ORGANIZATIONAL IDENTIFICATION, JOB SATISFACTION, WORK
VALUES, AND JOB PERFORMANCE OF NONMANAGERIAL
SCHOOL FOODSERVICE PERSONNEL

by

DOLORES E. HOPKINS

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INTRODUCTION

Organizational identification has been described as one of the essential conditions contributing to the success of an organization (1). Patchen (2) viewed identification behavior as comprising individual feelings of membership within the organization, loyalty toward the organization, and similarities among organization members.

The work environment may provide for the satisfaction of a wide variety of individual needs. Vroom (3) stated that job satisfaction refers to the affective orientation of individuals toward the work role they occupy. Positive attitudes are equated with satisfaction and nega- tive attitudes, with dissatisfaction. Brown (4) asserted that work- related achievement satisfactions help link the individual to the organization through identification, since work is part of membership in an organization. Working toward goals of the individual and simultaneous goals of the organization, and thus feeling identified with the organiza- tion, provides a source of satisfaction to the individual (5).

According to Scott (6), work provides direction, purpose, status, and identifies an individual with the rest of society. Considering the importance of work in a person's life, information concerning the objec- tives sought in work (work values), job satisfaction, and organizational loyalty would be beneficial for those involved in supervision of employ- ees, personnel functions, and organizational administration.

Sutermeister (7) suggested that satisfaction of the individual's needs or an anticipated satisfaction of needs leads to improved job per- formance within the work environment. Miles, Porter, and Croft (8) viewed

job satisfaction as intrinsic to the work since employees receive rewards from personal feelings of accomplishment of doing the job well.

Bounds (9) stated that the employee's performance determines the success or failure of the school foodservice operation. There is also a need to provide for the development and satisfaction of those persons employed in an organization. If personnel are satisfied with the work and work environment, and take pride in producing nutritious, attractive, and appetizing meals, employee attitudes may positively affect students' attitudes and acceptability of food offered in the school lunch program (10).

The objective of this research was to examine relationships between job performance, job satisfaction, work orientation, and organizational identity of nonmanagerial employees in secondary school foodservice operations, and to compare the results of this study with those of Shaw (11) and Klemp (12) on work values and job satisfaction of non-supervisory hospital foodservice personnel. It was hypothesized that nonmanagerial school foodservice workers with higher job performance ratings would have higher organizational identity and also, higher levels of job satisfaction. The study was limited to secondary schools with on-site food preparation and service to students which employed at least eight nonmanagerial personnel. Literature reviewed relevant to the study included: organizational identity, employee loyalty, individual commitment to the organization, job satisfaction, work values, job performance, and employment in the foodservice industry.

REVIEW OF LITERATURE

Organizational Identity

Organizational identification has been described as the process by
which the goals of the organization and those of the individual become
increasingly integrated or congruent (13). Considered with this are task
commitment and attachments to occupational title and to social position as
general aspects of identification with an occupation. Hall et al. (13)
indicated that an important way in which a person becomes integrated into
an organization is to incorporate the values and goals of the organization
into his/her identity. A positive relationship then may be expected
between organizational identification and individual commitment to organi-
zational goals.

Lee (14) defined organizational identification as a function of a
host of personal, organizational, and environmental variables rather than
something which can be determined by a few predominant prestige-type
variables. Kelman (15) viewed identification as an individual's accept-
ance of influence when he/she wants to establish or maintain a satisfying
self-defined relationship to another person or group. Identification
depends on satisfactions and anticipated goal achievement derived from
activities which are membership-bound, ego-involving, and intrinsically
motivating (4).

Foote (16) stated that it is only when individuals conceive of them-
selves as members of a particular group, with a certain identity, that
they can enjoy or suffer the successes and failures of the group. The

commitment to this identity makes the individual subject to the control of the group, or produces conflict among certain members. Foote further asserted that individuals identify themselves in terms of the names and categories associated with the groups in which they participate. This special identity which gives value to the ensuing activity makes the resultant role and status evident. In organizational interaction, Foote (16) believed that two factors are equally important: (a) the individual's self-identity of the job role, and (b) others' identification with the individual's job role. Although individual roles become labeled, an important indicator of identification is a unified perception of the job role by the individual and by others.

Hall and Schneider (17) reported that the dynamics of organizational identification seem to vary from one organization to another. If the personality styles among organizations vary greatly, the type of person who might identify with an organization also may differ from one organization to the next.

Becker and Carper (18) suggested four major elements of work identification: (a) occupational title, (b) commitment to the task, (c) commitment to the particular organization, and (d) significance of one's position in the larger society. The occupational title specifies an area of endeavor belonging to those bearing the name and this area is located in relation to similar kinds of activity in a broader field. The title also implies many characteristics of the job holder and these meanings often categorize the qualities, interests, and capabilities of those identified.

Occupation and Identity

Thornten (19) stated that each position in an organization is characterized by a certain set of activities. According to Katz and Kahn (20), these activities constitute the role to be performed, at least approximately, by any person who occupies that office. An individual's attachment, or absence of attachment, to a specific set of tasks and the feeling of capability to engage in such activities is important in identification with work (18). An individual may feel tied to one particular kind of institutional position, or may conceive involvement with a large variety of work environments.

Vroom (21) asserted that members of an organization select an occupation congruent with some facet of their identity. Personal characteristics of the organizational members influence the identification process. After joining an organization, the career-relevant facet of an employee's identity may develop further and become increasingly invested in the person's organizational career (22).

Becker and Carper (18) contended that occupational identities contain an implicit reference to the person's position in the larger society with the most frequent reference usually pertaining to social class position. The opportunities for class mobility may be opened up or closed off by entrance into the particular occupation. The elements of identification may affect the relative ease of an individual's mobility through occupational institutions. If an individual exhibits a strong identification with a particular institutional position or a particular set of tasks, movement to some other position becomes more difficult.

Taylor (23) stated that occupations are identified by an occupational image within society. The status and prestige relating to a particular

position are reciprocally achieved by the occupant and awarded by society. To achieve recognition is a basic motive of people in society.

Roe (24) stated that upon accepting the job, the occupation becomes the focal point of the worker's activities. The job should provide the employee with some meaningful acceptance of the job by friends, the recognition of colleagues and supervisors, good working conditions, and the opportunity for advancement. Super (25) asserted that the individual's occupation will determine his/her social status. Taylor (23) argued that jobs serve as mechanisms through which employees are able to express themselves.

Hall et al. (13) found that tenure, job characteristics, service-oriented values, self-image characteristics, and needs were related to organizational identification. Organizational identification, in turn, was related to the satisfaction of higher-order needs. Brown (4) discovered that the most consistently strong correlate of organizational identification, regardless of career pattern or type of organization, was job challenge. He also found that the relationship between job challenge and organizational identification was mediated by the work satisfaction experienced. Thus, challenging, satisfying work seems to be the key factor in the development of a person's commitment to the employing organization.

Individual and Organizational Goals

A commitment to the organization may occur when conditions are created which allow organizational members to achieve personal goals by directing efforts to the achievement of organizational goals. McGregor (5) suggested that identification with the group's leader represents an

attractive means of achieving desired goals. When the group members possess a commitment to organizational goals, the exercise of authority becomes more effective and less necessary. The members attempt to achieve the desired performance without external reinforcing influences.

Conversely, Rotondi (26) suggested a reexamination of management practices that encourage and reward organizational identification behavior. These practices may perpetuate organizational incompetency and ineffective interaction, rather than improve the quality of performance. He hypothesized that the development of creativity, motivation, and the attainment of organizational change may be inhibited by an emphasis on organizational identification.

Employee Loyalty

Lee (27) described employee loyalty as a complex attitude held by a specific group of employees toward an organization. He further stated that the degree of loyalty is related to the degree of commitment and the employee's willingness to sacrifice personal or group needs for those of the organization. Lewis (28) described loyalty as one of the conditions necessary for organizational survival. Gall (29) referred to loyalty as an essential ingredient of corporate success. He purported that loyalty is related to cooperativeness, productivity, and commitment to organizational goals.

The concept of identification as a sense of belongingness may be a phenomenon resulting from common goals shared with others in the organization (14). Lee (14) reported that this also may result when the individual feels that his/her functions in the organization are essential in achieving need satisfaction. Identification as loyalty can be discussed

in terms of attitudes and behavior which support the organization. These behaviors include supporting the organizational objectives, achieving tenure in the organization, or defending the organization to outsiders.

Schein (30) viewed loyalty as a psychological contract of unwritten mutual expectations of rights, privileges, and obligations for the individual and the organization. Whyte (31) reported that the employee has many other commitments (family, union, work group) that may weaken and conflict with his/her loyalty to the organization. Levinson (32) asserted that many of the employee's basic needs and goals can be furnished by other organizations which may lessen that person's dependent loyalty.

