprivation	1	2	0.3
206.	School district student enrollment	1	2	0.3
207.	Percentage of families below poverty level	1	2	0.3
208.	Diversity	1	2	0.3
209.	Stability	1	2	0.3
210.	Need for information	1	2	0.3
211.	Environmental predictability	1	2	0.3
212.	Number of staff directly supervised	1	2	0.3
213.	Number of committee memberships	1	2	0.3
214.	Frequency of cooperation with others	1	2	0.3
215.	Frequency of demands made by others	1	2	0.3
216.	Union attitudes toward administration	1	2	0.3
217.	Tenure in current position	1	2	0.3
218.	Tenure in organization	1	2	0.3
301.	Level of education attained	1	2	0.3
302.	Years since undergraduate degree	1	2	0.3
303.	Social mobility	1	2	0.3
304.	Parental SES	1	2	0.3
305.	School type	1	1	0.2
306.	Race	1	2	0.3
307.	Undergraduate major	1	2	0.3
308.	Selectivity of undergraduate institution attended	1	2	0.3
312.	High positive supervisory behavior	1	2	0.3
Satisfaction with Agents related to:				
143.	Satisfaction with pay	1	2	0.3
144.	Job level	1	1	0.2
166.	Job routinization	1	2	0.3
167.	Autonomy	1	2	0.3
168.	Rule observation	1	2	0.3
169.	Record keeping	1	2	0.3

Research Hypothesis Name & Number		Number of Articles of Occurrence	Frequency	Per Cent
Satisfaction with Agents related to (continued):				
170.	Role ambiguity	1	2	0.3
171.	Role conflict	1	2	0.3
172.	High negative supervisory behavior	1	2	0.3
173.	Supervisor's view of subject's value	1	2	0.3
174.	Accuracy of supervisor's view of subject's job performance	1	2	0.3
175.	Decision making power	1	2	0.3
176.	Decision making influence	1	2	0.3
177.	Decisional saturation	1	2	0.3
178.	Decisional deprivation	1	2	0.3
179.	School district student enrollment	1	2	0.3
180.	Percentage of families below poverty level	1	2	0.3
181.	Diversity	1	2	0.3
182.	Stability	1	2	0.3
183.	Need for information	1	2	0.3
184.	Environmental predictability	1	2	0.3
185.	Number of staff directly supervised	1	2	0.3
186.	Number of committee memberships	1	2	0.3
187.	Frequency of cooperation with others	1	2	0.3
188.	Frequency of demands made by others	1	2	0.3
189.	Union attitudes toward administration	1	2	0.3
190.	Age	1	2	0.3
191.	Tenure in current position	1	2	0.3
192.	Tenure in organization	1	2	0.3
311.	High positive supervisory behavior	1	2	0.3
Security Need Deficiency related to:				
219.	Age	1	1	0.2
220.	Gender	1	1	0.2
221.	School level	1	1	0.2
222.	Tenure in current position	1	1	0.2
223.	Social need deficiency	1	1	0.2
224.	Esteem need deficiency	1	1	0.2
225.	Autonomy need deficiency	1	1	0.2

Research Hypothesis Name & Number		Number of Articles of Occurrence	Frequency	Per Cent
Security Need Deficiency related to (continued):				
226.	Self-actualization need deficiency	1	1	0.2
227.	Frequency of emotional exhaustion	1	1	0.2
228.	Intensity of emotional exhaustion	1	1	0.2
229.	Frequency of depersonalization	1	1	0.2
230.	Intensity of depersonalization	1	1	0.2
231.	Frequency of personal accomplishment	1	1	0.2
232.	Intensity of personal accomplishment	1	1	0.2
Social Need Deficiency related to:				
233.	Age	1	1	0.2
234.	Gender	1	1	0.2
235.	School level	1	1	0.2
236.	Tenure in current position	1	1	0.2
237.	Esteem need deficiency	1	1	0.2
238.	Autonomy need deficiency	1	1	0.2
239.	Self-actualization need deficiency	1	1	0.2
240.	Frequency of emotional exhaustion	1	1	0.2
241.	Intensity of emotional exhaustion	1	1	0.2
242.	Frequency of depersonalization	1	1	0.2
243.	Intensity of depersonalization	1	1	0.2
244.	Frequency of personal accomplishment	1	1	0.2
245.	Intensity of personal accomplishment	1	1	0.2
Esteem Need Deficiency related to:				
246.	Age	1	1	0.2
247.	Gender	1	1	0.2
248.	School level	1	1	0.2
249.	Tenure in current position	1	1	0.2
250.	Autonomy need deficiency	1	1	0.2
251.	Self-actualization need deficiency	1	1	0.2
252.	Frequency of emotional exhaustion	1	1	0.2
253.	Intensity of emotional exhaustion	1	1	0.2
254.	Frequency of depersonalization	1	1	0.2
255.	Intensity of depersonalization	1	1	0.2

Research Hypothesis Name & Number		Number of Articles of Occurrence	Frequency	Per Cent
Esteem Need Deficiency related to (continued):				
256.	Frequency of personal accomplishment	1	1	0.2
257.	Intensity of personal accomplishment	1	1	0.2
Autonomy Need Deficiency related to:				
258.	Age	1	1	0.2
259.	Gender	1	1	0.2
260.	School level	1	1	0.2
261.	Tenure in current position	1	1	0.2
262.	Self-actualization need deficiency	1	1	0.2
263.	Frequency of emotional exhaustion	1	1	0.2
264.	Intensity of emotional exhaustion	1	1	0.2
265.	Frequency of depersonalization	1	1	0.2
266.	Intensity of depersonalization	1	1	0.2
267.	Frequency of personal accomplishment	1	1	0.2
268.	Intensity of personal accomplishment	1	1	0.2
Self-actualization Need Deficiency related to:				
269.	Age	1	1	0.2
270.	Gender	1	1	0.2
271.	School level	1	1	0.2
272.	Tenure in current position	1	1	0.2
273.	Frequency of emotional exhaustion	1	1	0.2
274.	Intensity of emotional exhaustion	1	1	0.2
275.	Frequency of depersonalization	1	1	0.2
276.	Intensity of depersonalization	1	1	0.2
277.	Frequency of personal accomplishment	1	1	0.2
278.	Intensity of personal accomplishment	1	1	0.2

Percentages may not sum to 100 due to rounding

APPENDIX F

INVENTORY OF PREDICTOR CONSTRUCTS

($N_{distinct constructs}$=162)
($N_{total constructs}$=613)

Predictor Construct No. & Name	No. of Articles	Frequency	Per Cent
1. Expectancy motivation force	2	4	0.7
2. Central life interest	1	2	0.3
3. Loyalty to superior	1	2	0.3
4. Satisfaction with colleagues	3	5	0.8
5. Hierarchy of authority	1	2	0.3
6. Participation in staffing decisions	1	2	0.3
7. Organizational constraints	2	3	0.5
8. Rule observation	3	10	1.3
9. Participation in policy decisions	1	2	0.3
10. Leadership quality	2	3	0.5
11. Role conflict	5	12	2.0
12. Gender (1=female, 2=male)	8	30	5.0
13. Job level (e.g., principal vs. central office administrator, secondary vs. post secondary, etc.)	3	5	0.8
14. Overall decisional participation	2	2	0.3
15. Satisfaction with supervisor	1	6	1.0
16. Age	6	27	4.4
17. Marital status (0=single, 1=married)	2	3	0.5
18. Propensity to leave/turnover intention	2	4	0.7
19. Job-related strain	2	4	0.7
20. Role ambiguity	6	15	2.4
21. Need for role clarity	1	1	0.2
22. Herzberg's motivation factors	1	1	0.2
23. Job performance	2	3	0.5
24. Effects on career	1	1	0.2
25. Sense of achievement	2	2	0.3

Predictor Construct No. & Name	No. of Articles	Frequency	Per Cent
26. Prospect of job as lifetime career	1	1	0.2
27. Recognition by others	1	1	0.2
28. Intellectual stimulation of work	1	1	0.2
29. Availability of useful advice	1	1	0.2
30. Relationships with students	1	1	0.2
31. Social relationships in work	1	1	0.2
32. Status of teachers in society	1	1	0.2
33. Parental attitudes toward education	1	1	0.2
34. Society's attitudes toward education	1	1	0.2
35. Teacher-parent reporting methods	1	1	0.2
36. Long-term salary prospects	1	1	0.2
37. Salary	2	13	2.1
38. Time spent on job	1	1	0.2
39. Sabbatical leave provisions	1	1	0.2
40. Sick leave provisions	1	1	0.2
41. Maternity leave provisions	1	1	0.2
42. Available preparation time	1	1	0.2
43. Organization size	5	18	2.9
44. Work system interdependence	3	8	1.3
45. Task-relevant communication	1	2	0.3
46. Task-irrelevant communication	1	2	0.3
47. Travel time to work	2	14	2.3
48. Absenteeism	2	14	2.3
49. Leadership behavior of supervisor	1	1	0.2
50. Leadership behavior of colleague	1	1	0.2
51. Staff climate	1	1	0.2
52. Student climate	1	1	0.2
53. Centralized decision making regarding teaching	1	1	0.2
54. Centralized decision making regarding curriculum & instruction	1	1	0.2
55. Standardized rules for lesson plans	1	1	0.2

