The relationship of job preview to absenteeism, turnover, and job satisfaction of public school teachers

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THE RELATIONSHIP OF JOB PREVIEW TO ABSENTEEISM, TURNOVER, AND JOB SATISFACTION OF PUBLIC SCHOOL TEACHERS

The College of William and Mary in Virginia

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THE RELATIONSHIP OF JOB PREVIEW TO
ABSENTEEISM, TURNOVER, AND JOB
SATISFACTION OF PUBLIC
SCHOOL TEACHERS

A Dissertation
Presented to the
Faculty of the School of Education
College of William and Mary in Virginia

In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education

by
Harold Hastings Hedley
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APPROVAL SHEET

This dissertation is submitted in partial fulfillment of the requirement for the degree of Doctor of Education

Harold Hastings Hedley
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Approved January 1985

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Armand J. Galfo, Chairman of Doctoral Committee
DEDICATION

VIRGINIA NELSON HEDLEY 1923-1984

mother, educator, supporter
ACKNOWLEDGEMENTS

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Chapter I

INTRODUCTION AND BACKGROUND

The job preview has been discussed in several experiments (Farr, O'Leary, & Bartlett, 1973; Ilgen & Seely, 1974; Reilly, Tenopyr, & Sperling, 1979; Wanous, 1978) as a process that might help newcomers to an organization better match their expectations with organization reality. Perceived incongruence between the goals of the worker and the organization has been related to the serious problem of employee withdrawal as manifested through absenteeism (Mirris & Lawler, 1977) and turnover (Cascio, 1976; Dunnette & Arvey, 1973; Horn, Katerberg, & Hulin, 1979).

Beatty and Schneier (1977) reported that serious worker discontent among both white and blue collar workers in America had reached near epidemic proportions. General job dissatisfaction, reported boredom with task content, and declining worker productivity are some manifestations of the magnitude of this problem. The job preview has been used in some work settings to help improve job satisfaction through stronger commitment to the job (O'Reilly and Caldwell, 1980) and greater motivation (Grant, 1979).

Purpose of the Study

The purpose of the job preview study reported in
the current study was to determine whether or not information about the teaching profession provided to newly hired teachers would have a statistically significant positive impact on job related behaviors. The attempt was to develop a booklet that might give vital induction information to the new employee. This information was presented to the newly hired teacher with the hope that information contained in it would increase knowledge of the organization and the demands of the job.

The specific question which the study examined was: will a job preview given newly hired teachers reduce absenteeism and turnover, and improve expressed job satisfaction? The question was intended to examine the use of a booklet that contained detailed induction information for newly hired teachers. The researcher attempted to determine what, if any, significant impact the job preview had on the key job behaviors of attendance, withdrawal and satisfaction.

The use of the job preview in the public school setting was not reported in the literature searched. School officials have tended to provide newly hired teachers with general rather than specific job related information. Persons in the school divisions' personnel departments who were contacted reported that most job induction information was presented informally to newly hired teachers.
Importance of the Study

It was assumed that a formal presentation of job preview information might result in a statistically significant impact that could lead to lower rates of teacher absenteeism, turnover, and higher expressed job satisfaction. It was further assumed that any significant reduction in absenteeism and turnover and any significant improvement in expressed job satisfaction would be of interest to those who work with newly hired teachers.

With the high costs of recruiting teachers, recent reports of a shrinking pool of new teachers, and public interest in the improvement of education, it was also assumed that this study might provide some helpful information for school administrators. Efforts to present the newly hired teacher with job preview information might be considered by all administrators of personnel as an integral part of their induction program.

Theoretical Base for Job Preview

The theoretical base behind the rationale for using the job preview to reduce absenteeism, turnover, and improve job satisfaction was Vroom's (1964) theory of work motivation. Vroom based much of this theory on the earlier work of Lewin (1938). Lewin's concept of valences is a measure of an individual's attraction toward, or away from, the outcomes of alternative courses of action. Vroom (1964,
p. 15) used valence as an indicator of a worker’s "... affective orientations toward particular outcomes." Positive valence indicated that attraction toward attaining an outcome was greater than resistance to the attainment of that outcome. Zero valence signified a feeling of indifference toward attainment of an outcome. When valence was negative, preference to not attaining an outcome was stronger than desire to attain it.

The job preview could lead to a more positive valence. As the teacher better understands what the job includes, there might be an increase in attempts to attain desired outcomes. The individual should experience a more positive feeling as to whether or not his actions will lead to the attainment of desired outcomes (Vroom, 1964, p.17).

When the job preview strengthens a worker’s expectancy that his actions will lead to a desired outcome, "... the effect of variations in the valence of the outcome on the force to perform the act will also increase." (Vroom, 1964, p. 19) The job preview can clarify expectations thus strengthening the probability that one will move toward desired work outcomes (Vroom, 1964, p. 18). Thus, job preview data presented to the newly hired teacher should lead to an "... increase in the amount of knowledge of results received by a person performing a task, ... increase the probability of arousal of correct expectancies concerning
the consequences of actions for successful task performance, increase the strength of correct . . . expectancies, . . . and increase the valence of successful performance." (Vroom, 1964, p. 239)

GENERAL HYPOTHESES

The general hypotheses for this study were:

1. Newly hired teachers who received job preview information would show statistically significant lower absenteeism as compared to those who did not receive the job preview data.

2. Newly hired teachers who received the job preview information would show statistically significant lower turnover as compared to those who did not receive the job preview data.

3. Newly hired teachers who received the job preview information would show statistically significant higher expressed job satisfaction after three and nine months of employment than those who did not receive the job preview data.

LIMITATIONS

The following eight limitations may have affected the implementation of this research:

First, due to general shortages of teachers in central Virginia, participating school officials would not
agree to give the job preview information to candidates they selected for employment until they had signed their contracts. Most job preview studies provided realistic job preview information before candidates were contractually committed. It was recognized that providing job preview information after a person has agreed to take the job might weaken its effectiveness as a treatment.

Second, the job preview was presented in a booklet format, rather than by video tape or a combination of a written and visual presentation. The decision to present a booklet only was based on time limitations placed on teachers. Some participating school divisions reported that there was no available released time for their teachers, particularly at the elementary level. While this written form may be more time efficient, this booklet only-format may have also weakened the power of this treatment.

Third, since the booklet was given to newly hired teachers to keep, it may have been shown to control group members. This potential problem of contamination may have confounded the results (Campbell & Stanley, 1963). One case of a control group member requesting a copy of the booklet was reported.

Fourth, the booklet was offered to newly hired teachers with a cover letter suggesting that it be carefully reviewed. Since reading the booklet was not required,
it may not have been read carefully, or it may not have been read at all.

Fifth, a copy of the booklet was provided to each personnel director and the concept of the job preview was explained by the researcher. More detailed job induction information may have been presented to all newly hired teachers by the personnel director or other administrators as a result of the information given to them by the researcher.

Sixth, this study was limited to one school year, rather than being of a longitudinal nature. A threat to internal validity caused by this design could be historical (Campbell & Stanley, 1963). Turnover, for example, has been closely related to economic conditions (Mobley, 1977).

Seventh, members of this study were all newly hired teachers regardless of prior experience. Teaching experience and student teaching may provide sufficient induction regardless of location. It may be more appropriate to include only first-year teachers.