Individual Commitment to the Organization

Jennings (33) defined an individual's commitment to an organization as his acceptance of the organization's goals and policies. A "committed" employee is important to the organization by requiring less supervision and performing better than an uncommitted employee and also by behaving more predictably in crisis situations requiring individual decision-making. Herbiniak and Alutto (34) stated that length of service may be positively related to the growth of investments in the organization. Length of service may suggest an accumulation of organizational resources and the development of an organizational career. Grusky (35) reported that organizational commitment increased with years spent in the organization. Time invested becomes a valued resource in itself. The privileges associated with the length of service make it easier to derive additional organizational rewards.

Alutto (36) argued that the existence of role tension and uncertainty results in the increased attractiveness of extra-organizational

alternatives, and decreased commitment to the work organization. March and Simon (37) concluded that an employee's perception of the desirability of leaving the organization was a function of the level of satisfaction with the work role. Lee (14) reported that a lessened commitment to the employing organization resulted from dissatisfaction with work factors, including organizational reward policies or rates of organizational advancement.

Herbiniak and Alutto (34) suggested one approach to studying organizational commitment as a consideration of exchange or rewards. Emphasis was placed on the bargaining or exchange relationships between the individual and the organization; the more favorable the exchange from the participant's viewpoint, the greater the commitment to the system. The more abundant the perceived rewards in relation to costs, the greater was the organizational commitment. Becker (38) suggested that the more investments an individual had at stake in an organization, or the more he/she had accrued and thus could lose by leaving the employing system, the greater the personal commitment to the organization.

Becker (38) stated that the degree of the employee's organizational commitment and the type of commitment comprise the work behavior. Becker further stated that a difference exists between commitment to the entire organization and a commitment to certain work values. The achievement of organizational goals may not comply with group-oriented values.

Job Satisfaction

Ivancevich and Donnelly (39) stated that nearly every writer concerned with job satisfaction has constructed a different but basically identical definition. Beer (40) defined job satisfaction as the attitude of workers

toward the company, their job, their fellow workers, and other psychological factors in the work environment. Smith et al. (41) described job satisfaction as the feeling or affective response to facets of the situation. Ivancevich and Donnelly (39) defined job satisfaction as the favorable viewpoint of the workers toward the work role they are presently occupying.

Ronan's (42) review of the job satisfaction literature revealed that job satisfaction is important to persons in their work and is a measurable human characteristic. He also predicted that satisfaction, serving as a goal, should determine job performance behavior to some degree which in turn may determine future job satisfaction.

Scanlan (43) described the nature of supervision as the first determinant of job satisfaction. He defined the nature of supervision as the degree to which the supervisor is considerate and the degree to which employees can influence decisions which affect them. He listed a second determinant of job satisfaction as the type of work group in which the individual is located. The work group encompasses interaction between peers, attitudes of co-workers, and group acceptance.

Patterson (44) conducted a study to measure the degree of satisfaction a group of unskilled foodservice employees derived from their job. The sample consisted of 100 unskilled foodservice employees at a large urban hospital. The results indicated that the subjects in the sample were less satisfied when compared to other groups in the same income, education and tenure categories.

Puls et al. (45) hypothesized from their review of literature that by increasing the identification between the employee and the organization, a more satisfied and competent work force may be developed which would

result in a reduced turnover rate. They suggested that policies and procedures designed to satisfy employees' needs for recognition should permeate the foodservice organization.

Organizational Characteristics

Several job-related factors have been shown to have some relationship to the degree of job satisfaction among employees. Inkeles (46) demonstrated a consistent relationship between occupational level and job satisfaction; persons in higher level occupations reported increased job satisfactions. Ash (47), Centers (48), and Hulin (49) reported that job levels and higher wages generally contributed to higher job satisfaction. Fleishman (50) and Pelz (51) indicated that the type of leadership had certain effects on job satisfaction which were modified greatly by situational factors.

Size of the Organization. Worthy (52) found that a large organizational size was the single most important variable responsible for low job satisfaction. Talacchi (53) also concluded that the larger the organization, the lower the employee level of satisfaction. However, Kerr, Koppelmeier, and Sullivan (54) found that employees were more satisfied in larger departments.

Pay. Lawler (55) found that the amount of satisfaction attributable to the pay facet of an individual's job depended upon a person's actual pay level and wage history. Slocum and Misshauk (56) found a positive and significant correlation between pay and performance for high producing laborers. Low producers attached more importance to the job than to the pay and were less satisfied with their job than they were with their pay.

Fournet et al. (57) found that income was not ranked by employees as the most important factor in job satisfaction. Champagne and King (58) found that intrinsic factors of duty and satisfaction were generally ranked higher than the extrinsic factors of pay, praise, or respect. In Weich's study (59), as the magnitude of inequity increased between an individual's inputs, performance, and outcomes, the individual reduced the inputs and performance in order to bring them in line with the outcomes.

Personal Characteristics

Fournet et al. (57) stated that the existence of individual differences in reacting to situations and events increases the complexity of the study of job satisfaction since it is difficult to isolate clearly defined relationships. Most of the studies in this area have dealt with the lack of congruence in the perception that an individual has of himself, his job, and the employing organization (57). While some studies have supported the theory that individual characteristics of the worker influence job satisfaction, other studies have refuted this relationship.

Age. Herzberg et al. (60) reported a significant relationship between age and job satisfaction. They found morale was high for the youthful employee immediately after employment. It then dropped during the next few years and began to increase as workers increased in age to their late twenties. This rise continued through the remainder of their working career in most cases. Herzberg et al. (60) explained this by proposing that the early satisfaction was due to the newness of the job. Dissatisfaction arose because of uncertainty, lack of seniority, broadening interests, and a rise in adjustment and satisfaction with life.

Klemp's (12) study of hospital foodservice workers concurred that
satisfaction with work varied significantly among age groups. The nine-
teen to twenty-four year old group and twenty-five to thirty year old
group scored lower on satisfaction relating to work than the thirty-one to
fifty and over fifty-one age group. She implied that younger workers may
be increasingly demanding work that is intrinsically satisfying.

Saleh and Otis (61) proposed a slight modification of the Herzberg
model. They found that satisfaction increased with age until the pre-
retirement period when it declined. The decline between the ages of sixty
and sixty-five may have been partially due to a decline in physical
health, but mainly due to the actual blocking or anticipated blocking
of the channels for self actualization and psychological growth.

Hoppock (62) reported a general increase in satisfaction with age.
Blum and Russ (63) found that workers over thirty years of age placed
greater emphasis upon security. Gadel (64) reported that younger women
placed more importance upon interesting jobs with responsibility and the
opportunity to use their abilities than older women. Shaw's (11) study of
hospital foodservice employees found significant differences among age
groups on two items. The youngest group (15-18) was the most concerned
with seeing the results of their work. The youngest workers also had the
strongest desire for work that developed their special abilities.

Length of Service. Herzberg et al. (60) maintained that job satis-
faction increases as individuals continue to work. Blum and Russ (63)
found that motives change with length of service; interest in advancement
decreased and emphasis on security increased as the years of employment
increased. Cole (65) reported that workers with more than five years of

employment had favorable job attitudes; workers with two to five years service were most dissatisfied. Klemp (12) found that satisfaction with work varied significantly with length of employment. Workers employed less than six months and over three years were more satisfied than workers employed from six months to three years.

Marital Status. Rachman and Kemp (66) indicated that married workers were generally more satisfied with their job than single people. Blum and Russ (63) found that married men emphasized security more than married women. Cole (65) concluded that attitude toward salary was found to be unaffected by marriage.

Educational Level. Vollmer and Kinney (67) found that the higher the worker's educational level, the more likely he was to report dissatisfaction with his job. They explained their results by hypothesizing that since college trained workers had a greater investment in their education, they expected more in terms of higher paying jobs, more favorable working conditions, and more understanding supervision than workers of high school background. A person with a high school background may have been more ready to accept a position that would dissatisfy a college educated person because of their lesser expectations and demands. Jurgensen (68) proposed that motives differ with educational levels; as educational level increased, advancement becomes more important and security becomes less important.

Individual Need Satisfaction

Schultz (69) suggested that industrial organizations have produced material goods in quantity, but have offered few opportunities for the

satisfaction of the ego needs of the employee. Good wages, good working conditions, and fringe benefits did not appear to increase employee productivity. She proposed that the problem may be a need for organizations to provide outlets for the employee, not only in terms of satisfaction of the physiological and safety needs, but also in terms of the satisfaction of the higher level needs.