Predictor Construct No. & Name	No. of Articles	Frequency	Per Cent
56. Standardized rules for teacher centers of study	1	1	0.2
57. Professional latitude	1	1	0.2
58. Professional latitude provided by supervisor	1	1	0.2
59. Specialization of job assignment	2	2	0.3
60. Frequency of professional activities	1	1	0.2
61. Frequency of professional training	1	1	0.2
62. School type (1=public, 2= private)	2	3	0.5
63. School level (elementary, middle, high)	7	12	2.0
64. Length of experience of supervisor	1	1	0.2
65. Tenure in current position	6	16	2.6
66. Organizational effectiveness	3	4	0.7
67. Voluntarism	1	2	0.3
68. Job complexity	1	1	0.2
69. Level of education attained	3	6	1.0
70. Number of committee memberships	2	7	1.1
71. Number of degrees offered by employing institution	1	1	0.2
72. Type of higher education institution (Comm. college, 4 year, Univ.)	1	1	0.2
73. Expectancy (Relationship between behavior and job performance levels)	1	2	0.3
74. Instrumentality (Anticipation of reward)	1	2	0.3
75. Valence (Value of anticipated reward)	1	2	0.3

Predictor Construct No. & Name	No. of Articles	Frequency	Per Cent
76. Absence reporting method (1=phone functionary, 2=phone supervisor)	1	12	2.0
77. Satisfaction with pay	2	13	2.1
78. Year school per-pupil expenditures	1	1	0.2
79. Frequency of vertical communication (Teachers and support staff)	2	3	0.5
80. Normative structure (Expectations for hard work)	1	1	0.2
81. Participation in managerial decisions	1	1	0.2
82. Participation in technical (Instructional) decisions	1	1	0.2
83. Input control (Appropriateness of student placement)	1	1	0.2
84. Conversion (Appropriateness of instructional methodology)	1	1	0.2
85. Output control (Adequacy of student evaluation)	1	1	0.2
86. Coordination (Fit between instructional activities across grade levels)	1	1	0.2
87. Social adaptation	1	1	0.2
88. Instructional/technical adaptation	1	1	0.2
89. Interpersonal conflict resolution	1	1	0.2
90. School reading achievement score	1	1	0.2
91. School math achievement score	1	1	0.2
92. District reading achievement score	1	1	0.2
93. District math achievement score	1	1	0.2
94. District reading achievement gain score	1	1	0.2
95. District math achievement gain score	1	1	0.2

Predictor Construct No. & Name	No. of Articles	Frequency	Per Cent
96. Frequency of communication with colleagues	2	4	0.7
97. Frequency of communication with supervisor	2	4	0.7
98. Frequency of communication with supervisor regarding student discipline	1	2	0.3
99. Work system interdependence (Teachers & support staff)	1	2	0.3
100. Isolation from colleagues	1	2	0.3
101. Student attitudes	1	2	0.3
102. Satisfaction with agents	1	2	0.3
103. Job routinization	3	9	1.5
104. Autonomy	1	6	1.0
105. Amount of record keeping	1	6	1.0
106. Supervisor's view of respondent's value to organization	1	6	1.0
107. Accuracy of supervisor's view of respondent's job performance	1	6	1.0
108. Decision making power	2	8	1.3
109. Decision making influence	1	6	1.0
110. Decisional saturation	1	6	1.0
111. Decisional deprivation	2	8	1.3
112. School district student enrollment	1	6	1.0
113. Percentage of families below poverty level	1	6	1.0
114. Diversity (Social, political, economic)	1	6	1.0
115. Stability (Economic, population)	1	6	1.0
116. Need for information	1	6	1.0
117. Environmental predictability (Economic, population)	1	6	1.0
118. Number of staff directly supervised	1	6	1.0
119. Frequency of cooperation with others	1	6	1.0
120. Frequency of demands made by others	1	6	1.0

Predictor Construct No. & Name	No. of Articles	Frequency	Per Cent
121. Union attitudes toward administration	1	6	1.0
122. Social need deficiency	1	1	0.2
123. Esteem need deficiency	1	2	0.3
124. Autonomy need deficiency	2	4	0.7
125. Self-actualization need deficiency	1	4	0.7
126. Frequency of emotional exhaustion	1	5	0.8
127. Intensity of emotional exhaustion	1	5	0.8
128. Frequency of depersonalization	1	5	0.8
129. Intensity of depersonalization	1	5	0.8
130. Frequency of personal accomplishment	1	5	0.8
131. Intensity of personal accomplishment	1	5	0.8
132. Geographic location (1=urban, 2=rural)	1	1	0.2
133. Tenure in organization	1	6	1.0
134. Leader's level of influence	1	1	0.2
135. Effects of job on personal life	1	1	0.2
136. Working relationships with subordinates	1	1	0.2
137. Ability to do job	1	1	0.2
138. Indifference toward organizational rewards	1	1	0.2
139. Professional orientation (professionalism)	1	1	0.2
140. Feedback provided by task	1	1	0.2
141. Formalization of organizational rewards	1	1	0.2
142. Cohesive work groups	1	1	0.2
143. Organizational rewards not within leader's control	1	1	0.2
144. Spatial distance between supervisor & subordinate	1	1	0.2
145. Leader initiating structure behavior	1	1	0.2
146. Leader consideration behavior	1	1	0.2
147. Organizational commitment	2	3	0.5
148. Years since undergraduate degree	1	4	0.7
149. Social mobility	1	4	0.7
150. Parental SES	1	4	0.7

Predictor Construct No. & Name	No. of Articles	Frequency	Per Cent
151. Race (1=non-anglo, 2=anglo)	1	3	0.5
152. Undergraduate major (1=education, 2=other liberal arts)	1	4	0.7
153. Selectivity of undergraduate institution attended	1	4	0.7
154. High negative supervisory behavior	2	8	1.3
155. High positive supervisory behavior	2	8	1.3
156. Certainty of promotion opportunities	1	2	0.3
157. Rationality of promotion system	1	2	0.3
158. Class size manageability	1	2	0.3
159. Absence of student learning problems	1	2	0.3
160. Absence of student behavior problems	1	2	0.3
161. Militancy on work control issues	1	2	0.3
162. Resource provision	1	1	0.2