Finally, while no pretest was given, two measures of job satisfaction were administered. The testing effects of the first measure may have affected the scores on the second test (Campbell & Stanley, 1963). However, it should be noted that the two satisfaction measures were separated by almost seven months in time. The Job Descriptive Index
was administered in November of 1982 and The Job In General instrument was used in May of 1983. While the two instruments were developed by the same researchers, they measured different facets of job satisfaction (Smith, Kendall, & Hulin, 1975).

DEFINITIONS

The following four definitions were deemed to be important to the understanding of this study:

**Realistic job preview** includes information about the job given to new or prospective members of an organization. This induction information includes detailed job description information, job facets reported by incumbents, and critical incidents related to the job that have been observed by supervisors or incumbents (Beatty & Schneier, 1977; Flanagan & Burns, 1955; McCormick, Jeanneret, & Mecham, 1972).

**Job satisfaction** is "... the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values." (Locke, 1969, p. 316)

**Absenteism** is considered to be any working day of non-attendance regardless of cause.

**Turnover** is any cessation of employment after the first working day. For this study the period measured will be from the first day of the 1982-83 school year to the
initial working day of the 1983-84 school year.

ORGANIZATION OF REMAINDER OF STUDY

Chapter II will include a review of related literature and job preview studies previously conducted. Included in Chapter III will be an explanation of the design and procedure used in this study. The third chapter will include data analysis and explanations of methodology and instrumentation. Findings and interpretations of the study will be presented in Chapter IV.
Chapter II

REVIEW OF RELATED LITERATURE

The job preview has been used during the last twenty years by several companies employing both white and blue collar workers. Reported in Chapter II are important literature and research studies since the first documented use of the job preview by Weitz in 1956. In the present study no evidence was found in the literature to indicate that the job preview has been used with school teachers.

Person-job Congruence

The use of job previews to help provide a higher degree of person-job congruence has received emphasis in several studies (Farr et al., 1973; Ilgen & Seely, 1974; Wanous, 1973, 1975, 1976, 1977, 1978; Weitz, 1956). Morse (1975) stressed the need for the integration of selection and placement of newly hired members of the organization with the design of jobs. This integration was seen as a way to help newly hired individuals adjust to the work environment.

Congruence of the job and person is discussed by Vroom (1964, p. 17) through his expectancy theory. As the individual's expectancy that an act will lead to an outcome increases, the worker's force to perform the act will also increase. In a field study of eighty female telephone
operators (Wanous, 1975), the job preview was found to help the worker establish realistic levels of job expectations. Ilgen & Seely (1974) found that realistic information about the job situation of new organization members reduced turnover rates as compared to a control group which received no job preview data.

Wanous (1976) reviewed related research from four experimental studies. His findings provided evidence indicating that those who received realistic job previews exhibited higher job survival rates.

Worker Expectation and Job Behavior

The job preview is intended to clarify the worker's expectations of the job and thus strengthen his belief that his actions will be followed by attainment of positive job outcomes (Vroom, 1964, p. 18). Three negative behaviors that are discussed in the literature as related to the extent of worker-job incongruence are absenteeism from work, turnover, and job dissatisfaction (Smulders, 1980; Cascio, 1976; Dunnette & Arvey, 1973; Maimon & Ronen, 1978; Nicholson, Brown, & Chadwick-Jones, 1976; Rowe, 1976; Russell & Farrar, 1978).

The first negative behavior to be considered is worker absenteeism. Absenteeism is a negative job related behavior discussed in the literature as being inversely
related to the strength of job involvement (Cheloha & Farr, 1980). The problem of absenteeism as a major concern of most organizations has received considerable attention in the literature (Morgan & Herman, 1976; Mirris & Lawler, 1977; Nicholson et al., 1977). Cheloha and Farr (1980), in a study that spanned four decades, found five reviews that concluded that absenteeism was negatively related to feelings of congruence between worker and job.

Turnover is the second negative behavior related to worker-job incongruences (Flowers & Hughes, 1973; Waters & Roach, 1971). Studies relating to the turnover rates of military academy cadets (Ilgen & Seely, 1974), insurance agents (Weitz, 1956), and nursing students (Katzell, 1968) have been conducted. These studies concluded that when applicants received realistic information about the organization they were contemplating joining, they were more likely to accept an offer and they resigned less frequently.

In the studies of Weitz (1956) and Ilgen and Seely (1974), acceptance rates were higher for the job preview groups than the control groups. This higher acceptance rate was contrary to the general expectation that including negative job information might make the organization appear less desirable to applicants. It has been found that content of the job preview can affect acceptance rates. Reilly et al. (1979) reported significantly lower acceptance rates
for realistic job previews when compared to favorable previews in their field study of 325 candidates for the position of telephone operator. In the same study, turnover rate was somewhat higher for the control group, who received no preview, but the difference was not statistically significant.

Several authors (Beatty & Schneier, 1977, p. 352; Cascio, 1976; Dunnette & Arvey, 1973; Hulin, 1968; Maimon & Ronen, 1978) have studied turnover and concluded that it is a serious job withdrawal problem. They state that turnover reflects lack of congruence between expectations of the individual and job situations experienced in the work role.

It has been observed that the phenomenon of relatively high turnover among newly hired employees is generalized (Youngblood et al, 1983). Dunnette and Arvey (1973), in their study of over 1,000 college graduates, found that nearly fifty percent (50%) had left their original company of employment within five years. The terminators reported encountering far less congruence between what they expected from the job than those who stayed.

Job dissatisfaction is the third behavior that the job preview is intended to lessen by narrowing the gap between expectation and job reality of the newly hired
employee. Russell and Farrar (1978) conducted a field test of 507 university employees. The researchers' hypothesis that job satisfaction would be predicted by beliefs about the job was confirmed. Beatty and Schneier (1977, p. 351) report that, "people decide on the degree to which their jobs are satisfying by comparing them with their own expectations, and aspects of jobs which fall short can cause discontent."

Job candidates often report unrealistically inflated high expectations at the time of entry into the organization (Wanous, 1980). Dissatisfaction is often expressed when initially high expectations are unconfirmed (Popovich & Wanous, 1982).

Grant (1979) developed a cost/effort based model for employee motivation and satisfaction. His hypothesis is closely related to Vroom's (1964, p. 17) expectancy theory. In this model, the valence is the value of the work outcome and expectancy is the probability of its receipt. As the work outcome is given more value, motivation to attain the outcome increases.

In a study of organizational choice (Rowe, 1976, p. 1015), the obtained results offered evidence "... that applicants prefer those jobs that are most likely to provide opportunities for personal need satisfaction."

Newcomers to an organization have been found to
select jobs in a rationalistic manner that is consistent with Vroom's expectancy theory. The realistic job preview may provide the newly hired employee with some needed information regarding organizational reality (Popovich & Wanous, 1982).

**Job Preview and Job Satisfaction**

The relationship between job satisfaction and job preview was discussed by several researchers (Bray, Campbell & Grant, 1974; Parr et al., 1973; Wanous, 1973, 1975, 1976, 1977, 1978; Weitz, 1956). When organizational inductees received knowledge of what to expect from the work situation they tended to experience lower frustration (Ilgen & Seely, 1974), more realistic expectations (Bray et al., 1974), lower turnover rates (Vroom, 1964; Wanous, 1977, 1978), and reported higher job satisfaction (Wanous, 1975, 1976).