Herzberg et al. (70) proposed that in the job situation one group of factors intrinsic to the work (including achievement, responsibility and advancement) act to motivate the worker to perform. He proposed a second group of factors, hygienic factors, which he believed are extrinsic to the work (including wages, work environment, management policies) and will not motivate the worker, but if absent will dissatisfy him.

Measurement of Job Satisfaction

Job satisfaction has been assessed, generally, by means of questionnaires and personal interviews (71). Other techniques have included rank order studies which involved the ranking of characteristics of the job in relation to their importance to satisfaction, the sentence completion technique which has been used to study attitudes of workers, and the critical incident technique which has been used to assess job satisfaction of workers (57).

Until recently, only a few studies have focused attention on the explanation of the variable of job satisfaction itself. Guttman (72), in 1944, determined that scale measurement of human characteristics was feasible. He demonstrated that attributes could be meaningfully scaled, comparisons could be made of populations using the same scale, and predictions could be made from such measurements. The efforts of Morse (73) and

Schaffer (74) were directed toward the application of a general need-fulfillment scheme to the understanding of job satisfaction. They both proposed that job satisfaction is a function of the extent to which needs felt by a worker are fulfilled by his/her job.

Morse's (73) design to test the validity of the general need-fulfillment scheme was conducted by asking two questions, "How important is it to you to be promoted?" and "How much chance do you think you have of being promoted?" The reported rank-order correlations between the predicted satisfaction rankings and the actual satisfaction rankings was .99 for approximately 800 clerical workers and supervisors.

Morse's (73) Index of Employee Satisfaction measures job satisfaction on four factors: intrinsic satisfactions, pride in one's work group, company involvement, and pay or status. Four items comprise each sub-scale which contains two to four Likert-type items and open-ended codings. In developing the instrument, the sample consisted of 580 white-collar employees, at various organizational levels. A major limitation of the instrument is that it was devised for a long interview situation and is not directly adaptable to shorter self-administered situations.

Schaffer's (74) technique went further in involving need strength by asking respondents to rate 132 statements keyed into twelve needs and to rate twenty-four statements to assess need fulfillment. A need satisfaction score is obtained by taking the difference between the strength of a need area and the strength of need satisfaction in that area.

Hackman and Lawler (75) devised a model to answer questions concerning whether enriched jobs affect employee motivation and, if so, how, and under what circumstances and for what categories of workers. They specified the conditions under which jobs would facilitate the development of

internal motivation for effective performance and described thirteen
different telephone company jobs on four core dimensions--variety,
autonomy, task identity, and feedback. Data were collected via employee
interviews and observations, managerial interviews, and completion of
questionnaires by first-level supervisors. Hackman and Lawler also
measured the strength of desire for the satisfaction of higher order
needs. They predicted and found that when jobs are high on the four core
dimensions, employees who were desirous of higher order need satisfaction
tended to have higher job satisfaction, to be absent from work infre-
quently, and to be rated by supervisors as doing high-quality work.

The Job Diagnostic Survey (JDS), developed by Hackman and Oldham
(76), expanded Hackman and Lawler's (75) research. It provides measures
of five core dimensions: skill variety, task identity, task significance,
autonomy, and feedback. The instrument was designed to be of use both in
the diagnosis of jobs prior to redesign, and in research and evaluation
activities aimed at assessing the effects of redesigned jobs on the people
who do them. Scores on the job dimensions are obtained from items in two
sections of the instrument. In the first section, respondents indicate
directly on the seven-point response scale the amount of each job charac-
teristic they perceive to be present in the job; in the second section,
respondents indicate the accuracy of a number of statements about the
characteristics of the job. A sample of 658 employees working on sixty-
two different jobs in seven organizations provided data indicating that
the variables measured by the JDS related to one another and to external
criterion variables. Limitations of the JDS include: (a) respondent must
be moderately literate; (b) respondents might not reply honestly; (c) the

instrument is not reliable for individual scores; and (d) formal norms have not been generated.

Bullock's (77) job satisfaction scale is composed of ten items requiring evaluation of the employing organization, the job itself, and the respondent's own position in the work group. For the first nine items, the respondent is requested to check the "best," "most accurate," or "most applicable" statement among five alternatives offered. The tenth item of the scale requires the respondent to estimate personal satisfaction or dissatisfaction.

Kornhauser's (78) Index of Job Satisfaction attempts to measure the amount of overall job satisfaction and dissatisfaction associated with occupational level. This index combines eleven separate indicators including responses to nine direct questions and volunteered favorable and unfavorable comments about the job. The sample population of 407 Detroit factory workers included only hourly paid workers. Robinson et al. (79) stated that the major problem of the instrument was that no empirical item analyses on tests for reliability were employed in its construction.

The I.R.C. Employee Attitude Scale, developed by Carlson et al. (80) attempts to measure employee attitudes toward seven aspects of work: general morale, co-workers, hours and pay, working conditions, type of work, supervision and communication. The scale consists of seventy-six items with Likert-type responses. The sample consisted of 638 handicapped workers selected in the Minneapolis area. There were little, if any, data bearing directly on the validity of the instrument, and it is not generally available.

Johnson's (81) Job Satisfaction scale measures opinions in a large number of work areas which are related to job satisfaction. The

questionnaire consists of ninety-nine items to be answered yes, no, or ?.
The following work areas are covered: physical and mental exertion,
physical surroundings and working conditions, relations with employers,
relations with other employees, advancement, security, and finances,
interest for the job, job status and job information, future, goals, and
progress toward goals, and evaluation in retrospect. The value is con-
siderably diminished by the restricted sample used in the development and
also, by questionable claims for validation.

The Job Dimensions Blank, developed by Schletzer (82), attempts to
measure general job satisfaction by asking the respondent to rate aspects
of the job as to whether he/she is satisfied, not satisfied, or not sure
about an aspect or whether the aspect is not applicable. The sample
included one hundred professional people.

Brayfield and Rothe (83) developed a Job Satisfaction Index inferred
from attitude toward work. The items are general and do not allow the
researcher to determine which aspects of the job relate to employee
satisfaction or dissatisfaction. The four major items reflect not only
the person's expressed satisfaction but also how individuals feel about
their jobs compared to other jobs available to them or compared to jobs
held by other people. However, evidence for reliability, homogeniety,
and validity have not been presented thoroughly.

The Job Descriptive Index (JDI), developed by Smith, Hulin, and
Kendall (41), was designed to serve as a basis for practical action on the
part of industry in the areas of training, job enrichment, and automation,
and for further research. In designing the JDI, Smith et al. established
stringent criteria for the instrument. They stated that the instrument
must be applicable to a wide variety of persons on a variety of jobs in a

variety of situations. The verbal level of the measures should be low enough to be understood by almost any employable worker. The instrument should be inexpensive in terms of time and money and standardized for administration and interpretation.

To determine if adequate response data could be obtained from subjects in various occupational and educational groups, the JDI was administered to seventeen janitors, twenty-five secretaries, and sixteen cafeteria workers from Cornell University. The results indicated that the general format and approach were feasible and accepted as reasonable by the subjects.

The first large scale study consisted of 317 Cornell University students and Ithaca residents. All items which failed to show significant differences in response frequency for best and worst jobs were discarded. The revised scales were given to eighty-one randomly selected employees of a farm cooperative in New York State. From the results of this questionnaire, new adjectives were added to each list.

The scales were then administered to 236 employees chosen randomly from three companies. The subjects were divided into five groups depending on company and sex. For each satisfaction scale, each sample was divided into a satisfied half and a dissatisfied half on the basis of total scores on the relevant satisfaction scale. Proportional differences in item responses between the high and low halves of each sample were computed. For all items retained after this analysis, these differences showed a compound significance of .05 or less.

In a final item development study, the JDI was administered to 192 male employees from two electronics firms. From each plant, forty questionnaires were drawn at random for further analysis. Another scale

consisting of five faces ranging from unhappy to happy, was used as a basis for comparison. The respondents were asked to put a check under the face that expressed how they felt about their job in general, including the work, the pay, the supervision, the opportunities for promotion, and the people they work with. The two scales were intercorrelated and from these results, it was decided to retain all items on the JDI.

The instrument that resulted from these studies measures satisfaction with respect to five areas of a job. These five facets of the JDI were determined by content analysis of personal interviews with workers and by previous research on this subject to be: pay, promotions, the work itself, supervision, and the co-workers. The JDI format is a checklist of short descriptive phrases, which enable it to be used for all types of employees regardless of occupational or educational level. There is a balance between the "favorable" and "unfavorable" items, which have been tested to prevent ambiguity. A major advantage of the JDI is that the respondent is asked to describe the work rather than satisfaction with the work, making the responses job-referent, rather than self-referent (41).