Percentages may not sum to 100 due to rounding

APPENDIX G

INVENTORY OF RESEARCH HYPOTHESES AND EFFECT SIZES

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
1. Overall Job Satisfaction related to Force of Motivation	11 11 14 14	Pearson r Pearson r Pearson r Pearson r	.56 .59 .25 .30	.56 .59 .25 .30	Yes Yes Yes Yes	Ind. Ind. Org. Org.
2. Overall Job Satisfaction related to Central Life Interests	11 11	Pearson r Pearson r	.48 .32	.48 .32	Yes Yes	Ind. Ind.
3. Satisfaction with Supervisor related to Loyalty to Supervisor	1	Pearson r	.94	.94	Yes	Org.
4. Satisfaction with Work related to Satisfaction with Colleagues	2 12 12 12	Pearson r Pearson r Pearson r Pearson r	.10 .29 .26 .34	.10 .29 .26 .34	No declaration Yes Yes Yes	Ind. Ind. Ind. Ind.
5. Satisfaction with Work related to Hierarchy of Authority	2	Pearson r	-.39	-.39	No declaration	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
6. Satisfaction with Work related to Participation in Staffing Decisions	2	Pearson r	.00	.00	No declaration	Ind.
7. Overall Job Satisfaction related to Organizational Constraints	18	Pearson r	-.05	-.05	No declaration	Ind.
8. Overall Job Satisfaction related to Rule Observance	10 10 15 15	Pearson r Pearson r Pearson r Pearson r	-.28 .47 -.17 -.20	-.28 .47 -.17 -.20	Yes Yes No declaration No declaration	Org. Org. Ind. Ind.
9. Satisfaction with Work related to Participation in Policy Decisions	2	Pearson r	.16	.16	No declaration	Ind.
10. Overall Job Satisfaction related to Leadership Quality	17	Pearson r	.40	.40	No declaration	Ind.
11. Satisfaction with Colleagues related to Hierarchy of Authority	2	Pearson r	.32	.32	No declaration	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
12. Satisfaction with Colleagues related to Participation in Staffing Decisions	2	Pearson r	.11	.11	No declaration	Ind.
13. Satisfaction with Colleagues related to Organizational Constraints	2	Pearson r	-.19	-.19	No declaration	Ind.
14. Satisfaction with Colleagues related to Rule Observation	2	Pearson r	-.14	-.14	No declaration	Ind.
15. Satisfaction with Colleagues related to Participation in Policy Decisions	2	Pearson r	.21	.21	No declaration	Ind.
16. Satisfaction with Colleagues related to Leadership Quality	2	Pearson r	.32	.32	No declaration	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
17. Overall Job Satisfaction related to Role Conflict	3	Pearson r	-.56	-.56	Yes	Ind.
	15	Pearson r	-.37	-.37	No declaration	Ind.
	15	Pearson r	-.27	-.27	No declaration	Ind.
	18	Pearson r	-.49	-.49	No declaration	Ind.
	21	Pearson r	-.50	-.50	Yes	Ind.
	21	Pearson r	-.51	-.51	Yes	Ind.
	22	Pearson r	-.59	-.59	Yes	Org.
	22	Pearson r	-.65	-.65	Yes	Org.
18. Overall Job Satisfaction related to Gender (1=female; 2=male)	4	Not reported		-.14[1]	No declaration	Ind.
	4	Not reported		-.06[1]	No declaration	Ind.
	5	Student t	3.82	.16[1]	Yes	Ind.
	6	Student t	2.32	.13[1]	Yes	Ind.
	14	Point-biserial r	-.02	-.02	No	Org.
	14	Point-biserial r	.01	.01	No	Org.
19. Overall Job Satisfaction related to Job Level	4	Not reported		.00	No declaration	Ind.
	11	Not reported		.15	No declaration	Ind.
	15	Not reported		.19	No declaration	Ind.
20. Overall Job Satisfaction related to Overall Decisional Participation	8	Pearson r	.39	.39	No declaration	Ind.
	10	Pearson r	.33	.33	Yes	Org.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
21. Overall Job Satisfaction related to Age	5	Pearson r	.45	.45	Yes	Ind.
	15	Pearson r	-.01	-.01	No declaration	Ind.
	15	Pearson r	-.19	-.19	No declaration	Ind.
	17	Not reported		$.18^2$	No declaration	Ind.
22. Overall Job Satisfaction related to Marital Status (0=single; 1=married)	5	Point-biserial r	.47	.47	Yes	Ind.
23. Overall Job Satisfaction related to Propensity to Leave Organization	5	Pearson r	.46	.46	Yes	Ind.
	5	Pearson r	.52	.52	Yes	Ind.
	22	Pearson r	.04	.04	No	Org.
	22	Pearson r	-.57	-.57	No	Org.
24. Overall Job Satisfaction related to Job Related Strain	5	Pearson r	-.50	-.50	Yes	Ind.
	5	Pearson r	.58	.58	Yes	Ind.
	22	Pearson r	-.43	-.43	Yes	Org.
	22	Pearson r	-.70	-.70	Yes	Org.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
25. Overall Job Satisfaction related to Role Ambiguity	5	Pearson r	-.56	-.56	Yes	Ind.
	5	Pearson r	-.45	-.45	Yes	Ind.
	15	Pearson r	-.23	-.23	No declaration	Ind.
	15	Pearson r	-.17	-.17	No declaration	Ind.
	18	Pearson r	-.28	-.28	No declaration	Ind.
	20	Pearson r	-.64	-.64	Yes	Org.
	20	Pearson r	-.74	-.74	Yes	Org.
	21	Pearson r	-.40	-.40	Yes	Ind.
	21	Pearson r	-.49	-.49	Yes	Ind.
	22	Pearson r	-.66	-.66	Yes	Org.
	22	Pearson r	-.77	-.77	Yes	Org.
26. Overall Job Satisfaction related to Need for Role Clarity	5	Pearson r	.40	.40	Yes	Ind.
27. Major Satisfaction Comes from Work related to Gender (1=female; 2=male)	6	Student t	1.96	.11[1]	Yes	Ind.
28. Overall Job Satisfaction related to Herzberg's Satisfiers	7	Coefficient Phi	.56	.56	Yes	Ind.
29. Overall Job Satisfaction related to Job Performance	7	Coefficient Phi	.33	.33	Yes	Ind.
	11	Pearson r	.34	.34	Yes	Ind.
	11	Pearson r	.13	.13	Yes	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
30. Overall Job Satisfaction related to Effects on Career	7	Coefficient Phi	.36	.36	Yes	Ind.
31. Overall Job Satisfaction related to Sense of Achievement	8 / 17	Pearson r / Pearson r	.70 / .66	.70 / .66	No declaration / No declaration	Ind. / Ind.
32. Overall Job Satisfaction related to Prospect of Teaching as Lifetime Career	8	Pearson r	.61	.61	No declaration	Ind.
33. Overall Job Satisfaction related to Recognition by Others	8	Pearson r	.51	.51	No declaration	Ind.
34. Overall Job Satisfaction related to Intellectual Stimulation of Work	8	Pearson r	.49	.49	No declaration	Ind.
35. Overall Job Satisfaction related to Availability of Useful Advice	8	Pearson r	.36	.36	No declaration	Ind.
36. Overall Job Satisfaction related to Relationships with Students	8	Pearson r	.35	.35	No declaration	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
37. Overall Job Satisfaction related to Social Relationships in Work	8	Pearson r	.39	.39	No declaration	Ind.
38. Overall Job Satisfaction related to Teachers' Societal Status	8	Pearson r	.39	.39	No declaration	Ind.
39. Overall Job Satisfaction related to Parental Attitudes Toward Education	8	Pearson r	.37	.37	No declaration	Ind.
40. Overall Job Satisfaction related to Society's Attitudes Toward Education	8	Pearson r	.35	.35	No declaration	Ind.
41. Overall Job Satisfaction related to Teacher-Parent Reporting Methods	8	Pearson r	.35	.35	No declaration	Ind.
42. Overall Job Satisfaction related to Long-term Salary Prospects	8	Pearson r	.36	.36	No declaration	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
43. Overall Job Satisfaction related to Salary	8	Pearson r	.28	.28	No declaration	Ind.
44. Overall Job Satisfaction related to Time Spent on Job	8	Pearson r	.26	.26	No declaration	Ind.
45. Overall Job Satisfaction related to Sabbatical Leave Provisions	8	Pearson r	.25	.25	No declaration	Ind.
46. Overall Job Satisfaction related to Sick Leave Provisions	8	Pearson r	.21	.21	No declaration	Ind.
47. Overall Job Satisfaction related to Maternity Leave Provisions	8	Pearson r	.14	.14	No declaration	Ind.
48. Overall Job Satisfaction related to Available Preparation Time	8	Pearson r	.23	.23	No declaration	Ind.
49. Satisfaction with Pay related to Organization Size	9 12 12 12	Pearson r Pearson r Pearson r Pearson r	-.19 -.01 .06 -.16	-.19 -.01 .06 -.16	No No No Yes	Org. Ind. Ind. Ind.