Job previews can help the worker feel more satisfied in the job setting by clarifying his perceived role structure. Zeltz (1983) concluded that satisfaction is closely related to subjective feelings that one's needs are being met. Workers who select jobs that are not congruent with their needs are not likely to be satisfied.

**Job Withdrawal as Indicator of Satisfaction**

Job withdrawal and satisfaction is used in this study to examine the impact of the job preview on the
behaviour of workers. If the job preview data increases the worker's positive valence toward achieving desired outcomes, then the force on the person to remain on the job should also be strengthened (Vroom, 1964, p. 29).

Vroom (1964, p. 178), concerning job satisfaction, reports that; "It should make little difference what characteristics of the work role are the source of these rewards. The only requirement is that the attainment of job related rewards is dependent on being present at work."

One recent study (Keller, 1983) reported a rather diminished role for job satisfaction as a predictor of absenteeism. It might be that the decision to attend is more complex than it was originally thought to be. In the case of the working mother, for example, many days lost from work might be related to the health of their children and other problems related to child care.

In general, a job preview might be expected to help the worker better clarify the nature of the work situation. This clarification process could be expected to increase the probability that the worker will feel strong expectancies that he can achieve what is expected and receive any rewards due him (Vroom, 1964, p. 178).

Studies Using Job Previews

The treatment used in this study was job preview
IB data compiled in booklet form. It was presented to teachers in the experimental group during their first week of employment. The booklet was accompanied by a letter from the personnel department encouraging its use by the recipient.

The practice of using realistic job previews is relatively new. Only one study (Weitz, 1956) was noted in the literature search as being dated earlier than 1960. In this study, Weitz (1956) presented a job preview booklet to 226 insurance agents. The control group of 248 agents was hired without job preview data. Rate of termination was statistically significantly lower for the experimental group than the control group.

Another study (Ilgen & Seely, 1974) found the job preview to be a promising treatment to help lower frustration and thus help newcomers cope with the difficulties of entering a new organization. The researchers used a job preview booklet that included data on mundane and stressful activities often not presented to inductees. Again, a significantly lower turnover rate was found for the experimental group when compared with a control group that received no such job preview data. Similar findings were reported in a field study conducted with 325 candidates for telephone operator (Reilly et al., 1979).

Bray et al. (1974, p. 40) conducted an extensive longitudinal study of 274 college graduate recruits to the
Bell System. Upon finding that the turnover rate for the first eight years of the study was thirty-eight percent (38%) and that job satisfaction showed a rather consistent downward turn, the researchers re-examined employee expectations. Original expectation scores of the recruits were measured with the Expectations Inventory the writers developed. The mean expectation score was 26.0 (possible score range was from -56.0 to +56.0). Eight years later the average expectation score had dropped to 9.4. While the authors do not attempt to attach statistical significance to this change, it has practical implications. Bray et al. (1974, p. 197) pointed out the need for realistic job preview data. The researchers concluded that organizations such as the Bell System should investigate the use of the job preview where a turnover problem exists or there is a significant decline in reported job satisfaction.

Wanous (1973, 1975, 1976, 1977, 1978) has researched and field tested the realistic job preview extensively. He researched five experimental studies that attempted to lower naive expectations of newcomers to more closely match organizational reality. Wanous (1976) found that all five studies clearly demonstrated higher rates of job survival for those receiving a realistic job preview.

Using the realistic job preview as a treatment was supported by several other findings that Wanous (1975)
reported. In his own study at Southern New England Telephone Company, and the research of others at Prudential Insurance Company, Texas Instruments, and the United States Military Academy, the realistic job preview was used as the treatment and significant results were reported. In all of the above mentioned studies, newly hired employees who received realistic job previews had greater job survival rates and indicated higher job satisfaction than those hired by traditional recruiting methods.

**Job Preview Results**

A summary of the research on worker-job congruence (Vroom, 1964, p. 17) revealed a linkage between the lack of realistic job previews and worker dissatisfaction and job withdrawal behavior. A well designed job preview was considered a desirable manner of moderating the optimism of new recruits (Bray et al., 1974, p. 40; Farr et al., 1973; Wanous, 1973).

The job preview has also been rated as an effective aid in reduction of employee withdrawal (Reilly et al., 1979; Wanous, 1973, 1975, 1977). Reported job satisfaction was additionally linked to strength of recently hired employees' feelings of congruence with their new position in the organization (Hom et al., 1979; Ilgen & Seely, 1974).

The job preview has been presented as one way to bridge the gap between a worker's feelings of "what should
be" as opposed to his findings of "what is" when he enters the organization. The job preview was considered to be one way of assuring that job data be shared with workers. Dale (1965, p. 228) emphasized the need for getting information to its most needed point rather than merely collecting it. "The orderly arrangement of jobs and duties will, of course, be of little value unless the incumbents of the job know what they are supposed to do and where their jobs fit into the organization." (Dale, 1965, p. 228)

Types of Data in Preview

Three essential contents of a realistic job preview have generally been included. These three important parts of the realistic job preview are job description data, information about the job provided by incumbents, and critical incidents as observed by job incumbents and supervisors. These aspects of the job preview were present in a booklet sent to 274 first-year cadets at the United States Military Academy. Included in the booklet was job description data concerning daily routine. This information had been collected through job analysis, from interview data gathered by canvassing incumbents, and by reviewing critical incidents recorded by officers and cadets (Ilgen & Seely, 1974).

The first type of job preview data needed is job description information. Job description information is
collected through job analysis. Data about the job are grouped into categories referred to as job variables. Job variables are identified and quantified. This quantification process is called detailed job analysis (McCormick, Jeanneret, & Meacham, 1972).

Upon completion of data gathering and grouping, a job description is written. A job description is a detailed outcome of the job analysis that is used as a basis for personnel administration decisions. The information included in the job description should clearly indicate what the employee is expected to do to attain desired outputs (Beatty & Schneier, 1977, p. 57).

The second type of job preview data is collected by interviewing job incumbents. Cornelius and Lyness (1980), in their comparison of job analysis strategies, placed interview of incumbents at the core of all job analysis techniques as a viable information source. Newly hired employees tend to rate job incumbents as more credible information sources because they have actually performed the work (Popovich & Wanous, 1982). The emphasis at this point is on worker identification of job activities. The incumbents are asked to fill out forms that describe in detail what they are expected to do on the job (Beatty & Schneier, 1977, p. 57).

Critical incidents, observed by supervisors and/or
recorded by incumbents, are the third type of data the effective job preview required. Flanagan and Burns (1955) introduced the critical incident technique as an observation-based job analysis tool that involves recording of both positive and negative incidents. A study of 85 sales managers who reported critical incidents yielded significant job behavior information (Kirchner & Dunnette, 1957). Ilgen and Seely (1974) used the critical incidents technique to solicit job information from cadets and officers of the United States Military Academy. Critical incidents of a realistic nature were included in the preview booklet presented to new cadets. The booklet information was found to lower turnover significantly when compared to a control group that did not receive preview data.