Smith et al. (41) employed extensive research in the development of the JDI. The estimated split-half internal consistencies for the final JDI scales yielded an average corrected reliability estimate of over .80. General norms for the JDI have been established. The normative satisfaction scores are for use with an individual worker's scores on the JDI.

Work Values

Studies of Values

Brown (84) asserted that values have been neglected by organizations as determinants of motivated behavior, and have much to offer to the

understanding of relationships, particularly in the work environment. Herzberg (85), Mankoff (86), and Mills (87) emphasized the need for managers to incorporate their values into ethical guidelines and to accept and share multiple value systems in the organization. Brown (84) explained that the degree of influence of conflicting values varies; one employee's values have little power to change a firm's organizational values, while organizational values exert considerable pressure on a single employee's value structure.

Allport (88) defined a value as a belief upon which a person acts by preference. It has been defined by Scott (89) as an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence. Brown (84) referred to a value as a single belief which transcends objects and situations to which attitudes are tied. Rokeach (90) described the possession of a value by saying that a person knows the correct end-state to strive for, can feel emotion about it, and will behave a certain way as a result of the way he or she feels about it.

Brown (84) stated that values are personal; therefore critical conflict may occur at points of interface between individuals. In the work environment, this possibility of conflict lies in the relationships among employees and managers.

Zytowski (91) defined work values as a set of concepts which mediate between the person's affective orientation and classes of external objects offering similar satisfactions. The term which designates a value generally is descriptive either of the internal state of the person (needs), or of the kind of reward or satisfaction available to that internal need. There are several ways in which the concept of work

values might be used. For example, a person might express interest in a particular occupation but feel blocked from attaining that objective because of the large capital investment it requires. Within one or several work values, the individual has the orientation to explore many specific occupations.

Gray (92) reported that work values may vary within an occupation and also between occupations. In comparing different occupational groups (teachers, engineers, and accountants), significant differences were found in the work values of each group.

Kilpatrick et al. (93) found that most occupational values varied with educational level; individuals with higher occupational levels desired to have opportunity and challenging work and desired to see individual results. Brown (84) reported that as educational and salary levels increased, workers took a greater pride in their work.

It was also determined by Kilpatrick and his co-workers (93) that in comparing women's and men's responses, women tended to view work as an escape from other activities, and to seek interpersonal relationships and security at work rather than opportunity. Ace et al. (94) showed that females, relative to males, placed higher value on working conditions than on take-home pay.

Turner and Lawrence (95) found that urban-raised workers placed greater value on money than rural residents. Persons with rural backgrounds were more likely to accept the Protestant Ethic and traditional value systems than were persons with urban backgrounds.

Yankelovich (96) found that a lack of concern for money as a work outcome should not be generalized. He asserted that workers value money as a reward for work. The importance of money as a reward was found to

decline with age, perhaps reflecting a tendency to appreciate the other values attached to work activities.

Miner (97) and Brown (84) concluded that young workers have become less favorably inclined toward traditional work values. Younger workers were found to value self-expression through work (the opportunity to learn or the chance to make responsible decisions) to a greater degree than did older workers, with the importance placed on this value declining progressively with age. Klemp (12) found that age of female foodservice employees in larger hospitals affected value responses in a number of analyses. Younger workers repeatedly indicated a higher need for self-actualization in their work. Shaw (11), in a hospital foodservice study, found that younger workers did not believe that who you knew on the job was important to success; whereas older age groups did not agree. The oldest work group believed more strongly than the younger workers, that work enabled people to forget about their personal problems. The overall scores of Shaw's study on the value statements indicated that female foodservice workers had high affiliative and security needs, a moderate achievement need, a low power need, and a strong Protestant work ethic.

Measurement of Values

Brown (84) stated that a very small number of fully developed value scales are available. Kluckhohn (98) proposed the use of thirteen dichotomies: determinate-indeterminate, unitary-pluralistic, evil-good, individual-group, self-other, autonomy-dependence, active-acceptant, discipline-fulfillment, physical-mental, tense-relaxed, now-then, quality-quantity, and unique-general. Although these value scales are applicable to individuals, the primary use has been to measure cultural and social

systems. These scales seem unsuited to the measurement of value variables within the superior-subordinate relationship.

In a questionnaire developed by Scott (89), sixty questions compose the instrument categorized into twelve value dimensions: intellectualism, kindness, social skills, loyalty, academic achievement, physical development, status, honesty, religiousness, self-control, creativity, and independence. The items have been used to question sorority and fraternity members and many of the values are not applicable in studying the work environment.

The Allport, Vernon, and Lindzey (AVL) Study of Values (99) has been used to measure the relative importance of six classes of values: theoretical, economic, aesthetic, social, political, and religious. Allport's contribution has been in the area of personality traits and attitudes. Brown (84) stated that it is difficult to argue that a trait serves as a standard.

The Rokeach Value Survey (90) was designed to elicit positive information about values that the respondent would be willing to admit rather than providing negative responses. The respondent is presented with two previously constructed lists of values. The lists were designed to be reasonably comprehensive and were worded in a manner that was hoped to yield valid data. Rokeach obtained the values from a review of the literature, his own values, those of graduate students, and other sources. The respondent is asked to rank each of these two lists by relative importance. One possible problem with the value survey results from its ordinal nature (100). Since both lists of values are presented to the respondent, in alphabetical order, there is a possibility of ranking those higher in the alphabetical order as more important than those lower. Brown (84)

listed another limitation of the rank-order procedure. When the value scores for an individual are dependent on his or her given scores or other values, they are not comparable with the scores of other individuals.

The Work Value Systems Questionnaire (WVSQ) was developed by Taylor and Thompson (101) from the Youth Opinion Questionnaire (YOQ) developed by Dawes et al. (109). The YOQ is a measure of work-related attitudes developed from the responses of 5,000 high school students in grades nine through twelve. The measure consists of nineteen five-item Likert scales and ten ten-item paired-comparison scales including topics of attitudes toward work, vocational needs and preferences, expectations about working perceptions of the labor market, and basic beliefs and values concerning work. Taylor and Thompson (101) stated that the focus of the YOQ toward high school students has made the wording of many items inappropriate for use with currently employed individuals. Taylor et al. (101) found that one area of importance concerning work values not considered within the YOQ was that of ecosystem distrust. The YOQ was supplemented with six items dealing with political effectiveness and alienation during the development of the WVSQ.

The Miller Occupational Values Indicator (OVI) (103) yields four occupational value variables: career satisfaction, security, social rewards, and prestige. Miller defined the value variables as follows: (a) career satisfaction-intrinsic rewards found in the job; (b) security- economic and personal freedom from anxiety; (c) social rewards--value placed on interpersonal relations in a job setting and; (d) prestige- status--value perceived in the occupation. The OVI was standardized with college students and it was found that the instrument discriminated between college groups on the basis of the four value variables described above.

Rosenberg's (104) Occupational Values instrument attempts to cate-
gorize people into occupational value complexes described as "self-
expression-oriented," "people-oriented," and "extrinsic-reward-oriented."
The instrument consists of a list of ten occupational values with accom-
panying directions for a respondent to consider the extent a job or career
would satisfy each of these requirements before the job could be considered
ideal. Values may be ranked high, medium, or low in importance, with the
top two values ranked as most important. The sample used was a sample of
4,585 Cornell University students. Robinson (78) determined that no
estimates of test-retest reliability were reported, and no direct test of
validity was performed.

According to Robinson et al. (78), Kilpatrick's (93) Occupational
Value Scales may be the most inclusive set of value statements about
work. This instrument attempts to assess the pattern of occupational
values among various occupational groups. The domain of values covered
include intrinsic, extrinsic, and general work factors. Kilpatrick et al.
(93) conducted extensive research examining employee attitudes concerning
the federal government as an employer. They explored occupational work
values by interviewing over 5000 employees, including federal and non-
federal populations. A basic objective was to learn what occupational
values were of concern to people and what values were of basic importance
in their work environment. Kilpatrick and his associates found that a
majority of workers believed an ideal occupation should satisfy individual
occupational values.

The occupational value scale consists of thirty statements, each
placed by a respondent on a non-verbal ten-point agree-disagree scale.
The statements are concerned with financial reward, occupational movement,

status, and recognition, personal relations on the job, occupational competitiveness, self-development, opportunity versus security, and sense of duty.

Job Performance

Locke (105) suggested that performance is the direct result of the individual's specific task or work goals and that these goals are determined by the individual's values. At some point in the performance of any task an individual will try to attain some specific standard of proficiency or attempt to reach a particular qualitative and/or quantitative goal. The standard may involve output quantity or quality, rate of improvement, time to complete a project, or the solution of a specific problem.