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Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
50. Satisfaction with Pay related to Work System Interdependence	9 12	Pearson r Not reported	.03	.03 .001	No No declaration	Org. Ind.
51. Satisfaction with Pay related to Satisfaction with Colleagues	9	Pearson r	.18	.18	No	Org.
52. Satisfaction with Pay related to Task-relevant Communication	9	Pearson r	.01	.01	No	Org.
53. Satisfaction with Pay related to Task-irrelevant Communication	9	Pearson r	-.29	-.29	Yes	Org.
54. Satisfaction with Pay related to Travel Time to Work	9 12 12 12	Pearson r Pearson r Pearson r Pearson r	-.03 -.04 -.10 -.05	-.03 -.04 -.10 -.05	No No No No	Org. Ind. Ind. Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
55. Satisfaction with Pay related to Age	9	Pearson r	.09	.09	No	Org.
	12	Pearson r	.16	.16	Yes	Ind.
	12	Pearson r	.12	.12	No	Ind.
	12	Pearson r	.21	.21	Yes	Ind.
	15	Pearson r	-.03	-.03	No declaration	Ind.
	15	Pearson r	.06	.06	No declaration	Ind.
56. Satisfaction with Pay related to Marital Status (Percent Married)	9	Pearson r	-.08	-.08	No	Org.
57. Satisfaction with Pay related to Gender (1=female; 2=male)	9	Pearson r	.28[3]	.28	Yes	Org.
	12	Point-biserial r	-.23	-.23	Yes	Ind.
	12	Point-biserial r	-.17	-.17	Yes	Ind.
	12	Point-biserial r	-.17	-.17	Yes	Ind.
	19	Point-biserial r	-.09	-.09	No declaration	Ind.
	19	Point-biserial r	.02	.02	No declaration	Ind.
58. Satisfaction with Pay related to Absenteeism	9	Pearson r	-.43	-.43	Yes	Org.
	12	Pearson r	-.13	-.13	Yes	Ind.
	12	Pearson r	-.19	-.19	Yes	Ind.
	12	Pearson r	-.08	-.08	No	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
59. Satisfaction with Colleagues related to Organization Size	9	Pearson r	-.14	-.14	No	Org.
	12	Pearson r	-.03	-.03	No	Ind.
	12	Pearson r	-.08	-.08	No	Ind.
	12	Pearson r	-.09	-.09	No	Ind.
60. Satisfaction with Colleagues related to Work System Interdependence	9	Pearson r	.34	.34	Yes	Org.
	12	Not reported		.10[1]	No declaration	Ind.
61. Satisfaction with Colleagues related to Task-relevant Communication	9	Pearson r	.29	.29	Yes	Org.
62. Satisfaction with Colleagues related to Task-irrelevant Communication	9	Pearson r	-.02	-.02	No	Org.
63. Satisfaction with Colleagues related to Travel Time to Work	9	Pearson r	-.34	-.34	Yes	Org.
	12	Pearson r	-.12	-.12	No	Ind.
	12	Pearson r	-.03	-.03	No	Ind.
	12	Pearson r	-.01	-.01	No	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
64. Satisfaction with Colleagues related to Age	9	Pearson r	.15	.15	No	Org.
	12	Pearson r	.06	.06	No	Ind.
	12	Pearson r	.12	.12	No	Ind.
	12	Pearson r	.12	.12	No	Ind.
65. Satisfaction with Colleagues related to Marital Status (percent married)	9	Pearson r	.20	.20	No	Org.
66. Satisfaction with Colleagues related to Gender (1=female; 2=male)	9	Pearson r	.13[3]	.13	No	Org.
	12	Point-biserial r	-.02	-.02	No	Ind.
	12	Point-biserial r	-.02	-.02	No	Ind.
	12	Point-biserial r	-.21	-.21	Yes	Ind.
67. Satisfaction with Colleagues related to Absenteeism	9	Pearson r	-.32	-.32	Yes	Org.
	12	Pearson r	-.28	-.28	Yes	Ind.
	12	Pearson r	-.10	-.10	No	Ind.
	12	Pearson r	-.02	-.02	No	Ind.
68. Overall Job Satisfaction related to Supervisor's Leadership Behavior	10	Pearson r	.47	.47	Yes	Org.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
69. Overall Job Satisfaction related to Colleagues' Leadership Behavior	10	Pearson r	.31	.31	Yes	Org.
70. Overall Job Satisfaction related to Staff Climate	10	Pearson r	.32	.32	Yes	Org.
71. Overall Job Satisfaction related to Student Climate	10	Pearson r	.22	.22	Yes	Org.
72. Overall Job Satisfaction related to Centralized Decision-Making Regarding Teaching	10	Pearson r	.06	.06	No	Org.
73. Overall Job Satisfaction related to Centralized Decision-Making Regarding Curriculum and Instruction	10	Pearson r	-.25	-.25	Yes	Org.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
74. Overall Job Satisfaction related to Standardized Rules for Lesson Plans	10	Pearson r	.02	.02	No	Org.
75. Overall Job Satisfaction related to Standardized Rules for Teacher Centers of Study	10	Pearson r	.08	.08	No	Org.
76. Overall Job Satisfaction related to Professional Latitude	10	Pearson r	.18	.18	Yes	Org.
77. Overall Job Satisfaction related to Professional Latitude Provided by Supervisor	10	Pearson r	-.12	-.12	No	Org.
78. Overall Job Satisfaction related to Specialization of Job Assignment	10 18	Pearson r Pearson r	-.08 .18	-.08 .18	No No declaration	Org. Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
79. Overall Job Satisfaction related to Frequency of Professional Activities	10	Pearson r	.20	.20	Yes	Org.
80. Overall Job Satisfaction related to Frequency of Professional Training	10	Pearson r	.17	.17	No	Org.
81. Overall Job Satisfaction related to Organization Size	10	Pearson r	-.15	-.15	No	Org.
	14	Pearson r	.00	.00	No	Org.
	14	Pearson r	.02	.02	No	Org.
	17	Not reported		.18[1]	No declaration	Ind.
82. Overall Job Satisfaction related to Type of School (1=public; 2=private) Employer	10	Point-biserial r	.17	.17	No	Org.
83. Overall Job Satisfaction related to School Level (Elementary, Middle, High)	4	Not reported		-.21[2]	No declaration	Ind.
	10	Pearson r	-.32	-.32	Yes	Org.
	14	Pearson r	-.09	-.09	No	Org.
	14	Pearson r	-.05	-.05	No	Org.
	17	Not reported		.24[2]	No declaration	Ind.
	20	Not reported		-.50[2]	No declaration	Org.
	21	Not reported		-.14[2]	No declaration	Ind.
	22	Not reported		-.40[2]	No declaration	Org.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
84. Overall Job Satisfaction related to Length of Experience of Supervisor	10	Pearson r	.23	.23	Yes	Org.
85. Overall Job Satisfaction related to Tenure in Current Position	10	Pearson r	-.04	-.04	No	Org.
	11	Pearson r	-.08	-.08	Yes	Ind.
	14	Pearson r	-.04	-.04	No	Org.
	14	Pearson r	-.04	-.04	No	Org.
	15	Pearson r	-.17	-.17	No declaration	Ind.
	15	Pearson r	-.17	-.17	No declaration	Ind.
	17	Not reported		.16[2]	No declaration	Ind.
86. Overall Job Satisfaction related to Organizational Effectiveness	10	Pearson r	.54	.54	Yes	Org.
	14	Pearson r	.26	.26	Yes	Org.
	14	Pearson r	.66	.66	Yes	Org.
	17	Pearson r	.47	.47	No declaration	Ind.
87. Overall Job Satisfaction related to Loyalty to Supervisor	10	Pearson r	.58	.58	Yes	Org.
88. Overall Job Satisfaction related to Voluntarism	11	Pearson r	.39	.39	Yes	Ind.
	11	Pearson r	.44	.44	Yes	Ind.
89. Overall Job Satisfaction related to Job Complexity	11	Pearson r	.16	.16	Yes	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
90. Overall Job Satisfaction related to Level of Education Attained	11 14 14	Pearson r Pearson r Pearson r	.04 -.01 -.06	.04 -.01 -.06	Yes No No	Ind. Org. Org.
91. Overall Job Satisfaction related to Number of Committee Memberships	11 15 15	Pearson r Pearson r Pearson r	.06 .34 .10	.06 .34 .10	Yes No declaration No declaration	Ind. Ind. Ind.
92. Overall Job Satisfaction related to Number of Degrees Offered by Employing University	11	Pearson r	.07	.07	Yes	Ind.
93. Overall Job Satisfaction related to Type of Higher Education Institution	11	Pearson r	-.05	-.05	Yes	Ind.
94. Overall Job Satisfaction related to Expectancy	11 11	Pearson r Pearson r	.43 .42	.43 .42	No declaration No declaration	Ind. Ind.
95. Overall Job Satisfaction related to Instrumentality	11 11	Pearson r Pearson r	.57 .62	.57 .62	No declaration No declaration	Ind. Ind.
96. Overall Job Satisfaction related to Valence	11 11	Pearson r Pearson r	.16 .00	.16 .00	No declaration No declaration	Ind. Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
97. Satisfaction with Work related to Absenteeism	12	Pearson r	-.15	-.15	Yes	Ind.
	12	Pearson r	-.04	-.04	No	Ind.
	12	Pearson r	-.13	-.13	Yes	Ind.
98. Satisfaction with Work related to Absence Reporting Method (1=phone functionary; 2=phone supervisor)	12	Point-biserial r	.05	.05	No	Ind.
	12	Point-biserial r	.10	.10	No	Ind.
	12	Point-biserial r	.07	.07	No	Ind.
99. Satisfaction with Work related to Travel Time to Work	12	Pearson r	-.18	-.18	Yes	Ind.
	12	Pearson r	-.09	-.09	No	Ind.
	12	Pearson r	-.09	-.09	No	Ind.
100. Satisfaction with Pay related to Absence Reporting Method (1=phone functionary; 2=phone supervisor)	12	Point-biserial r	-.10	-.10	No	Ind.
	12	Point-biserial r	.10	.10	No	Ind.
	12	Point-biserial r	.11	.11	No	Ind.
101. Satisfaction with Pay related to Salary	12	Pearson r	.14	.14	Yes	Ind.
	12	Pearson r	.16	.16	Yes	Ind.
	12	Pearson r	.24	.24	Yes	Ind.
102. Overall Job Satisfaction related to Satisfaction with Pay	15	Pearson r	.53	.53	No declaration	Ind.
	15	Pearson r	.28	.28	No declaration	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
103. Satisfaction with Supervisor related to Absenteeism	12	Pearson r	-.28	-.28	Yes	Ind.
	12	Pearson r	-.12	-.12	No	Ind.
	12	Pearson r	-.02	-.02	No	Ind.
104. Satisfaction with Supervisor related to Absence Reporting Method (1=phone functionary; 2= phone supervisor)	12	Point-biserial r	.23	.23	Yes	Ind.
	12	Point-biserial r	.02	.02	No	Ind.
	12	Point-biserial r	.14	.14	Yes	Ind.
105. Satisfaction with Supervisor related to Organization Size	12	Pearson r	-.10	-.10	No	Ind.
	12	Pearson r	-.13	-.13	No	Ind.
	12	Pearson r	-.01	-.01	No	Ind.
106. Satisfaction with Supervisor related to Travel Time to Work	12	Pearson r	-.04	-.04	No	Ind.
	12	Pearson r	-.19	-.19	Yes	Ind.
	12	Pearson r	.05	.05	No	Ind.
107. Satisfaction with Supervisor related to Gender (1=female; 2=male)	12	Point-biserial	-.13	-.13	Yes	Ind.
	12	Point-biserial	-.10	-.10	No	Ind.
	12	Point-biserial	-.10	-.10	No	Ind.
108. Satisfaction with Supervisor related to Age	12	Pearson r	.15	.15	Yes	Ind.
	12	Pearson r	-.02	-.02	No	Ind.
	12	Pearson r	.10	.10	No	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
109. Satisfaction with Supervisor related to Salary	12 12 12	Pearson r Pearson r Pearson r	.06 -.01 .03	.06 -.01 .03	No No No	Ind. Ind. Ind.
110. Satisfaction with Work related to Satisfaction with Supervisor	12 12 12	Pearson r Pearson r Pearson r	.33 .26 .24	.33 .26 .24	Yes Yes Yes	Ind. Ind. Ind.
111. Satisfaction with Supervisor related to Satisfaction with Pay	12 12 12	Pearson r Pearson r Pearson r	.25 .16 -.03	.25 .16 -.03	Yes Yes No	Ind. Ind. Ind.
112. Satisfaction with Colleagues related to Absence Reporting Method (1=phone functionary; 2= phone supervisor)	12 12 12	Point-biserial r Point-biserial r Point-biserial r	.18 .07 .10	.18 .07 .10	Yes No No	Ind. Ind. Ind.
113. Satisfaction with Colleagues related to Salary	12 12 12	Pearson r Pearson r Pearson r	-.01 -.04 .10	-.01 -.04 .10	No No No	Ind. Ind. Ind.
114. Satisfaction with Colleagues related to Satisfaction with Pay	12 12 12	Pearson r Pearson r Pearson r	.13 .04 .21	.13 .04 .21	Yes No Yes	Ind. Ind. Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
115. Satisfaction with Colleagues related to Satisfaction with Supervisor	12 12 12	Pearson r Pearson r Pearson r	.41 .23 .48	.41 .23 .48	Yes Yes Yes	Ind. Ind. Ind.
116. Overall Job Satisfaction related to School District Yearly Per-pupil Expenditures	13	Pearson r	.13	.13	No	Org.
117. Overall Job Satisfaction related to Frequency of Vertical Communication	13 14 14	Pearson r Pearson r Pearson r	.52 -.05 .14	.52 -.05 .14	Yes No No	Org. Org. Org.
118. Overall Job Satisfaction related to Normative Structure	13	Pearson r	.19	.19	No	Org.
119. Overall Job Satisfaction related to Participation in Managerial Decisions	13	Pearson r	.10	.10	No	Org.
120. Overall Job Satisfaction related to Participation in Technical (Instructional) Decisions	13	Pearson r	.18	.18	No	Org.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
121. Overall Job Satisfaction related to Input Control (Appropriateness of Student Placement)	13	Pearson r	.60	.60	Yes	Org.
122. Overall Job Satisfaction related to Conversion (Appropriateness of Instructional Methodology)	13	Pearson r	.54	.54	Yes	Org.
123. Overall Job Satisfaction related to Output Control (Adequacy of Student Evaluation)	13	Pearson r	.44	.44	Yes	Org.
124. Overall Job Satisfaction related to Coordination of Instructional Activities	13	Pearson r	.49	.49	Yes	Org.
125. Overall Job Satisfaction related to Resource Allocation	13	Pearson r	.34	.34	No	Org.
126. Overall Job Satisfaction related to Social Adaptation	13	Pearson r	.65	.65	Yes	Org.
127. Overall Job Satisfaction related to Technical/Instructional Adaptation	13	Pearson r	.52	.52	Yes	Org.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
128. Overall Job Satisfaction related to Interpersonal Conflict Resolution	13	Pearson r	.32	.32	No	Org.
129. Overall Job Satisfaction related to School Reading Achievement Scores	13	Pearson r	.10	.10	No	Org.
130. Overall Job Satisfaction related to School Math Achievement Scores	13	Pearson r	.16	.16	No	Org.
131. Overall Job Satisfaction related to District Reading Achievement Scores	13	Pearson r	.29	.29	No	Org.
132. Overall Job Satisfaction related to District Math Achievement Scores	13	Pearson r	.23	.23	No	Org.
133. Overall Job Satisfaction related to District Reading Achievement Gain Scores	13	Pearson r	.28	.28	No	Org.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
134. Overall Job Satisfaction related to District Math Achievement Gain Scores	13	Pearson r	.19	.19	No	Org.
135. Overall Job Satisfaction related to Work System Interdependence	14	Pearson r	.12	.12	No	Org.
	14	Pearson r	.30	.30	Yes	Org.
136. Overall Job Satisfaction related to Frequency of Communication with Colleagues	14	Pearson r	.10	.10	No	Org.
	14	Pearson r	.27	.27	Yes	Org.
	20	Pearson r	-.06	-.06	No	Org.
	20	Pearson r	.06	.06	No	Org.
137. Overall Job Satisfaction related to Frequency of Communication with Supervisor	14	Pearson r	-.03	-.03	No	Org.
	14	Pearson r	.23	.23	Yes	Org.
	20	Pearson r	.43	.43	Yes	Org.
	20	Pearson r	.21	.21	No	Org.
138. Overall Job Satisfaction related to Frequency of Communication with Supervisor Regarding Student Discipline	14	Pearson r	.07	.07	No	Org.
	14	Pearson r	.36	.36	Yes	Org.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
139. Overall Job Satisfaction related to Work System Interdependence between Teachers & Support Staff	14 14	Pearson r Pearson r	.22 .17	.22 .17	Yes No	Org. Org.
140. Overall Job Satisfaction related to Isolation from Colleagues	14 14	Pearson r Pearson r	.08 .32	.08 .32	No Yes	Org. Org.
141. Overall Job Satisfaction related to Student Attitudes	14 14	Pearson r Pearson r	.48 .10	.48 .10	Yes No	Org. Org.
142. Overall Job Satisfaction related to Satisfaction with Agents	15 15	Pearson r Pearson r	.53 .42	.53 .42	No declaration No declaration	Ind. Ind.
143. Satisfaction with Agents related to Satisfaction with Pay	15 15	Pearson r Pearson r	.60 .19	.60 .19	No declaration No declaration	Ind. Ind.
144. Satisfaction with Agents related to Job Level (1=principal; 2=superintendent)	15	Not reported		.13[1]	No declaration	Ind.
145. Satisfaction with Pay related to Job Level	15	Not reported		.15[1]	No declaration	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
146. Overall Job Satisfaction related to Job Routinization	15	Pearson r	.15	.15	No declaration	Ind.
	15	Pearson r	-.16	-.16	No declaration	Ind.
	18	Pearson r	.00	.00	No declaration	Ind.
	20	Pearson r	-.43	-.43	Yes	Org.
	20	Pearson r	-.55	-.55	Yes	Org.
147. Overall Job Satisfaction related to Autonomy	15	Pearson r	.24	.24	No declaration	Ind.
	15	Pearson r	-.17	-.17	No declaration	Ind.
148. Overall Job Satisfaction related to Record Keeping	15	Pearson r	-.29	-.29	No declaration	Ind.
	15	Pearson r	-.09	-.09	No declaration	Ind.
149. Overall Job Satisfaction related to Supervisor's View of Staff Member's Value	15	Pearson r	.15	.15	No declaration	Ind.
	15	Pearson r	.33	.33	No declaration	Ind.
150. Overall Job Satisfaction related to Accuracy of Supervisor's View of Staff Member's Performance	15	Pearson r	.08	.08	No declaration	Ind.
	15	Pearson r	.28	.28	No declaration	Ind.
151. Overall Job Satisfaction related to Decision Making Power	15	Pearson r	-.01	-.01	No declaration	Ind.
	15	Pearson r	.03	.03	No declaration	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
152. Overall Job Satisfaction related to Decision Making Influence	15 15	Pearson r Pearson r	-.10 .04	-.10 .04	No declaration No declaration	Ind. Ind.
153. Overall Job Satisfaction related to Decisional Saturation	15 15	Pearson r Pearson r	.04 .08	.04 .08	No declaration No declaration	Ind. Ind.
154. Overall Job Satisfaction related to Decisional Deprivation	15 15 20 20	Pearson r Pearson r Pearson r Pearson r	-.01 -.14 -.29 -.19	-.01 -.14 -.29 -.19	No declaration No declaration No No	Ind. Ind. Org. Org.
155. Overall Job Satisfaction related to School District Student Enrollment	15 15	Pearson r Pearson r	.24 .38	.24 .38	No declaration No declaration	Ind. Ind.
156. Overall Job Satisfaction related to Percentage of Families Below Poverty Level	15 15	Pearson r Pearson r	-.43 -.27	-.43 -.27	No declaration No declaration	Ind. Ind.
157. Overall Job Satisfaction related to Diversity (Social, Economic, Political)	15 15	Pearson r Pearson r	.08 .14	.08 .14	No declaration No declaration	Ind. Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
158. Overall Job Satisfaction related to Stability (Economic, Population)	15 15	Pearson r Pearson r	.00 .03	.00 .03	No declaration No declaration	Ind. Ind.
159. Overall Job Satisfaction related to Need for Information	15 15	Pearson r Pearson r	-.15 .05	-.15 .05	No declaration No declaration	Ind. Ind.
160. Overall Job Satisfaction related to Environmental Predictability	15 15	Pearson r Pearson r	.09 .10	.09 .10	No declaration No declaration	Ind. Ind.
161. Overall Job Satisfaction related to Number of Staff Directly Supervised	15 15	Pearson r Pearson r	.20 .04	.20 .04	No declaration No declaration	Ind. Ind.
162. Overall Job Satisfaction related to Frequency of Cooperation with Others	15 15	Pearson r Pearson r	.04 .03	.04 .03	No declaration No declaration	Ind. Ind.
163. Overall Job Satisfaction related to Frequency of Demands Made by Others	15 15	Pearson r Pearson r	.03 -.03	.03 -.03	No declaration No declaration	Ind. Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
164. Overall Job Satisfaction related to Union Attitudes Toward Administration	15 15	Pearson r Pearson r	.11 .39	.11 .39	No declaration No declaration	Ind. Ind.
165. Overall Job Satisfaction related to Tenure in Organization	15 15	Pearson r Pearson r	-.02 .05	-.02 .05	No declaration No declaration	Ind. Ind.
166. Satisfaction with Agents related to Routinization	15 15	Pearson r Pearson r	.08 -.06	.08 -.06	No declaration No declaration	Ind. Ind.
167. Satisfaction with Agents related to Autonomy	15 15	Pearson r Pearson r	.28 -.09	.28 -.09	No declaration No declaration	Ind. Ind.
168. Satisfaction with Agents related to Rule Observation	15 15	Pearson r Pearson r	-.31 -.12	-.31 -.12	No declaration No declaration	Ind. Ind.
169. Satisfaction with Agents related to Record Keeping	15 15	Pearson r Pearson r	-.11 -.17	-.11 -.17	No declaration No declaration	Ind. Ind.
170. Satisfaction with Agents related to Role Ambiguity	15 15	Pearson r Pearson r	.02 -.07	.02 -.07	No declaration No declaration	Ind. Ind.
171. Satisfaction with Agents related to Role Conflict	15 15	Pearson r Pearson r	-.41 -.58	-.41 -.58	No declaration No declaration	Ind. Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
172. Satisfaction with Agents related to Negative Supervisor Behavior	15 15	Pearson r Pearson r	-.46 -.36	-.46 -.36	No declaration No declaration	Ind. Ind.
173. Satisfaction with Agents related to Supervisor's View of Staff Member's Value	15 15	Pearson r Pearson r	.10 .20	.10 .20	No declaration No declaration	Ind. Ind.
174. Satisfaction with Agents related to Accuracy of Supervisor's View of Staff Member's Performance	15 15	Pearson r Pearson r	.01 .24	.01 .24	No declaration No declaration	Ind. Ind.
175. Satisfaction with Agents related to Decision Making Power	15 15	Pearson r Pearson r	-.16 .18	-.16 .18	No declaration No declaration	Ind. Ind.
176. Satisfaction with Agents related to Decision Making Influence	15 15	Pearson r Pearson r	-.36 .08	-.36 .08	No declaration No declaration	Ind. Ind.
177. Satisfaction with Agents related to Decisional Saturation	15 15	Pearson r Pearson r	.07 .31	.07 .31	No declaration No declaration	Ind. Ind.