Studies of Job Satisfaction

The area of job satisfaction has received rather extensive treatment in the literature of industrial psychology the last decade. Beatty and Schneier (1977) referenced 50 studies of job satisfaction and concluded that many workers are generally dissatisfied. Worker discontent has resulted in problems of high turnover, absenteeism, strikes, sabotage, and a general decline in worker productivity. Declines in productivity are considered a serious problem threatening America's competitive position internationally (Allushi & Meigs, 1983).
Management efforts to enhance outcome variables of productivity and satisfaction by enriching the design of work were detailed by Griffin (1982). The job enrichment concept involves changing the content of jobs. The intended result of job enrichment is increased worker recognition, challenge and autonomy (Beatty & Schneier, 1977).

Herzberg, Mausner, and Snyderman (1959) conducted an intensive analysis of two hundred engineers and accountants in nine different companies. They examined feelings and experiences expressed by employees toward their jobs. Results indicated that categories associated with high job attitudes were those related to job content. Among the motivator factors were such job activities as achievement, recognition, responsibilities, work itself, and advancement. On the other hand, job context factors such as company policy, supervision, and working conditions were associated with low job attitude situations.

A study of 264 Turkish industrial workers (Yucelt, 1982) yielded results indicating several factors relating to supervision were correlated with worker job satisfaction. Of general interest was the finding of no significant relation between the independent work variables with satisfaction.

The relationship between job satisfaction and productivity has historically been that the productivity level
follows the degree of job satisfaction. However, research has demonstrated that this assumption is generally not correct. Intervening variables tend to make the relationship between satisfaction and productivity complex. Satisfied and dissatisfied workers have been found to be high, average, or low producers (Harris & Greenberg, 1983).

In the past, the assumption has been that profit and loss statements will improve and productivity will increase as worker attitudes show positive gains. Smith et al. (1975) conducted extensive studies and found no general correlation between satisfaction and productivity.

One study (Griffin, 1982) reported strong positive correlations between certain task attributes and job satisfaction and productivity. It was found that there was a significant correlation between task variety, feedback, and autonomy with productivity. The strongest statistical associations were between autonomy and feedback with productivity. The results indicated that there may be significant relationships that exist among long-term productivity, satisfaction, and perceived task attributes.

This study (Griffin, 1982) found strong positive correlations between productivity, job satisfaction, and certain task attributes. The experiment found a significant correlation between productivity and task variety, autonomy, and feedback. The strongest statistical associations were found when productivity was correlated with
autonomy and feedback. The researcher concluded that job satisfaction and employee productivity might be enhanced when the design of work is improved.

Another study sought causes for diminished job satisfaction. This longitudinal study (Snizek & Bullard, 1983) of 92 government employees was conducted over a five-year period. Individuals who perceived that there had been an increase in division of labor and hierarchy of authority underwent diminished job satisfaction. Those who perceived that there had been an increase in standardized work procedures reported enhanced levels of job satisfaction.

The relationship between job satisfaction and absenteeism was examined in a study of 154 white collar and 110 blue collar workers (Yucelt, 1982). Results indicated that inadequate or unsatisfactory opportunities for promotion and insecurity were attributes of high absenteeism among white collar workers. Low pay, inefficient supervision, and selfishness among co-workers were found to be attributes of high absenteeism among blue collar workers.

The concept of worker-job congruence and its impact on job satisfaction was studied in four companies employing 185 workers (Scarpello & Campbell, 1983). The researchers concluded that satisfaction with one's job may be contingent upon the worker's feeling that the work situation will allow him to assume the kind of role that is perceived as congenial
and appropriate according to previous growth experiences.

Job satisfaction is generally seen as a complex concept. Smith et al. (1975) report findings indicating that many studies have concluded that there are several discriminately different job satisfaction components. Their research has found that workers are generally able to discriminate among the general facets of job satisfaction.

These findings relating to the importance of the components of satisfaction tend to limit the global perspective that the researcher can employ. The short form of the Minnesota Satisfaction Questionnaire was used in one study (Scarpello & Campbell, 1983). It was determined that the sum of the facet satisfactions was not a strong indicator of general satisfaction. The researchers reported that general satisfaction appears to be more complex than the sum of the parts being measured.

While the exact number of factors that make up general satisfaction varies considerably from study to study, researchers have generally used at least five (Smith et al., 1975). After conducting factor analytic studies, Smith et al. (1975) concluded that the five most significant areas of job satisfaction were: work, pay, opportunity for promotions, supervision, and people with whom one works. General satisfaction or morale, and the extent of satisfaction with the company as a place to work were eliminated.
The distinction between morale and satisfaction was presented by the results of one study of 2,335 managerial and staff employees in 12 midwestern manufacturing companies (Zeitz, 1983). Morale was viewed as a collective trait that was a counterpart to satisfaction of the individual. Morale was found to concern the affective responses of the individual to the organization. Morale was not found to decrease as routine overall technology increases. It was noted that as the administrative component increased, morale decreased.

Several studies (Graen, Liden & Hoel, 1982; Snizek & Bullard, 1983; Wheeless, Wheeless & Howard, 1983) examined the extent of bureaucracy and leadership. The importance of feedback from supervisor to worker, job enrichment, and improved understanding by workers of their job expectations, were all found to have positive influences on job satisfaction and turnover.

When 11 studies (Dean & Wanous, 1984) involving over 4,500 newly hired bank tellers were examined, it was found that those who received job previews had a turnover rate that was 28.8% lower than those receiving no preview. The researchers attached practical significance to these findings due to the cost of training new employees only to lose their services. They found that specific job previews significantly lowered initial job expectations of workers compared to providing only a general preview or no preview.

Another study (Popovich & Wanous, 1982) found that
job candidates often have unrealistic expectations about the organization. They found that the disconfirmation of initial expectations usually leads to dissatisfaction. They recommended that job candidates receive realistic information about organization reality.

The findings of Snizek and Bullard (1983), in their five-year study of 95 government employees, further pointed out the importance of employee perceptions and their behavioral dispositions concerning employment within the organization. They contend that employee dissatisfaction, absenteeism and turnover is dependent on how the employee perceives the organization as being structured. For both the newly hired and experienced employee their perceptions of the organization may shape their job behaviors.

SUMMARY

The research studies examined in Chapter II seem to indicate that the job preview has been used with some success in various job settings. In several studies significant positive results were found when job induction efforts included a structured job preview.

The job preview was seen as a way to increase the probability that a worker will adjust to the work environment. This adjustment to the job may be observed by a reduction in turnover and lower rates of absenteeism.
It was also noted that several researchers found a relationship between job satisfaction and job preview. As workers better understood what was expected of them, it was found, in several studies, that they reported higher expressed job satisfaction.

This chapter also included a review of the essential contents of job previews previously used in various settings. The three contents generally considered essential were discussed.

Finally, a review of the literature regarding job satisfaction was presented. It was generally found that job satisfaction is a complex concept needing additional study.
Chapter III

METHODOLOGY OF THE STUDY

The present chapter includes an examination of the types of data collected, the treatment, the instruments used, design, population, and specific hypothesis. The details of the development of the job preview used with the experimental group of newly hired teachers in this study are also explained in this chapter. The selection of the job satisfaction instruments used and their validities and reliabilities is also detailed.