Locke (105) also found that particular standards of success may be chosen by the individual himself; if the goal is improvement, for instance, the standard may be based on previous performance. Standards also may be imposed by others as in the case of management assigning the worker a quota.

Vroom (71) stated that most individuals value jobs which allow them to control their own work pace and work methods, to exercise skills and abilities, and to learn new things. He contended that jobs which are mentally challenging provide a greater sense of achievement than those which are routine and undemanding.

An individual can value simply working at a task or engaging in a certain type of activity regardless of the degree of proficiency or success. These tasks are activities which a person likes to engage in for their own sake. Job performance also may lead to extrinsic rewards.

Among the most common in the job situation are: pay raises, promotions, new task responsibilities, and praise and recognition (105).

Darley and Latone (106) commented that task-related rewards are within the individual's own control; whereas extrinsic rewards are largely under the control of outside agents. They stated that the usual conditions under which a given job performance leads to rewards include: that the performance or its results be observed by or communicated to an appropriate agent, that it be appraised favorably by that agent, and that the agent translate the appraisal into action.

Performance and Organizational Identity

Brown (107) suggested that identification with an organization is likely when the organization is seen as a necessary site of one's activities, as well as an important source of relevant standards for performance. He stated that individuals do not judge themselves by their work but by the degree to which their results reduce the discrepancy between the present state and some desirable future state.

Shephard (108) presented a theory of social organization as an adaptive organism which moderates interpersonal relationships and the survival of the organization. Controversy exists concerning whether high levels of individual satisfaction and organizational performance are compatible.

Argyris (109), Pervin (110), and Lichtman and Hunt (111) cited the need to create and maintain congruence between the individual's needs and those of the organization. They argued that for each individual there are environments which more or less match the individual's personality characteristics. Congruence is concerned with the individual's

organizational fit. Individuals congruent with their environment may be higher performers than those individuals lacking congruency. The congruency framework assumes that individuals vary both in sensitivity to different organization climates and in behavior. Carlson (110) found that the organizational environment interacts with individual personality needs in influencing job satisfaction.

McGregor (113) stated that organizations derive employee identification from their goal of successful competition and with lesser goals related to performance. Rotondi (26) assumed that identification and commitment are directly related to the quality of performance. Likert (114) suggested a direct relationship between group identification and probable goal achievement of the group members.

Performance and Job Satisfaction

Schwab and Cummings (115) reviewed the literature concerning the relationship between job satisfaction and performance. They delineated three different points of view: (a) satisfaction leads to performance, (b) performance leads to satisfaction, (c) the relationship is moderated by a number of variables.

Herzberg (116) and his colleagues concluded that motivators (achievement, recognition, the work itself, responsibility, and advancement) led to better performance. Their review of literature reported that in 54 per cent of the reported surveys high morale was associated with high productivity. Brayfield and Crockett (117) reviewed fifty studies from 1927 to 1954 and found that satisfaction with one's position in a network of relationships need not imply strong motivation to outstanding performance within the system. Vroom (71) also supported this view.

It was predicted, by the Porter-Lawler model (118), that satisfaction results from performance itself, the rewards for performance, and the perceived equitability of those rewards. If an individual is attracted by the value of the reward he/she envisions for a higher level of performance, and if it is perceived that increased effort will lead to that reward, the individual will increase his effort. Another similar theory was presented by Sutermeister (119). He theorized that effort and performance affect satisfaction, which influences the level of aspiration to affect subsequent effort and performance. Locke (105) suggested that satisfaction should be regarded primarily as a product of performance and only indirectly as a determinant of performance. Reinharth and Wahba (120) found no support for the Porter-Lawler model after surveying the sales force of four industrial organizations.

Wanous (121), during a test of eighty newly-hired, female telephone operators, found that the overall relationship between satisfaction and performance was positive. However, when job satisfaction was split into extrinsic and intrinsic components, the data suggested that performance causes intrinsic satisfaction and that extrinsic satisfaction causes performance. Miles, Porter, and Croft (122) stated that work satisfaction may improve if subordinates make full use of their resources, that satisfaction is intrinsic in the work, and that subordinates receive a major portion of their rewards from personal feelings of accomplishment from doing the job well.

Other research has suggested that satisfaction and performance are related to a number of variables. Schwab and Cummings (115) suggested that these variables become potential moderators of the satisfaction-performance relationship.

Korman (123) found self-esteem to be a moderator of the performance-satisfaction relationship. It was found that performance should predict satisfaction only for high self-esteem persons. The basis of this component is that the better the performance, the greater the balance with the self-concept of competence, and a greater task satisfaction will be achieved.

Ilgen and Hamstra (124) asserted that when the situation is perceived as yielding less than expected, the individuals will be less satisfied than when it is perceived as yielding the same as expected. If the situation is perceived as yielding more than expected, the individual will be most satisfied.

Employment in the Foodservice Industry

Employees' attitudes in eighteen foodservice organizations were surveyed in a recent study prepared for the U.S. Department of Labor. The majority of employees, when questioned about their jobs, indicated, ". . . that they were just there until something better came along" (125). Key findings included: no physical requirements were necessary for any non-management position in the foodservice industry, no formal education level was necessary to succeed in a non-managerial foodservice career, and labor turnover rates for non-management personnel were high and occur with the greatest frequency within the first three months of employment. Findings also indicated the foodservice industry is easily entered and easily left due to a questionable image, relatively low wages, minimal benefits, the absence of uniform standards, obscured career potentials, and the lack of an upward orientation in which economic and social needs can be met.

Foodservice employees were asked if they felt the industry was respected by the general public (125). Full-time employees generally believed the public looked down on persons working in foodservice, or that the public never thought about the field as an industry in its own right. Service personnel who had face-to-face contact with the public were asked if their position was respected by the patrons of the unit. Mixed responses were received, but those who thought they commanded respect considered that it was a personal respect as the result of good service, but the position itself was not professionally respected. Each employee was asked if he would recommend foodservice as a career to a friend or relative. The majority would not encourage this career, but would advise it for a temporary period.

Magon (126) stated that the foodservice worker is not held in very high regard since the foodservice labor force has minimum prestige, wage, and rank and status considerations. This probably has been due to the effect of discrimination toward the people who have normally occupied these positions (127).

Avery (128) stated that the hub of foodservice is the worker. He suggested that since so many are required and because they require so little skill and training, they often are a low paid group with low productivity, and they seldom have incentive to improve their performance. Freeland and Pickle (129), in surveying six types of industries, found that causes of job dissatisfaction include: differences between what the worker perceives the job to be and what it really is, better jobs available elsewhere, a feeling of job inferiority, poor working conditions, boredom, work that is too hard, a mental demand that is inversely proportional to challenge, and the lack of formal communication, recognition,

good standing with supervisors, and praise for a good job. He suggested that the worker needs a visible ladder to promotion, better salary, more consideration by supervisors, and more training by better teachers. The employee needs personal participation in decision-making processes and wants to believe that the company has his interests at heart.

Blaker (131) stated that there is a new kind of personnel whose goals for personal achievement and whose social and psychological needs must be understood more fully. These personnel are more affluent, better educated, more sophisticated, more demanding, and more articulate. She hypothesized that increasing demands of employees will require more effective utilization of human resources.

A combination of factors has been suggested as the cause for the manpower problems in the foodservice industry (68, 125). The low wage rates, poor working conditions, lack of adequate training and promotional opportunities, and the many seasonal and part-time workers hired are possible influences. The long, irregular hours and hot, crowded kitchens encountered perhaps are compounded by the long-standing undesirable image of the foodservice industry. The positions of dishwasher, cook, and general kitchen help are viewed by many Americans as unimportant and demeaning. The above mentioned job conditions continue to reinforce this image.

The School Foodservice

Background

The first known school feeding operation in the United States began in New York City during 1853. "Penny" lunch programs were common by 1900 in the elementary schools located in the larger cities. A slow increase

in the provision of school meals was seen in the following years. During the depression of the 1930's a greater awareness of school feeding became evident. In 1935 Congress allowed the federal government to provide donated commodities. School lunch programs providing free or reduced price meals were offered. During World War II, conditions dictated the expansion of school lunch (132).

The National School Lunch Act, enacted in 1946, established a cooperative federal, state, and local effort to feed the nation's school children (133). Federal funds and federally purchased commodities are distributed through state education agencies to participating schools and school districts. At the present time, this program has been expanded to include school breakfast programs, reduced price and free lunches, and training of school foodservice personnel.