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Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
178. Satisfaction with Agents related to Decisional Deprivation	15 15	Pearson r Pearson r	.09 -.23	.09 -.23	No declaration No declaration	Ind. Ind.
179. Satisfaction with Agents related to School District Student Enrollment	15 15	Pearson r Pearson r	.06 .07	.06 .07	No declaration No declaration	Ind. Ind.
180. Satisfaction with Agents related to Percentage of Families Below Poverty Level	15 15	Pearson r Pearson r	-.29 -.17	-.29 -.17	No declaration No declaration	Ind. Ind.
181. Satisfaction with Agents related to Diversity (Social, Economic, Political)	15 15	Pearson r Pearson r	.13 -.23	.13 -.23	No declaration No declaration	Ind. Ind.
182. Satisfaction with Agents related to Stability (Economic, Population)	15 15	Pearson r Pearson r	-.16 .18	-.16 .18	No declaration No declaration	Ind. Ind.
183. Satisfaction with Agents related to Need for Information	15 15	Pearson r Pearson r	-.09 -.15	-.09 -.15	No declaration No declaration	Ind. Ind.
184. Satisfaction with Agents related to Environmental Predictability	15 15	Pearson r Pearson r	.21 .09	.21 .09	No declaration No declaration	Ind. Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
185. Satisfaction with Agents related to Number of Staff Directly Supervised	15 15	Pearson r Pearson r	.00 -.10	.00 -.10	No declaration No declaration	Ind. Ind.
186. Satisfaction with Agents related to Number of Committee Memberships	15 15	Pearson r Pearson r	.47 .23	.47 .23	No declaration No declaration	Ind. Ind.
187. Satisfaction with Agents related to Frequency of of Cooperation with Others	15 15	Pearson r Pearson r	.01 -.08	.01 -.08	No declaration No declaration	Ind. Ind.
188. Satisfaction with Agents related to Frequency of Demands Made by Others	15 15	Pearson r Pearson r	.13 -.03	.13 -.03	No declaration No declaration	Ind. Ind.
189. Satisfaction with Agents related to Union Attitudes Toward Administration	15 15	Pearson r Pearson r	.12 .19	.12 .19	No declaration No declaration	Ind. Ind.
190. Satisfaction with Agents related to Age	15 15	Pearson r Pearson r	-.08 .00	-.08 .00	No declaration No declaration	Ind. Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
191. Satisfaction with Agents related to Tenure in Current Position	15 15	Pearson r Pearson r	-.20 -.33	-.20 -.33	No declaration No declaration	Ind. Ind.
192. Satisfaction with Agents related to Tenure in Organization	15 15	Pearson r Pearson r	.01 -.30	.01 -.30	No declaration No declaration	Ind. Ind.
193. Satisfaction with Pay related to Routinization	15 15	Pearson r Pearson r	.06 .13	.06 .13	No declaration No declaration	Ind. Ind.
194. Satisfaction with Pay related to Autonomy	15 15	Pearson r Pearson r	.30 .05	.30 .05	No declaration No declaration	Ind. Ind.
195. Satisfaction with Pay related to Rule Observation	15 15	Pearson r Pearson r	-.24 -.08	-.24 -.08	No declaration No declaration	Ind. Ind.
196. Satisfaction with Pay related to Record Keeping	15 15	Pearson r Pearson r	-.16 -.22	-.16 -.22	No declaration No declaration	Ind. Ind.
197. Satisfaction with Pay related to Role Ambiguity	15 15	Pearson r Pearson r	.06 .14	.06 .14	No declaration No declaration	Ind. Ind.
198. Satisfaction with Pay related to Role Conflict	15 15	Pearson r Pearson r	-.29 -.15	-.29 -.15	No declaration No declaration	Ind. Ind.