TYPES OF DATA COLLECTED

Three types of data were collected from both the control and experimental groups at various points during the 1962-63 school year. The first type of data gathered involved job satisfaction. The intention was to measure the extent of job satisfaction of participants in the experimental group who received the job preview information and those in the control group who did not. Two data points were chosen — November and May — so that short and longer term satisfaction toward the newly acquired job could be measured. In November the Job Descriptive Index (Smith et al., 1969) was given. In May the Job in General instrument, which is a companion to the Job Descriptive Index,
was administered.

The second type of data to be gathered was absenteeism rates. Absenteeism was considered to be the total number of days missed from work for the 1982-83 school year, regardless of reason. This information was provided by personnel departments of all seven participating school divisions.

Turnover was the third type of data collected. An employee who terminated at any time after reporting to work to begin the school year was included in the study. Any employee who failed to complete the contract year or did not return for the following school year was considered to have terminated. Illness and other personal problems did not exempt a worker from being counted if he terminated. Only deceased individuals and those laid off were released from the study.

TREATMENT

The treatment was job preview information presented to teachers whose first year of employment in the school divisions in the study was 1982-83. The information was collected and compiled in booklet form. Two separate booklets — one for elementary teachers and the other for secondary teachers — were provided.
The booklets were distributed to teachers in the experimental group during the first week of the school year. A letter was sent to the newly hired teachers who received the job preview booklet stressing the importance of carefully studying the contents.

INSTRUMENTS

Two categories of instruments were used in this study. The first category included data collection instruments intended to provide job analysis and job description information. First, detailed job definitions were provided by The U. S. Dictionary of Occupational Titles. This dictionary derives its data from information observed by job analysts in terms of the extent the position requires the incumbent to work with data, people and things (Beatty & Schneier, 1977, p. 57). Content validity of these definitions is high due to the use of trained analysts and the fact that observation of the work environment is the key component.

In addition to the definition of the job, specific job analysis data were garnered through two job analysis techniques. Both the critical incidents technique and the job element technique are job content oriented. They are widely accepted as very desirable data collection approaches (Rakich, 1972; Beatty & Schneier, 1977). When these job
analysis techniques are properly employed, content validities of .30 or higher and reliabilities of nearly .80 are often reported (McCormick et al., 1972).

Experienced teachers and administrators in the seven participating school divisions were randomly chosen to complete detailed job analysis and job description information. A total of 42 elementary teachers or administrators and 37 secondary teachers or administrators completed the job description instruments. Job description data forms (See Appendices B and C) were sent to experienced teachers and administrators in April, 1982.

Information was included in the appropriate job preview booklet. Key elements of the job, critical incidents, and information incumbents would give to newly hired teachers were derived from the instruments. Separate sections were developed to distinguish between administrator and teacher responses due to the apparent differences between peer and management perspectives.

The other category of data collection instruments used in this study was two job satisfaction questionnaires. The Job Descriptive Index and The Job in General questionnaire (See Appendices D and E) were the particular job satisfaction instruments used. They are highly regarded by applied psychology researchers (Beatty & Schneier, 1977, p. 349; McCormick & Tiffin, 1974, p. 28); Smith et al.,
1963, p. 69). The Job Descriptive Index has several advantages over many of the other popular job satisfaction measures. "Faces" (Kunin, 1955, p. 65), for example, is widely used, but merely measures general job satisfaction, rather than attempting to link satisfaction to particular job facets (McCormick & Tifflin, 1974, p. 283). The other job satisfaction measure often mentioned in the literature (McNichols, Stahl & Manley, 1978, p. 737) is Hoppock's (1977, p. 1) job satisfaction measure. It has produced some rather useful findings (McNichols, et al., 1978, p. 741) in terms of its distribution, validities, and reliability. The prime difficulty with Hoppock's measure is that it is composed of only four questions. It might be difficult for such a brief instrument to measure satisfaction adequately in such a diverse profession as teaching.

The Job Descriptive Index asks the respondents to rate, on a three point scale, 62 statements about the work they do. These adjectives or phrases come from five basic areas: work, pay, opportunity for promotions, supervision, and co-workers (Beatty & Schneier, 1977, p. 350; McCormick & Tifflin, 1974, p. 282; Smith et al., 1963). The Job in General instrument uses the same format with 18 job related statements of a more general nature.

Internal consistency of the Job Descriptive Index was tested by Smith et al., (1963, p. 74) in a study of 80
employees at two electronic plants. When correlations of the five areas of the index were corrected to full length by the Spearman-Brown Formula, the following values were obtained: work = .84, pay = .80, promotion = .86, supervision = .87, and co-workers = .88. When intercorrelations for the five scales were conducted for a sample of 980 men, the results ranged from .28 to .42 indicating that each scale appears to measure somewhat separate job satisfaction facets (McCormick & Tiffin, 1974, p. 283).

Schneider and Dachler (1978) in a field study of 847 utility employees, found that over a sixteen-month period the Job Descriptive Index revealed rather high reliability. The obtained reliability coefficient was .57, offering some evidence that the five scales of the index retain their independence over time.

Convergent validity of the Job Descriptive Index was examined by Smith et al. (1963, p. 154) when they compared it to the "Faces" (Kunin, 1955) rating scale. Positive intercorrelations of .53 within scales and .55 among scales point to rather significant convergent validity. Kunin (1955) points out that convergent validity should not be assumed to ensure equivalence between scales.

The Job in General measure was developed to supplement the Job Descriptive Index. It was developed from studies with several diverse samples of workers. The Job
in General measure and the Job Descriptive Index were found to be positively intercorrelated within (mean $r = .53$) situations. A positive intercorrelation between the two instruments was also found among ($r$ of means $= .55$) situations (Smith et al., 1969).

The Job Descriptive Index was administered to both the experimental and control group members in November, 1982. It was chosen by the writer as the initial instrument to assess job satisfaction because it was designed to lead the employee to think in terms of a rather short-time perspective (Smith et al., 1969). The instrument was distributed and collected by the direct supervisor of the teachers involved in the study.

In May, 1983 the second job satisfaction instrument, the Job in General measure, was given to all participants in the study. It was selected as the summative measure because it asks the respondent to evaluate the job as a whole. The questions in the Job in General measure were intended by the developers to reflect a longer term consideration (Smith et al., 1969).

The choice of the Job in General measure and Job Descriptive Index is based on their attempts to determine specific areas of satisfaction rather than general satisfaction (McNichols et al., 1978; Smith et al., 1969). It appears that "... the JDI does not ask the respondent
directly how satisfied he is with his work, but rather it asks him to describe his work. Thus the responses have a job-referent rather than a self-referent.” (Smith et al., 1963, p. 70) Vroom gave the Job Descriptive Index a strong endorsement when he stated that it "... is without doubt the most carefully constructed measure of job satisfaction in existence today." (Vroom, 1964, p. 100) Vroom goes on to point out that the Job Descriptive Index has been field tested in 21 different plants where data were obtained from nearly 2,500 workers and 1,000 retirees (Vroom, 1964, p. 100).

The use of these two job satisfaction measures was made because each was seen as measuring important, although different, facets of an employee's feelings about his job situation. Smith et al. (1969) indicate that the two measures have been found to be non-equivalent. This finding should be seen as favorable by researchers. They suggest that each measure is valuable and that both instruments should be used in the same study.