Employment in School Foodservice

The National School Lunch Program, concluding its thirtieth year in 1976, was the largest non-profit foodservice in the world (134). According to the United States Department of Agriculture in 1977 (135), it is estimated that there are 350,000 school foodservice personnel employed in the United States.

Bounds (9) stated that the success or failure of the school foodservice operation is directly related to employees' performance. Karl (136) argued that motivation will be achieved in the school foodservice employee only after the manager's improvement in her/his own attitude causing improved performance from the staff. Along with the consideration of maximum efficiency and greater economy with minimum effort, there is also a need to provide for the development and satisfaction of those persons doing the work.

Organizational Structure

The development of policies is initiated by the school foodservice director of multiple units. He/she suggests policies and keeps the immediate superiors informed. In the usual case, the principal of the school or the school superintendent must give final approval to all policies (137).

The supervisor, or coordinator, is next in line of authority, under the director. The coordinator is responsible for evaluating the programs, aiding, and generally directing several individual foodservice units. In smaller systems the director also may fill the role of the coordinator (134).

A manager is usually employed to direct the activities of an individual unit. Responsibilities include carrying out the regulations of the board of education, directing preparation and service of nutritionally adequate food to students, and a desirable management of personnel which prevents grievances and promotes efficient production. The opportunities providing for employees' basic needs may largely contribute to the manager's success (137).

The employees needed and the required labor hours will differ from one operation to another. Some of the factors influencing the determined staffing pattern are: type of foodservice system, number of meals to be served, type of menu, type of food purchased, number and length of lunch periods, kind and arrangement of equipment, number of serving lines, experience of employees, and type of dishwashing. A staffing pattern of non-managerial employees for a secondary school system may include the following positions: cook, assistant cook, baker, pantry (salad and desserts) employee, dishroom employee, and cashier (134).

METHODOLOGY

Design of the Study

The sample was selected from nonsupervisory school foodservice personnel employed in public school districts in Kansas and Missouri. The study was limited to employees in secondary schools with at least eight nonsupervisory personnel. Also, on-premise food production and service in the schools and district administration of the foodservice were specified.

Data collected included measures of organizational identity, employee job satisfaction, work values, and job performance. School foodservice employees at the participating schools were asked to complete a questionnaire concerning job satisfaction, work values, and organizational loyalty. School foodservice managers were asked to evaluate the performance of each of the participating employees.

The research was conducted during the fall semester of 1976. Data were collected from employees and managers in fourteen junior high schools and ten senior high schools in seven public school districts in Kansas and Missouri. Prior to the collection of the data, approval was received from district foodservice directors. A pilot study was conducted to facilitate the planning of the research.

Pilot Study

The pilot study was conducted in one junior-high and one senior-high school in a public school district located in a medium sized city. These

schools were representative of the population but were not part of the sample. The preliminary employee instrument (Appendix A) was completed by thirty-nine nonmanagerial foodservice employees. The employees were asked to complete an evaluation of the study to determine if revisions in the written format of the questionnaire were necessary (Appendix B). The foodservice manager of each school completed a performance evaluation (Appendix C) for each of their employees.

The pretest indicated a need to revise the demographic variables of the employee questionnaire to clarify response categories. Following the pretest, the performance evaluation form was not altered. However, explicit directions were developed for the managers to clarify the use of the instrument.

The district foodservice director and individual unit manager were present during the distribution of the instrument to introduce the researcher to the respondents. In evaluating the pilot study, it was decided more honest responses might result if the foodservice district director and the unit manager were not present as the employees completed the questionnaire. It was determined also that it would be necessary to ask employees to answer the questionnaire without discussing the responses with their co-workers during the instrument administration.

During the pretest, many respondents failed to answer Part III correctly, the job satisfaction scale (Job Descriptive Index, JDI). A modified format of the JDI was used in the pretest in which the respondents were asked to circle a Y, N, or ? to describe aspects of their jobs. The modified format was as follows:

<u>WORK</u>

Y ? N fascinating
Y ? N routine
Y ? N satisfying
Y ? N boring

It was determined that Smith's (41) original format would be used in the actual study, in which the respondent is asked to write in the response. Respondents are asked to write "Y" next to an item (or adjective) which describes perceptions related to aspects of their jobs (work, promotion, pay, etc.) and "N" for an item which does not. A question mark "?" means the respondent cannot decide. The following is an example of the JDI in the final instrument:

<u>WORK</u>

____fascinating
____routine
____satisfying
____boring

A poster was developed to illustrate the response format for the JDI during the introduction of the questionnaire in the actual data collection. The JDI became Part II, rather than Part III, of the final instrument so that this explanation could be given readily at the outset of the data collection session.

During the pilot study several respondents erased the identification number from the questionnaire. It was decided that the I.D. number would

be placed in ink, in the center of the last page because of the necessity
to link performance evaluations and employee responses.

Part IV of the instrument, concerning organizational loyalty of
employees, was evaluated after the pilot study. The format was revised
to provide ease in answering the questions; a two-column format was used
with responses listed directly under the item.

The Research Instruments

The instrument developed for the employee questionnaire included
measures of job satisfaction, work values, and organizational identity
(Appendix D). The final employee instrument was printed in booklet form
with the first page printed on official letterhead to link the study with
the sponsoring organization. A performance evaluation form was adapted
from a previous study (138). The supervisory rating of foodservice goals
was adapted from the employee questionnaire.

Employee Questionnaire

Part I. Fourteen biographical and demographical items comprised
Part I of the employee research instrument. Questions were asked both
for descriptive purposes and to study relationships between these
variables and value statements, job satisfaction scores, and organiza-
tional identification responses.

Part II. The Job Descriptive Index (JDI), developed by Smith et al.
(41), comprised Part II of the research instrument. The JDI attempts to
measure job satisfaction in relation to five components: promotion, pay,
supervision, co-workers, and the work itself. The instrument consists of
seventy-two items: nine descriptors (items) each in the pay and promotion

categories and eighteen descriptors each in the categories of supervision, co-workers, and work. Respondents were asked to place a "Y" next to an item which described perceptions related to the employee's work and work environment and an "N" for an item which did not. A question mark, "?," indicated that the respondent could not decide.

Part III. Part III of the instrument measured work values and was adapted from the study of occupational values reported by Kilpatrick et al. (93). The instrument for this research included the thirty value statements from Kilpatrick's study. Kilpatrick's questionnaire included a non-verbal ten-point agree-disagree scale. For this research, as in the studies of Shaw (11) and Klemp (12), a four-point agree-disagree scale was used: strongly agree, agree, disagree, and strongly disagree. The revised version was used to permit direct comparisons with the data from Shaw's (11) and Klemp's (12) studies of nonsupervisory hospital foodservice personnel.

Part IV. Part IV of the instrument was a measure of organizational identification, adapted from the hospital management study of Vaden, Vaden, and Jauch (138). Items were designed to measure the extent to which the goals of the organization and those of the individual were integrated.

Forms for Supervisory Ratings

Performance Evaluation Form. A performance evaluation form (Appendix B) was adapted from that developed by Vaden, Vaden, and Jauch (138). Six dimensions of performances were included: quality of work, quantity of work, ability to follow directions, initiative and judgment, attendance and personal relations. Each dimension was composed of two to four items.

A five-point rating scale was used for evaluation of each item: superior, above average, satisfactory, needs improvement, and unsatisfactory.

Two questions were included concerning the manager's perception of the employee's loyalty to the job and to the school foodservice. The manager also was asked to rate each employee's satisfaction with rewards for efforts and also, satisfaction with present position in the organization.

Form for Rating of Foodservice Goals. In order to compare the manager's perceptions of school foodservice goals with the employees' perceptions, one question from Part IV of the research instrument was developed for assessing managerial reactions. A copy of this form is included in Appendix E.

Selection of the Schools

After tentatively selecting ten districts, the district foodservice director was contacted by telephone to explain the purposes and procedures of the study (Appendix F). Eight of ten district directors agreed to participate in the study. One school district director, of the two who refused to participate, declined due to illness. The other director who declined indicated he was unable to obtain approval from the school board. Two of the eight districts did not meet the limitations of the study. In one district, the secondary schools had fewer than eight employees and the other district had a centralized food production facility; food was not produced in the secondary schools.

Three alternate districts were identified and two additional district directors agreed to participate. Scheduling of the study could

not be arranged in one district. The third district was participating in an ongoing research project and was unable to participate in this project.

Employees and managers in twenty-five schools in seven districts comprised the resultant sample (Appendix G). The manager in one senior high school did not provide performance evaluations, therefore the employee data from that school were eliminated from the sample.