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Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
199. Satisfaction with Pay related to Negative Supervisor Behavior	15 15	Pearson r Pearson r	-.24 -.11	-.24 -.11	No declaration No declaration	Ind. Ind.
200. Satisfaction with Pay related to Supervisor's View of Staff Member's Value	15 15	Pearson r Pearson r	.21 .09	.21 .09	No declaration No declaration	Ind. Ind.
201. Satisfaction with Pay related to Accuracy of Supervisor's View of Staff Member's Performance	15 15	Pearson r Pearson r	.17 -.03	.17 -.03	No declaration No declaration	Ind. Ind.
202. Satisfaction with Pay related to Decision Making Power	15 15 20 20	Pearson r Pearson r Pearson r Pearson r	-.12 -.04 .26 .11	-.12 -.04 .26 .11	No declaration No declaration No No	Ind. Ind. Org. Org.
203. Satisfaction with Pay related to Decision Making Influence	15 15	Pearson r Pearson r	-.22 .15	-.22 .15	No declaration No declaration	Ind. Ind.
204. Satisfaction with Pay related to Decisional Saturation	15 15	Pearson r Pearson r	.08 -.06	.08 -.06	No declaration No declaration	Ind. Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
205. Satisfaction with Pay related to Decisional Deprivation	15￼ 15	Pearson r Pearson r	.00 -.31	.00 -.31	No declaration No declaration	Ind. Ind.
206. Satisfaction with Pay related to School District Student Enrollment	15 15	Pearson r Pearson r	.06 .04	.06 .04	No declaration No declaration	Ind. Ind.
207. Satisfaction with Pay related to Percentage of Families Below Poverty Level	15 15	Pearson r Pearson r	-.37 -.20	-.37 -.20	No declaration No declaration	Ind. Ind.
208. Satisfaction with Pay related to Diversity (Social, Economic, Political)	15 15	Pearson r Pearson r	-.03 -.02	-.03 -.02	No declaration No declaration	Ind. Ind.
209. Satisfaction with Pay related to Stability (Economic, Population)	15 15	Pearson r Pearson r	-.08 .02	-.08 .02	No declaration No declaration	Ind. Ind.
210. Satisfaction with Pay related to Need for Information	15 15	Pearson r Pearson r	-.16 -.02	-.16 -.02	No declaration No declaration	Ind. Ind.
211. Satisfaction with Pay related to Environmental Predictability	15 15	Pearson r Pearson r	.15 -.16	.15 -.16	No declaration No declaration	Ind. Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
212. Satisfaction with Pay related to Number of Staff Directly Supervised	15 15	Pearson r Pearson r	.06 .02	.06 .02	No declaration No declaration	Ind. Ind.
213. Satisfaction with Pay related to Number of Committee Memberships	15 15	Pearson r Pearson r	.31 .25	.31 .25	No declaration No declaration	Ind. Ind.
214. Satisfaction with Pay related to Frequency of of Cooperation with Others	15 15	Pearson r Pearson r	-.05 -.07	-.05 -.07	No declaration No declaration	Ind. Ind.
215. Satisfaction with Pay related to Frequency of Demands Made by Others	15 15	Pearson r Pearson r	.05 .07	.05 .07	No declaration No declaration	Ind. Ind.
216. Satisfaction with Pay related to Union Attitudes Toward Administration	15 15	Pearson r Pearson r	-.04 .19	-.04 .19	No declaration No declaration	Ind. Ind.
217. Satisfaction with Pay related to Tenure in Current Position	15 15	Pearson r Pearson r	-.19 .16	-.19 .16	No declaration No declaration	Ind. Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
218. Satisfaction with Pay related to Tenure in Organization	15 15	Pearson r Pearson r	.04 .17	.04 .17	No declaration No declaration	Ind. Ind.
219. Security Need Deficiency related to Age	16	Pearson r	-.11	-.11	Yes	Ind.
220. Security Need Deficiency related to Gender (1=female; 2=male)	16	Point-biserial r	-.15	-.15	Yes	Ind.
221. Security Need Deficiency related to School Level	16	Pearson r	.02	.02	No	Ind.
222. Security Need Deficiency related to Tenure in Current Position	16	Pearson r	-.16	-.16	Yes	Ind.
223. Security Need Deficiency related to Social Need Deficiency	16	Pearson r	.25	.25	Yes	Ind.
224. Security Need Deficiency related to Esteem Need Deficiency	16	Pearson r	.30	.30	Yes	Ind.
225. Security Need Deficiency related to Autonomy Need Deficiency	16	Pearson r	.44	.44	Yes	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
226. Security Need Deficiency related to Self-actualization Need Deficiency	16	Pearson r	.27	.27	Yes	Ind.
227. Security Need Deficiency related to Frequency of Emotional Exhaustion	16	Pearson r	.19	.19	Yes	Ind.
228. Security Need Deficiency related to Intensity of Emotional Exhaustion	16	Pearson r	.16	.16	Yes	Ind.
229. Security Need Deficiency related to Frequency of Depersonalization	16	Pearson r	.05	.05	No	Ind.
230. Security Need Deficiency related to Intensity of Depersonalization	16	Pearson r	.04	.04	No	Ind.
231. Security Need Deficiency related to Frequency of Personal Accomplishment	16	Pearson r	-.06	-.06	No	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
232. Security Need Deficiency related to Intensity of Personal Accomplishment	16	Pearson r	.00	.00	No	Ind.
233. Social Need Deficiency related to Age	16	Pearson r	.00	.00	No	Ind.
234. Social Need Deficiency related to Gender (1=female; 2=male)	16	Point-biserial r	.00	.00	No	Ind.
235. Social Need Deficiency related to School Level	16	Pearson r	.01	.01	No	Ind.
236. Social Need Deficiency related to Tenure in Current Position	16	Pearson r	.01	.01	No	Ind.
237. Social Need Deficiency related to Esteem Need Deficiency	16	Pearson r	.38	.38	Yes	Ind.
238. Social Need Deficiency related to Autonomy Need Deficiency	16	Pearson r	.49	.49	Yes	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
239. Social Need Deficiency related to Self-actualization Need Deficiency	16	Pearson r	.50	.50	Yes	Ind.
240. Social Need Deficiency related to Frequency of Emotional Exhaustion	16	Pearson r	.19	.19	Yes	Ind.
241. Social Need Deficiency related to Intensity of Emotional Exhaustion	16	Pearson r	.18	.18	Yes	Ind.
242. Social Need Deficiency related to Frequency of Depersonalization	16	Pearson r	.08	.08	No	Ind.
243. Social Need Deficiency related to Intensity of Depersonalization	16	Pearson r	.14	.14	Yes	Ind.
244. Social Need Deficiency related to Frequency of Personal Accomplishment	16	Pearson r	-.08	-.08	No	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
245. Social Need Deficiency related to Intensity of Personal Accomplishment	16	Pearson r	-.06	-.06	No	Ind.
246. Esteem Need Deficiency related to Age	16	Pearson r	-.16	-.16	Yes	Ind.
247. Esteem Need Deficiency related to Gender (1=female; 2=male)	16	Point-biserial r	-.04	-.04	No	Ind.
248. Esteem Need Deficiency related to School Level	16	Pearson r	.09	.09	No	Ind.
249. Esteem Need Deficiency related to Tenure in Current Position	16	Pearson r	-.12	-.12	Yes	Ind.
250. Esteem Need Deficiency related to Autonomy Need Deficiency	16	Pearson r	.58	.58	Yes	Ind.
251. Esteem Need Deficiency related to Self-actualization Need Deficiency	16	Pearson r	.72	.72	Yes	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
252. Esteem Need Deficiency related to Frequency of Emotional Exhaustion	16	Pearson r	.47	.47	Yes	Ind.
253. Esteem Need Deficiency related to Intensity of Emotional Exhaustion	16	Pearson r	.44	.44	Yes	Ind.
254. Esteem Need Deficiency related to Frequency of Depersonalization	16	Pearson r	.34	.34	Yes	Ind.
255. Esteem Need Deficiency related to Intensity of Depersonalization	16	Pearson r	.34	.34	Yes	Ind.
256. Esteem Need Deficiency related to Frequency of Personal Accomplishment	16	Pearson r	-.26	-.26	Yes	Ind.
257. Esteem Need Deficiency related to Intensity of Personal Accomplishment	16	Pearson r	-.17	-.17	Yes	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
258. Autonomy Need Deficiency related to Age	16	Pearson r	.04	.04	No	Ind.
259. Autonomy Need Deficiency related to Gender (1=female; 2=male)	16	Point-biserial r	-.09	-.09	No	Ind.
260. Autonomy Need Deficiency related to School Level	16	Pearson r	.04	.04	No	Ind.
261. Autonomy Need Deficiency related to Tenure in Current Position	16	Pearson r	.05	.05	No	Ind.
262. Autonomy Need Deficiency related to Self-actualization Need Deficiency	16	Pearson r	.65	.65	Yes	Ind.
263. Autonomy Need Deficiency related to Frequency of Emotional Exhaustion	16	Pearson r	.38	.38	Yes	Ind.
264. Autonomy Need Deficiency related to Intensity of Emotional Exhaustion	16	Pearson r	.33	.33	Yes	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
265. Autonomy Need Deficiency related to Frequency of Depersonalization	16	Pearson r	.21	.21	Yes	Ind.
266. Autonomy Need Deficiency related to Intensity of Depersonalization	16	Pearson r	.21	.21	Yes	Ind.
267. Autonomy Need Deficiency related to Frequency of Personal Accomplishment	16	Pearson r	-.17	-.17	Yes	Ind.
268. Autonomy Need Deficiency related to Intensity of Personal Accomplishment	16	Pearson r	-.10	-.10	Yes	Ind.
269. Self-actualization Need Deficiency related to Age	16	Pearson r	-.09	-.09	No	Ind.
270. Self-actualization Need Deficiency related to Gender (1=female; 2=male)	16	Point-biserial r	.00	.00	No	Ind.
271. Self-actualization Need Deficiency related to School Level	16	Pearson r	.13	.13	Yes	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
272. Self-actualization Need Deficiency related to Tenure in Current Position	16	Pearson r	-.04	-.04	No	Ind.
273. Self-actualization Need Deficiency related to Frequency of Emotional Exhaustion	16	Pearson r	.48	.48	Yes	Ind.
274. Self-actualization Need Deficiency related to Intensity of Emotional Exhaustion	16	Pearson r	.46	.46	Yes	Ind.
275. Self-actualization Need Deficiency related to Frequency of Depersonalization	16	Pearson r	.38	.38	Yes	Ind.
276. Self-actualization Need Deficiency related to Intensity of Depersonalization	16	Pearson r	.37	.37	Yes	Ind.
277. Self-actualization Need Deficiency related to Frequency of Personal Accomplishment	16	Pearson r	-.31	-.31	Yes	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
278. Self-actualization Need Deficiency related to Intensity of Personal Accomplishment	16	Pearson r	-.22	-.22	Yes	Ind.
279. Overall Job Satisfaction related to Geographic Location (1=urban; 2=rural)	17	Not reported		.001	No declaration	Ind.
280. Overall Job Satisfaction related to Leader's Level of Influence	17	Pearson r	.32	.32	No declaration	Ind.
281. Overall Job Satisfaction related to Effects of Job on Personal Life	17	Pearson r	.61	.61	No declaration	Ind.
282. Overall Job Satisfaction related to Working Relationships with Subordinates	17	Pearson r	.49	.49	No declaration	Ind.
283. Overall Job Satisfaction related to Ability To Do Job	18	Pearson r	-.11	-.11	No declaration	Ind.
284. Overall Job Satisfaction related to Autonomy Need Deficiency	18	Pearson r	-.32	-.32	No declaration	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
285. Overall Job Satisfaction related to Indifference toward Organizational Rewards	18	Pearson r	-.01	-.01	No declaration	Ind.
286. Overall Job Satisfaction related to Professionalism	18	Pearson r	.21	.21	No declaration	Ind.
287. Overall Job Satisfaction related to Feedback Provided by Task	18	Pearson r	.29	.29	No declaration	Ind.
288. Overall Job Satisfaction related to Formalization of Organizational Goals	18	Pearson r	.37	.37	No declaration	Ind.
289. Overall Job Satisfaction related to Cohesive Work Groups	18	Pearson r	.22	.22	No declaration	Ind.
290. Overall Job Satisfaction related to Organizational Rewards Not Within Leader's Control	18	Pearson r	-.21	-.21	No declaration	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
291. Overall Job Satisfaction related to Spatial Distance Between Supervisor and Subordinate	18	Pearson r	-.21	-.21	No declaration	Ind.
292. Overall Job Satisfaction related to Leader Initiating Structure Behavior	18	Pearson r	.15	.15	No declaration	Ind.
293. Overall Job Satisfaction related to Leader Consideration Behavior	18	Pearson r	.09	.09	No declaration	Ind.
294. Overall Job Satisfaction related to Organizational Commitment	18 21 21	Pearson r Pearson r Pearson r	.58 .34 .34	.58 .34 .34	No declaration Yes Yes	Ind. Ind. Ind.
295. Satisfaction with Work related to Years Since Undergraduate Degree	19 19	Pearson r Pearson r	-.05 .22	-.05 .22	No declaration No declaration	Ind. Ind.
296. Satisfaction with Work related to Social Mobility	19 19	Pearson r Pearson r	-.07 -.12	-.07 -.12	No declaration No declaration	Ind. Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
297. Satisfaction with Work related to Parental SES	19 19	Pearson r Pearson r	-.05 .22	-.05 .22	No declaration No declaration	Ind. Ind.
298. Satisfaction with Work related to Race (1=Non-anglo; 2=Anglo)	19	Point-biserial r	.04	.04	No declaration	Ind.
299. Satisfaction with Work related to Undergraduate Major (1=education; 2=non-education)	19 19	Point-biserial r Point-biserial r	.02 -.23	.02 -.23	No declaration No declaration	Ind. Ind.
300. Satisfaction with Work related to Selectivity of of Undergraduate Institution Attended	19 19	Pearson r Pearson r	-.03 -.13	-.03 -.13	No declaration No declaration	Ind. Ind.
301. Satisfaction with Pay related to Level of Education Attained	19 19	Pearson r Pearson r	.03 .08	.03 .08	No declaration No declaration	Ind. Ind.
302. Satisfaction with Pay related to Years Since Undergraduate Degree	19 19	Pearson r Pearson r	.06 .03	.06 .03	No declaration No declaration	Ind. Ind.