DESIGN

The design of this job preview study followed the post-test only control group design as described by Campbell and Stanley (1963, p. 25). Since the treatment was given when the experimental group members began work, pretesting for job satisfaction or job knowledge would have had questionable value. Campbell and Stanley (1963, p. 25)
stressed the importance of assuring randomization in choosing subjects for the experimental and control groups. Failure to provide randomization might significantly increase the importance of administering a pretest to ensure comparability of groups. Since no obtrusive data gathering occurred until the November job satisfaction questionnaire, omitting a pretest may lessen or delay the external threat to validity of reactivity (Campbell & Stanley, 1963, p. 9). Reactivity is one of the few serious sources of invalidity for the post-test-only control group research design (Campbell & Stanley, 1963, p. 8).

The statistical analysis that was used in this study was the multiple analysis of variance. While other statistical tests such as discriminant analysis and blocking could have been used with this design, the writer selected the multiple analysis of variance as the most appropriate. No data on informational variables were collected from the subjects in this initial study of job preview. The study attempted to examine what effect, if any, the treatment had on the experimental group compared to the control group.

There were eight control variables used in this study. Five variables were taken from the scores obtained on each section of the Job Descriptive Index (Smith et al., 1969). The five sections are work, pay, promotion, supervision, and people with whom the subject works. The sixth
variable was the score from the Job in General measure (Smith et al., 1969). The seventh variable was the total days absent from work, regardless of reason, during the 1982-83 school year. The final variable was turnover. Those teachers in the study who left during the school year or did not return for the following school year were listed as having terminated.

Using the multiple analysis of variance, if results of the study were statistically significant, we should be able to determine whether any or all three job related behaviors of expressed job satisfaction, absenteeism, and turnover were statistically affected when the treatment was present. With the multiple analysis of variance we can also examine whether any of the five facets of job satisfaction are statistically significantly different between the control and experimental groups.

POPULATION AND SAMPLE

Personnel directors of twelve public school divisions in the central Virginia area were contacted through a letter to determine willingness to participate in the job preview study. Personnel directors and superintendents in seven school divisions agreed to participate in the study. School officials in each division in the study were given details of the specific steps that would have to be implemented for
the study to be successfully conducted. (See Appendix A)

The sample for this study was drawn from the pool of newly hired teachers in public schools in the seven public school divisions in the central Virginia area that agreed to participate. Based on previous turnover rates, the predicted sample size was estimated to be 100 newly hired teachers. Each school division was considered to be an intact group and had an approximately equal number of experimental and control participants chosen. Selection to experimental or control group was based on random assignment.

The treatment given to experimental group members was the job preview booklet. The booklet was given in addition to the usual induction information. Those assigned to the control group received only the induction information normally provided by the school division.

SPECIFIC HYPOTHESIS

The specific hypothesis that relates to the general hypotheses listed earlier in the introduction to this study was (assuming that the control group and experimental group are statistically equivalent):

The null hypothesis — $H_0$: There will be no statistically significant ($p < .05$) difference between the experimental group (job preview) and control group (no preview) on (a) job satisfaction, (b) absenteeism, and (c) turnover.
as measured by the multiple analysis of variance.

The alternate hypothesis — $H_1$: There will be a statistically significant (p<.05) difference between the experimental group (job preview) and control group on (a) job satisfaction, (b) absenteeism, and (c) turnover as measured by the multiple analysis of variance.

SUMMARY OF METHODOLOGY

In summary, the methodology used to determine the effect of job preview on absenteeism, turnover, and job satisfaction was the post-test-only control group design. The multiple analysis of variance was used to determine if a statistically significant difference occurred between the experimental group that received job preview data and the control group that received no special preview data.

The sample was drawn from teachers of grades kindergarten through twelfth grade. The sample was stratified into an elementary, K-7, and secondary, 8-12, division. The job preview booklets for the two divisions were of identical format. Content was somewhat different due to the job related differences.

The data gathering was generally unobtrusive, with the possible exception being the job satisfaction measure that was used. However, the fact that the job satisfaction instruments to be used were relatively short and were
administered only twice in the school year should have moderated some data gathering problems.

Using the job preview as a treatment has apparently not been attempted with newly hired school teachers. However, when the job preview is developed sequentially using standardized information collection methods, it might have the potential to be an effective, measurable treatment.

The instrumentation involved was of two types. The first type was job content data collection instruments. These collection devices have been widely studied and used in the field of industrial psychology. The second type of instruments was the two job satisfaction measures to be used. The satisfaction measures have been field tested in numerous settings, and have been found to yield some noteworthy results.

The post-test-only control group design was used to organize and test the outcomes of this study. This design, in combination with the multiple analysis of variance, should provide answers concerning what effects, if any, the treatment may contribute.

Finally, at the conclusion of this study, we should have the proper data needed to either accept or reject the hypothesis that there will be a statistically significant improvement in the three job behavior variables for the group receiving the job preview data when compared to the
control group. As job expectations and knowledge are better understood, new organization members might experience greater feelings of congruence between themselves and their jobs as manifested by lower rates of absenteeism and turnover and greater reported job satisfaction.

ETHICAL CONSIDERATIONS

Ethical considerations have considerable importance in this study. If the treatment was found to help reduce negative job behaviors, withholding the treatment from some individuals could in effect cause some control group members to lose their jobs. The study was completed within one year and the treatment data were provided to the control group immediately after the conclusion of the study. This should have eased the seriousness of this ethical problem.

Individual participants have been assured anonymity. Only code numbers were used to identify participants and school divisions. No individual data were tabulated and only group means were reported back to participating school divisions.

Job data that were potentially sensitive were requested from administrators and teachers currently employed in the seven participating school divisions. All job analysis data were anonymously collected from job incumbents. This information was used only to help formulate the job preview
booklets and then destroyed.

The participating school divisions could have received adverse publicity if it appeared that excessively negative job related behavior was present. The researcher has been careful to not identify the participating school divisions in any manner, thus assuring anonymity to both the individuals and the school divisions.
Chapter IV

FINDINGS AND INTERPRETATIONS

The relationship of job preview to absenteeism, turnover, and job satisfaction was investigated in the present study. The sample used in this study was newly hired teachers in seven school districts in central Virginia.

The objective of this study was to attempt to find out if a job preview booklet that contained detailed information about teaching would have a statistically significant effect on the three job related behaviors of absenteeism, turnover, and job satisfaction. It was proposed that a statistically significant difference might be found regarding these job behaviors between the experimental group that received that job preview booklet and the control group that received no booklet.