A thirty-minute time period was requested at each school to present the questionnaire in a group setting to as many non-managerial personnel as possible. It also was explained that each school foodservice manager would be asked to evaluate each employee under his/her supervision. The researcher offered to share a summary of the results with the foodservice director.

A letter confirming the telephone conversation was mailed to each foodservice director with a preliminary copy of the research instruments (Appendix H). When requested, a conference was scheduled with the foodservice director to discuss the research in more detail. Directors were asked to solicit the participation of the managers at schools in their districts.

After the initial contact, a follow-up telephone call was made to establish a date(s) for the administration of the questionnaire to the employees at each school and to present the employee performance evaluation forms to the school foodservice manager. Each foodservice director was contacted by phone one week prior to the instrument distribution to confirm the date and time of the visit.

Instrument Administration

Employee Questionnaire

The researcher met with the school foodservice manager about thirty minutes prior to the scheduled time to explain the study and answer questions. The questionnaire was administered to the employees in a group setting at each site. Standardized instructions were used to introduce the study to limit a bias of the results (Appendix I).

The instrument, an envelope, and pencil were distributed to the participants. Following a verbal explanation of the instrument, the respondents were shown the poster with the sample response to the JDI. The participants were assured that their supervisors would not be present as they completed the questionnaire and would not be allowed to see individual responses later.

The participants also were provided with informed consent information, verbally and written (Appendix J). It was explained that the employees were not required to participate if they did not desire to, and also, that it was possible to leave those items blank that they did not desire to answer.

Each respondent was assigned an identification number which was placed on the questionnaire and also on a card which could be detached from the questionnaire. This later would allow for comparing respondent questionnaires to job performance evaluations. The respondents were instructed to place their name on the card, detach it, and return it to the researcher before completing the questionnaire. After completion, the respondents were asked to place their questionnaires in a sealed envelope and return them directly to the researcher or place them in the

box provided. In the introductory remarks, a computer data card and printout were shown to explain how the data would be tabulated. Questions concerning the instrument were encouraged.

Forms for Supervisory Ratings

The study was explained to the manager of each school; a letter provided further clarification (Appendix K). Secondly, each manager was provided with a performance evaluation form for assessing the job performance of each employee under his/her supervision who was a participant in the study. The identification number of the employee questionnaire was matched to a corresponding number on the performance evaluation form. It was suggested that they consider each characteristic separately for each employee, as a person may perform better in one area than in another. The managers were provided with an addressed envelope and asked to mail the evaluation forms to the researcher when completed. The manager also was asked to complete a form concerning their perceptions of school foodservice goals.

Data Analyses

Criterion measures for the study were enumerated in Table 1. Scores were computed for each of the variables listed. These scores were used for studying effects of biographical data, for comparisons with other studies, and for studying interrelationships among criterion measures. In addition, frequencies and scores were compiled for each organizational identity and loyalty measure to permit analyses of the individual item responses.

Table 1: Criterion variables of study

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job satisfaction scores

    work
    supervision
    pay
    promotion
    co-workers
    overall score

work value scores

    overall valuing of work
    drive--ambition
    knowing the right people
    work as central life interest
    work as a necessary evil
    ego satisfaction
    individualism
    social idealism
    self-concept

organizational identity and loyalty scores

    identification with work
    personal identity with job
    interpersonal goal identity
    quality goal emphasis
    educational goal emphasis
    efficiency goal emphasis
    overall desirability of food-
      service
    community image of foodservice

job performance ratings

    quality of work
    quantity of work
    following directions
    initiative and judgment
    attendance
    personal relations
    overall score

Frequency distributions were compiled on the biographical-demographical items. An absolute frequency (N) and an adjusted frequency (%) were computed for each item by category. Preliminary frequency analysis was done to determine the distribution among biographical categories for planning the additional analysis. Part I, question 7 of the employee instrument was omitted because responses were not sufficiently descriptive. Most participants indicated their job was foodservice worker, rather than indicating a more specific title. Several biographical items were not used in analyses of criterion measures because of skewed distributions: length of time in area, educational level, time out of work force, contribution to family income. Also, the three under-30 age groups were omitted in analyses of effects of age because of the small N in those groups (N=16).

Analyses of Job Satisfaction Scores

The Job Descriptive Index measures five components of job satisfac-
tion (Table 2). In scoring the JDI, items are designated as positive or
negative descriptors of the various aspects of a particular job. Weights
are assigned to responses in computation of scores. The scoring and
positive (+) and negative (-) items were included in Appendix L; the
higher the score, the higher is the job satisfaction. Five component
scores are computed for the JDI. The maximum score is 54 for three
components, work, supervision, and co-workers; 27, for pay and promotion
components, which are doubled for comparison with other scores. The pay
and promotion scores also are doubled and combined with the other three
scores to compute an overall job satisfaction score.

Table 2: Job Descriptive Index (JDI) (41)

JDI component	number of descriptors[1] (items)	maximum score[2]
work	18	54
supervision	18	54
pay	9	27
promotion	9	27
co-workers	18	54

[1]Descriptors are positive and negative for each component. Item
scores are weighted to reflect higher satisfaction.

[2]Item scores are summed for component score. Maximum item score = 3.

Analyses of variance were computed to compare means of job satisfac-
tion scores for groups categorized by age and length of employment. The

t-test for two independent samples was used to compare mean scores on the JDI of hospital foodservice workers in Klemp's study with those of the school foodservice employees (139, 140).

Analyses of Work Value Factor Scores

A factor analysis of Shaw's (11) data yielded nine scales from the value statements. Data concerning factor loadings from her study were included in Appendix M. The nine factors were listed in Table 3. These factors were used for analyses of data from this study.

Analyses of variance were computed to compare means of work value factor scores for groups defined by age and childhood community. The t-test for two independent samples was used to compare mean scores on the work value factor scores of hospital foodservice workers in Shaw's (11) and Klemp's (12) studies with those from school foodservice employees in this study (139, 140). The data from the studies of Shaw and Klemp were combined because Klemp found no significant differences in analyses of factor scores which compared data from the two studies.

Organizational Identification and Loyalty Scores

Eight scores were computed for analyses of data from Part IV of the instrument, related to organizational identity and loyalty (Table 4). Scores were intercorrelated to study relationships among the organizational identity and loyalty measures. Analyses of variance were computed to compare the organizational identity and loyalty scores among groups defined by length of employment and age. Items 9 and 10 of Part IV of the employee instrument which concerned overall evaluation of the work and work place were intercorrelated with the job satisfaction scores (139, 140).

Table 3: Factors identified by Shaw (11) from analysis of value statements

factors and interpretation	items composing factor[1]	maximum score[2]
I. overall valuing of work Work is seen as a way to help other people, develop abilities, make friends, build character, gain respect of family and friends, and a way of being of service to God.	3,4,6,8,12,17,25,26,27	36
II. drive--ambition Work is seen as a means of achievement. Getting to the top, directing others, making money, and having the material things friends and neighbors have.	10,14,19,20,23	20
III. knowing the right people Knowing the right people and luck are seen as means to success in an organization.	2,7,27	12
IV. work as central life interest Work is seen as a way to achieve personal objectives in life; for example, serving God.	4,11,22,27,29	20
V. work as a necessary evil Work is seen as an instrumentality to achieve non-work goals.	9,18,23,24	16
VI. ego satisfaction Work is viewed as a means for achieving intrinsic satisfaction, doing a better job, and getting recognition.	1,28,30	12

[1]Refers to item in research instrument.

[2]Scores were computed from sum of individual items comprising factor. Score = 1, strongly disagree to 4, strongly agree. Items which loaded negatively on a factor were reverse scored.

Table 3: (cont.)

factors and interpretation	items composing factor	maximum score
VII. individualism The emphasis is on using friends to get ahead and the importance of opportunities in a job.	15,16,29	12
VIII. social idealism Work is viewed as a means of helping others, but also as an individual matter.	13,15,20,21	16
IX. self-concept The focus is on the diffi- culty of dealing with feelings when others are more successful in the work situation.	5	4

Table 4: Organizational identity and loyalty scores

score	items composing score[1]	maximum score[2]
1. identification with work	2a, 2b	10
2. personal identity with job	1a-d	20
3. interpersonal goal identity	3e, 3f, 3g	15
4. quality goal emphasis	3a, 3d	10
5. educational goal emphasis	3b, 3h	10
6. efficiency goal emphasis	3c	5
7. overall desirability of foodservice	4a-e	25
8. community image of foodservice	5a-h	40

[1]Item numbers refer to Part IV of the research instrument.

[2]Item scores were summed to compute scores. Maximum item score = 5; items stated negatively were reverse scored in computation of scores.