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Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
303. Satisfaction with Pay related to Social Mobility	19 19	Pearson r Pearson r	-.12 -.08	-.12 -.08	No declaration No declaration	Ind. Ind.
304. Satisfaction with Pay related to Parental SES	19 19	Pearson r Pearson r	.07 .04	.07 .04	No declaration No declaration	Ind. Ind.
305. Satisfaction with Pay related to School Type of Employer (1=public; 2=private)	19	Point-biserial r	-.15	-.15	No declaration	Ind.
306. Satisfaction with Pay related to Race (1=Non-anglo; 2=Anglo)	19 19	Point-biserial r Point-biserial r	.14 -.02	.14 -.02	No declaration No declaration	Ind. Ind.
307. Satisfaction with Pay related to Undergraduate Major (1=education; 2=non-education)	19 19	Point-biserial r Point-biserial r	-.13 -.18	-.13 -.18	No declaration No declaration	Ind. Ind.
308. Satisfaction with Pay related to Selectivity of Undergraduate Institution Attended	19 19	Pearson r Pearson r	-.01 -.12	-.01 -.12	No declaration No declaration	Ind. Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
309. Overall Job Satisfaction related to High Negative Supervisory Behavior	15	Pearson r	-.40	-.40	No declaration	Ind.
	15	Pearson r	-.34	-.34	No declaration	Ind.
	20	Pearson r	-.28	-.28	No	Org.
	20	Pearson r	-.55	-.55	Yes	Org.
310. Overall Job Satisfaction related to High Positive Supervisory Behavior	15	Pearson r	-.01	-.01	No declaration	Ind.
	15	Pearson r	.11	.11	No declaration	Ind.
	20	Pearson r	.60	.60	Yes	Org.
	20	Pearson r	.61	.61	Yes	Org.
311. Satisfaction with Agents related to High Positive Supervisory Behavior	15	Pearson r	.05	.05	No declaration	Ind.
	15	Pearson r	.28	.28	No declaration	Ind.
312. Satisfaction with Pay related to High Positive Supervisory Behavior	15	Pearson r	.14	.14	No declaration	Ind.
	15	Pearson r	.30	.30	No declaration	Ind.
313. Overall Job Satisfaction related to Certainty of Promotion Opportunities	20	Pearson r	.35	.35	Yes	Org.
	20	Pearson r	.23	.23	No	Org.
314. Overall Job Satisfaction related to Rationality of Promotion System	20	Pearson r	.46	.46	Yes	Org.
	20	Pearson r	.58	.58	Yes	Org.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
315. Overall Job Satisfaction related to Class Size Manageability	20 20	Pearson r Pearson r	.41 -.01	.41 -.01	Yes No	Org. Org.
316. Overall Job Satisfaction related to Absence of Student Learning Problems	20 20	Pearson r Pearson r	.45 .45	.45 .45	Yes Yes	Org. Org.
317. Overall Job Satisfaction related to Absence of Student Behavior Problems	20 20	Pearson r Pearson r	.50 .42	.50 .42	Yes Yes	Org. Org.
318. Overall Job Satisfaction related to Militancy on Work Control Issues	22 22	Pearson r Pearson r	-.30 -.46	-.30 -.46	Yes Yes	Org. Org.
319. Satisfaction with Supervisor related to Work System Interdependence	12	Not reported		.50[1]	No declaration	Ind.
320. Satisfaction with Work related to Organizational Size	12 12 12	Pearson r Pearson r Pearson r	.03 .00 -.14	.03 .00 -.14	No No Yes	Ind. Ind. Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
321. Satisfaction with Work related to Gender (1=Female; 2=Male)	12	Point-biserial r	-.22	-.22	Yes	Ind.
	12	Point-biserial r	-.22	-.22	Yes	Ind.
	12	Point-biserial r	-.11	-.11	No	Ind.
	19	Point-biserial r	.03	.03	No declaration	Ind.
	19	Point-biserial r	.07	.07	No declaration	Ind.
322. Satisfaction with Work related to Age	12	Pearson r	.00	.00	No	Ind.
	12	Pearson r	.15	.15	Yes	Ind.
	12	Pearson r	.08	.08	No	Ind.
323. Satisfaction with Work related to Satisfaction with Pay	12	Pearson r	.14	.14	Yes	Ind.
	12	Pearson r	.12	.12	No	Ind.
	12	Pearson r	.19	.19	Yes	Ind.
324. Satisfaction with Work related to Work System Interdependence	12	Not reported		-.01[1]	No declaration	Ind.
325. Satisfaction with Work related to Salary	12	Pearson r	-.06	-.06	No	Ind.
	12	Pearson r	.09	.09	No	Ind.
	12	Pearson r	.05	.05	No	Ind.
326. Satisfaction with Work related to Organizational Constraints	2	Pearson r	-.19	-.19	No declaration	Ind.