FINDINGS

None of the eight control variables tested registered statistically significant results when examined through the use of the multiple analysis of variance. Table I provides means and standard deviations for each control variable studied. One of the purposes of the study was to investigate the relationship between job preview and absenteeism. The mean number of days absent during the
Table I

Control Variables
Means and Standard Deviations

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td>Experimental</td>
<td>31.37</td>
<td>15.80</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>33.96</td>
<td>15.05</td>
</tr>
<tr>
<td>Pay</td>
<td>Experimental</td>
<td>13.81</td>
<td>12.35</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>16.92</td>
<td>12.89</td>
</tr>
<tr>
<td>Promotion</td>
<td>Experimental</td>
<td>15.47</td>
<td>12.20</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>17.82</td>
<td>12.40</td>
</tr>
<tr>
<td>Supervision</td>
<td>Experimental</td>
<td>40.08</td>
<td>18.15</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>40.30</td>
<td>17.80</td>
</tr>
<tr>
<td>People</td>
<td>Experimental</td>
<td>37.53</td>
<td>17.75</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>36.62</td>
<td>17.21</td>
</tr>
<tr>
<td>Job In General</td>
<td>Experimental</td>
<td>31.64</td>
<td>21.84</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>35.80</td>
<td>18.20</td>
</tr>
<tr>
<td>Days Absent</td>
<td>Experimental</td>
<td>5.20</td>
<td>4.20</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>4.95</td>
<td>4.36</td>
</tr>
<tr>
<td>Turnover</td>
<td>Experimental</td>
<td>1.75</td>
<td>0.43</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>1.90</td>
<td>0.30</td>
</tr>
</tbody>
</table>
1982-83 school year for the newly hired teachers in the experimental group was 5.20. The mean total for the control group was 4.95 days absent. This difference, while not significant, was in the opposite direction of what might have been expected. There was no reduction in absenteeism for those in the experimental group who received the job preview. In fact, there was a slightly greater rate of absenteeism for experimental than control group members.

Turnover, and its relationship to job preview, was also examined in this study. For the experimental group, it was found that 24.5% did not return to work for the 1983-84 school year. In the control group 10% did not return to work the next year. This indicates that the experimental group left the organization at a higher rate than those who did not receive the job preview information.

The third job related behavior this study examined was job satisfaction. The attempt was to determine if any relationship existed between job satisfaction and job preview. Listed in Table II are the mean scores on the sub-areas of the Job Descriptive Index and the overall score for the Job in General Index (Smith et al., 1969). In all sub-areas of the Job Descriptive Index, except co-workers, the experimental group mean scores were slightly lower than the control group. This would seem to indicate that the job
<table>
<thead>
<tr>
<th>Instrument</th>
<th>Experimental</th>
<th>Control</th>
<th>Entire Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Descriptive Index</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td>31.38</td>
<td>33.96</td>
<td>32.63</td>
</tr>
<tr>
<td>Pay</td>
<td>13.81</td>
<td>16.92</td>
<td>15.32</td>
</tr>
<tr>
<td>Promotions</td>
<td>15.47</td>
<td>17.82</td>
<td>16.61</td>
</tr>
<tr>
<td>Supervisors</td>
<td>40.08</td>
<td>40.30</td>
<td>40.18</td>
</tr>
<tr>
<td>Co-Workers</td>
<td>37.53</td>
<td>36.62</td>
<td>37.09</td>
</tr>
<tr>
<td><strong>Job in General Index</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>31.64</td>
<td>35.80</td>
<td>33.66</td>
</tr>
</tbody>
</table>

*Note: Maximum score = 54*
preview had no statistically significant effect on expressed job satisfaction as measured by the Job Descriptive Index.

When we examine the mean score for the Job in General measure, we again find the experimental group mean score is slightly lower than the control group mean score. While this difference is not statistically significant, it does seem to indicate that the control group had somewhat higher expressed job satisfaction as measured by the Job in General measure than the experimental group.

The multiple analysis of variance was used to examine the job satisfaction, absenteeism, and turnover variables previously discussed. Results of the multiple analysis of variance found in Table III indicated no significant difference between the experimental and control groups in any of the job behaviors examined in this study.

INTERPRETATIONS

The data presented in this study suggested that there was a lack of support for the alternate hypothesis that a realistic job preview might result in statistically significant lower absenteeism, turnover, and higher expressed job satisfaction. With the available results it is appropriate to accept the null hypothesis that there was no statistically significant difference between the experimental and control group in the job related behaviors
### Table III

**Multiple analysis of Variance of Control Variables**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Hypothetical Sum Of Squares</th>
<th>Error Sum Of Squares</th>
<th>Hypothetical Mean Squares</th>
<th>Error Mean Squares</th>
<th>F</th>
<th>Significance of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptive Index</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td>109673.01942</td>
<td>24076.37283</td>
<td>109673.01942</td>
<td>238.32052</td>
<td>460.19125</td>
<td>0.0</td>
</tr>
<tr>
<td>Pay</td>
<td>24175.57282</td>
<td>16077.79321</td>
<td>24175.57282</td>
<td>159.18607</td>
<td>151.86990</td>
<td>0.0</td>
</tr>
<tr>
<td>Promotion</td>
<td>28422.53398</td>
<td>15282.58755</td>
<td>28422.53398</td>
<td>151.31275</td>
<td>187.83965</td>
<td>0.0</td>
</tr>
<tr>
<td>Supervisors</td>
<td>166323.50485</td>
<td>32656.19811</td>
<td>166323.50485</td>
<td>323.32869</td>
<td>514.40997</td>
<td>0.0</td>
</tr>
<tr>
<td>Co-Workers</td>
<td>141673.78641</td>
<td>30890.98755</td>
<td>141673.78641</td>
<td>305.85136</td>
<td>463.21123</td>
<td>0.0</td>
</tr>
<tr>
<td>Job in General Index</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>116699.89320</td>
<td>41036.18868</td>
<td>116699.89320</td>
<td>406.29890</td>
<td>287.22670</td>
<td>0.0</td>
</tr>
<tr>
<td>Days Absent</td>
<td>2655.62136</td>
<td>1934.29481</td>
<td>2655.62136</td>
<td>19.15143</td>
<td>138.66436</td>
<td>0.0</td>
</tr>
<tr>
<td>Turnover</td>
<td>343.14563</td>
<td>14.31132</td>
<td>343.14563</td>
<td>.14170</td>
<td>2421.69883</td>
<td>0.0</td>
</tr>
</tbody>
</table>
The results failed to indicate any sub-areas of the job satisfaction instruments that yielded statistically significant results. It was found that two sub-areas, pay and opportunity for promotion, have scores for both the experimental and control groups much lower than other sub-areas. While these findings were not of direct interest to this study, they may suggest potential areas for further research. Efforts to provide improved pay for teachers and the introduction of the career ladder concept to the teaching profession might lead to increased expressed satisfaction in these areas.

Another area of potential concern to which this study might lead is turnover. Of the 103 newly hired teachers in the seven school districts in this study, 18 either left during the 1982-83 school year or did not return for the following year. This combined turnover rate of 17.5% indicates a need for additional research so causes for job withdrawal can be reduced. The cost of recruiting and training teachers should be a concern of educational administrators.

The lack of statistically significant results in this study may be related to seven areas. First, the treatment may have been too weak to effect statistically significant results. It might be that the amount of realistic job
preview information contained in a booklet will be found to be insignificant compared to presenting actual work samples for the job candidates. Future studies could use audio-visual aids, for example, in addition to the job preview booklet to provide the newly hired teacher with realistic induction information. There may not have been enough difference between the job preview booklet and current induction efforts that school divisions typically use.

Second, the job preview could be provided before the contract was signed. This might allow the candidate to select jobs that were more congruent with his needs and expectations. The current study provided job preview information after a contract for employment was accepted. Giving job preview information to the potential employee prior to offering a contract might allow for self-selection. This self-selection may lead to greater person-job congruence. Receiving the preview after the person has been contractually committed might lead to feelings that the original employment interview provided incomplete or inaccurate information concerning the new job.