Research Hypothesis Number & Name	Article Number	Test Statistic Reported	Test Statistic Value	Effect Size Value	Statistical Significance Declared by Author	Unit of Analysis
327. Satisfaction with Work related to Rule Observation	2	Pearson r	.02	.02	No declaration	Ind.
328. Satisfaction with Work related to Leadership Quality	2	Pearson r	.40	.40	No declaration	Ind.
329. Satisfaction with Work related to Level of Education Attained	19	Pearson r	-.12	-.12	No declaration	Ind.
330. Satisfaction with Work related to Type of School Employer (1=public; 2=private)	19	Point-biserial r	-.26	-.26	No declaration	Ind.

1 Denotes Point-biserial correlation calculated from t statistics or sample sizes, means, and standard deviations

2 Denotes Pearson r converted from point-biserial correlation

3 Measured as a percent of respondents who were female

VITA

NAME: David Paul Thompson

ADDRESS: 19523 Enchanted Spring
                 Spring, Texas 77388

EDUCATION: M.S.: Texas A&M University
                 (Educational Administration, August 1989)

                 B.S.: Texas A&M University
                 (Physical Education, May 1984)

SELECTED
PROFESSIONAL
EXPERIENCE: Assistant Principal, Westfield High School, Spring (Texas)
                 Independent School District. July 1991 to present.

                 Research Associate, Texas A&M School/University
                 Research Collaborative. June 1990 to July 1991.

                 Graduate Assistant, Department of Educational
                 Administration, Texas A&M University. June 1988 to June
                 1990.

                 Mathematics Teacher and Golf Coach, Lamar Consolidated
                 High School, Lamar (Texas) Consolidated Independent
                 School District. August 1987 to June 1988, and August
                 1984 to June 1986.

SELECTED
PUBLICATIONS: Thompson, D.P., McNamara, J.F., Parsons, J.L., & Say, E.
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