A third area that could be examined in a subsequent study would be contamination. It might be that comparable school divisions that are geographically separate could be exclusively composed of either control or experimental group members. This might reduce the problem of experimental
group members sharing information with control members. In the present study, the problem of contamination was observed when control group members in one school division asked for copies of the booklet. Those control group members reported hearing about the job preview booklet from their co-workers. While this study did not attempt to examine contamination, subsequent studies could address this issue. Sharing of the job preview booklet itself or ideas contained in it would greatly weaken results of the current study.

Fourth, it may be that current job induction efforts have provided sufficient information to the newly hired teacher. Providing additional information about the organization may not result in statistically significant differences in the job related behaviors of newly hired teachers. It may be that the current social infrastructure of the teaching setting provides all the job related information newly hired teachers need. Also, as the concept of job preview is explained to persons responsible for hiring new teachers, their behavior may change. Two personnel directors in the study sample contacted this writer for additional information about job induction. It is not likely that school divisions would allow researchers to conduct a study without requiring that the experimenter reveal the contents and purpose.
Fifth, the variables examined in this study, job satisfaction, absenteeism and turnover, may not have been the best ones for examining the effects realistic job preview might have on newly hired teachers. Perhaps evaluation of teaching performance, effectiveness according to peers, student rating of teachers, or expressed loyalty to the organization would be more appropriate variables to study.

Sixth, the reasons for absenteeism, dissatisfaction, and turnover might be related to reasons not examined in the current study. Pregnancy, child care problems, and other difficulties may be of greater concern than the factors examined in the current research study.

Finally, the current study may need to be replicated over a longer period of time. A longitudinal study that examined career paths and withdrawal behavior over ten or more years might have yielded different results.

Induction is a complex concept that merits additional study. If additional systematic efforts to provide the newly hired teacher with realistic job preview information can strengthen person-job congruence and improve the general health of the organization, then these efforts are clearly worthwhile.

It may be found that unlike other professions that seem to have benefitted from the use of job previews,
teaching is a diverse, creative process that does not lend itself to detailed explanation or quantification. There may be no way to provide teaching candidates with an effective job preview. Perhaps only the experience itself provides a picture of what the process is like.

Considering the situation from a cost benefit vantage point, it may be found that the realistic job preview is the only viable choice at this time. Other job induction efforts, such as intensive training sessions, represent significantly greater costs to the organization. Such training might yield more significant results than the job preview booklet (Dean & Wanous, 1984).

The use of a more powerful medium such as videotaped samples of the work setting has received the support of some attitude change researchers (Popovich and Wanous, 1982). Again, the potential costs must be addressed.

It is important for administrators in the field of education to address the problems of turnover, absenteeism, and satisfaction of teachers. Efforts to improve person-job congruence by providing realistic job preview should receive serious consideration. The organization and the employee might benefit from improved induction efforts. The expense and difficulty of finding and retaining good teachers and the lost time due to absenteeism are reasons why job induction should be given emphasis by personnel
The job preview findings reported in the present study suggest the need for additional research. As more is learned about the dynamics of organizations and how individuals become effective members, more extensive efforts of induction might possibly be used. Personnel administrators in the field of education should examine induction methods currently being implemented in light of the needs of both the organization and newly hired teachers.
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REFERENCES


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Appendix A

Job Preview Implementation Steps

The following steps will be necessary for the job preview study to be conducted in your school system this year. You are asked to:

1. Supply the names of newly hired teachers.
   Note — this information will be kept in strict confidence.

2. Give the job preview booklet to teachers in experimental group — to be assigned by researcher. Please give no later than the third day of employment.

3. Give the job satisfaction questionnaire to all newly hired teachers. They are to be administered in November and May. The researcher will send them to you by mail.

4. At the end of the school year, give the researcher access to monthly attendance of all newly hired teachers. This data will be confidentially used and teachers' names omitted.

5. In September of 1983, give information to the researcher regarding turnover of entire research group.

   Please do not refer to this study with teachers in a group setting as that may contaminate results.

   Thanks for your help!

   Please feel free to call 492-4808 or 598-3877 if you have questions.
Appendix B

Elementary Teacher and Administrator Job Description Data

(Circle Appropriate Level)

Your Position:

____ Teacher K 1 2 3 4 5 6 7
____ Administrator
    ___ Assistant Principal
    ___ Principal
    ___ Supervisor

Please respond to the three questions below. Thank you for your help on this survey!

List several key elements of the job of elementary teacher.

1.
2.
3.
4.
5.

List some critical incidents you have observed that make teaching a difficult profession.

1.
2.
3.
4.
5.

What information would you give to new members of the elementary teaching ranks to ease their adjustment?
Appendix C

Secondary Teacher and Administrator Job Description Data

Your Position:
(Choose appropriate line)

____ Teacher________________Department

____ Administrator:

____ Assistant Principal
____ Principal
____ Supervisor

Please respond to the three questions below. Thank you for your help on this survey!

List several key elements of the job of secondary teacher.

1.
2.
3.
4.
5.

List some critical incidents you have observed that make teaching a difficult profession.

1.
2.
3.
4.
5.

What information would you give to new members of the secondary teaching ranks to ease their adjustment?

________________________________________________________________________

________________________________________________________________________
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These consist of pages:

72-76

78
Appendix E

The Job in General Measure

Code Number _____

School Division _____

Please turn the page . . .
VITA

Harold Hastings Hedley was born in Richmond, Virginia, October 18, 1947. Hedley attended schools in Henrico County, Virginia, graduated from Hermitage High School and did his undergraduate work at Bridgewater College.

He taught in Fauquier County Public Schools, Huguenot Academy, and Chesterfield County Public Schools.

In 1977, Hedley received a masters degree from the University of Richmond in educational administration. Additional graduate work was undertaken at the University of Virginia. He was an assistant principal at Powhatan Middle School from 1979 to 1981. In June 1981, Hedley became Supervisor of Special Services in Cumberland County. He then served as principal of Cumberland High School from 1981-1983. In 1983, Hedley became principal of Kanawha Elementary School in Goochland County.

Hedley began his doctoral study in educational administration at the College of William and Mary in the summer of 1978. He attended full time during the Fall of 1978 and Spring of 1979.

Hedley is married to the former Luan Hart of Waltham, Massachusetts, and they are the parents of four children.
ABSTRACT

The relationship between the job preview and the job related behaviors of absenteeism, turnover, and job satisfaction was investigated. The objective of the study was to attempt to determine if a job preview booklet that contained information about teaching would have a statistically significant effect on the three job-related behaviors of absenteeism, turnover, and job satisfaction. Data were gathered by examining absenteeism and turnover information from 103 newly hired teachers in the seven school divisions participating in the study. Job satisfaction of control and experimental groups was measured by administering the Job Descriptive Index and the Job in General measure. Results of the multiple analysis of variance indicated that none of the eight control variables were statistically significant. Several possible limitations of the present study were discussed. Future job preview studies might include video-tapes of actual work settings. To avoid contamination problems, entire school divisions could be matched with comparable samples, with each being entirely control or experimental. The job preview could be provided after the interview, but before the contract was signed. The potential benefits of reduction in absenteeism and turnover, and improved satisfaction might justify additional job preview research.