Job Performance Ratings

Supervisory ratings of various aspects of each employee's job performance were used to compute six scores (Table 5). Two to four items comprised each dimension of job performance. The score for each dimension was the sum of the ratings on each item. An overall score was computed by summing scores on each dimension.

Frequencies were compiled from the supervisory evaluations of employee loyalty and satisfaction. These ratings were intercorrelated with employee job satisfaction scores (140).

Table 5: Performance evaluation scores

dimensions of performance	number of items	maximum score[1]
quality of work	4	20
quantity of work	3	15
following directions	4	20
initiative and judgment	3	15
attendance	2	10
personal relations	3	15
overall score[2]	19	95

[1]Score = Σ of scores on items comprising each dimension of performance. Item score = 1, unsatisfactory to 5, superior.

[2]Overall score = Σ of scores on the six dimensions of performance.

Interrelationships among Criterion Measures

Several analyses were used to study interrelationships among criterion measures. Job performance scores were intercorrelated with job satisfaction scores. Stepwise multiple regression analyses were used to identify predictors of job performance and job satisfaction. Work value factor scores and organizational identity and loyalty scores were the independent variables in the equations (140).

The sample was divided into two groups, using the mean scores on job performance ratings: the high performance group and the low performance group. The t-test for two independent samples was used to compare differences in job satisfaction scores, work value factor scores, and organizational identity and loyalty scores between the two groups (140).

A mean was computed for each of the twenty-four schools for the
employee ratings of school foodservice goals (items 3a-h, Part IV). A
t-test for two independent samples was used to compare ratings of goals
by the twenty-four managers with the employee mean ratings from the
twenty-four schools (140).

RESULTS AND DISCUSSION

Characteristics of the Sample

School foodservice employees in twenty-five secondary schools in seven districts (N = 317) completed the research instrument. The instruments from one school (N = 11) were eliminated because employee performance evaluation data were not provided. Two additional employee instruments were discarded because of improper completion. The resultant sample was composed of 304 participants.

The characteristics of the sample are shown in Table 6. Many of these persons (N = 250) had resided in their current location for ten years or longer. A large majority of the respondents (N = 213) had completed high school; only a few had attended college. Few of the employees grew up in large cities; approximately 40 per cent had lived in a rural community (population less than 2,500) during their childhood. The sample included very few persons in the younger age groups; over 53 per cent of the participants were in the 31-50 age group and 42.9 per cent, in the fifty-one years or older. Most participants stated that they worked seven hours a day or less. It may be a unique characteristic of school foodservice that most employees work what is generally considered part-time. Only 4 per cent indicated that they worked eight hours a day.

Very few respondents had been employed in a foodservice-related job prior to their present position; almost 40 per cent had not been employed before. Many (N = 208) had been out of the work force for a period of time during their adult life; the major reason listed was to raise a family. It appeared that the respondents did not provide a substantial

Table 6: Characteristics of study sample

characteristic	N	%
length of residence in current location		
0-1 yr	4	1.3
2-5 yrs	21	6.9
6-10 yrs	28	9.2
over 10 yrs	250	82.5
childhood community		
big city (over 150,000)	62	20.6
medium city (25,000-150,000)	59	19.6
small city (2,500-25,000)	58	19.3
rural community (less than 2,500)	122	40.5
education		
grade school	36	12.5
high school	213	74.0
one or more years of college	24	8.3
technical or trade school	12	4.2
college graduate	3	1.0
age (yr)		
15-18	-	-
19-24	4	1.3
25-30	7	2.3
31-50	162	53.5
51 or more	130	42.9
length of employment in job		
6 months or less	55	18.1
6 months-3 yrs	63	20.7
3-5 yrs	47	15.5
5-10 yrs	80	26.3
more than 10 yrs	59	19.4
number of hours employed per day		
2 hrs	41	13.8
3 hrs	33	11.1
4 hrs	41	13.8
5 hrs	30	10.1
6 hrs	82	27.6
7 hrs	58	19.5
8 hrs	12	4.0

Table 6: (cont.)

characteristic	N	%
prior job		
foodservice related	55	18.4
other	130	43.5
none	114	38.1
out of work force		
no	55	17.8
yes, to attend school	-	-
yes, to raise a family	223	73.4
yes, other reasons	26	8.9
length out of work force		
less than 1 year	6	2.4
1-3 years	14	5.6
3-5 years	22	8.8
over 5 years	208	83.2
size of family unit		
respondent	9	3.0
respondent plus one	95	31.3
respondent plus two	62	20.4
respondent plus three	88	28.9
respondent plus four or more	50	16.4
source of income		
respondent sole income provider	26	8.8
respondent provides over two-thirds of family income	7	2.4
respondent provides less than two-thirds of family income	261	88.8

Total N = 304; N varies on individual items because of nonresponses.

amount of their families' income, as 89 per cent indicated they provided less than two-thirds.

Shaw (11) and Klemp (12) conducted research to study non-supervisory hospital foodservice employees. The data collected from the school food-service employees in this study were compared with the data from these hospital studies to determine if there were differences between work groups or if they tended to be a homogeneous group. The comparative data were shown in Appendix N.

Similarities were found in educational levels; the majority of the respondents in the three studies had achieved a high school education. Several differences were found between the school foodservice workers and the hospital foodservice employees from Shaw's and Klemp's studies. Many of the school foodservice employees had lived in their current location longer than was true of the hospital employees. A longer tenure in the organization was evidenced among the school foodservice workers than the hospital workers indicating greater stability. Terms of employment differed between the groups; 80 per cent of the hospital workers were classified as full-time while most of the school foodservice workers were employed less than 6 hours per day. A greater percentage of the school employees stated that they had been out of the work force at some time in their adult life. More of the school foodservice employees may be mothers returning to the work force after raising a family rather than being career-oriented or required to work. This also may be the reason the school foodservice workers were older; 96 per cent were thirty-one years or older. Whereas, approximately 40 per cent of the hospital workers were thirty years or less.

Analyses of Job Satisfaction Scores

Comparison of Job Satisfaction of Hospital and
School Foodservice Workers

Job satisfaction was measured by asking employees to complete the
Job Descriptive Index (JDI). They were asked to describe five components
of their jobs: the work itself, supervision, pay, promotion, and co-
workers. Klemp (12) also measured job satisfaction of foodservice
employees in large hospitals using the JDI. Data collected from school
foodservice employees were compared with findings from the hospital food-
service workers to study differences in level of job satisfaction (Table
7). Significant differences were found between the two groups on all
scores except the promotion category. The school foodservice employees
reflected greater satisfaction with the work itself, supervision, co-
workers, and overall satisfaction. However, they were less satisfied
with pay than the hospital workers.

School foodservice personnel appeared to be satisfied with more job
characteristics than hospital foodservice employees. Perhaps they
enjoyed the part-time schedules which permitted them with an outside
activity while their children were in school or other family members were
at work. It is possible that their co-workers shared similar interests
and values, and therefore, were compatible colleagues. Possibly, the
supervisors and employees were working toward a common goal of providing
appetizing meals to children.

Hospital employees may have been more satisfied with their pay
because a greater percentage were employed full-time as opposed to the
large percentage of school foodservice personnel employed part-time
(Table 6). School foodservice employees may not be working for the sole

Table 7: Comparison of job satisfaction scores (JDI) of hospital
foodservice employees and school foodservice employees

score	hospital employees[1]	school employees[2]	t value
	mean s.d.	mean s.d.	
work	28.29 ±12.63	31.49 ± 9.32	2.60**
supervision	37.40 ±13.13	43.19 ±10.00	4.47***
pay	24.03 ±14.94	20.16 ±10.82	2.65**
promotion	22.23 ±15.60	21.26 ±12.70	0.62
co-worker	36.75 ±12.98	43.93 ± 9.94	5.63***
overall satisfaction[3]	147.62 ±47.28	159.83 ±33.39	2.59**

[1] N varies from 123 to 132. Data from Klemp (12).

[2] N varies from 279 to 280.

[3] Overall satisfaction = Σ of scores: work + supervision + co-worker + 2 (pay + promotion).

**P < .01
***P ≤ .001

reason of income support. They may be working to provide an outside
interest, to supplement the family income, or because they are interested
in the objectives of the public school system. Data were not available
on wage rates and differentials; therefore, actual comparisons were not
possible.

Very little difference was found between the hospital and school
foodservice employees on the promotion component of the JDI. It appeared
that both hospitals and schools may offer limited promotional opportuni-
ties for foodservice workers, if the perceptions of the employees are
accurate indicators.

Comparison of JDI Scores with Findings
from Other Studies

Smith et al. (41) collected data on the five JDI scales from a
nationwide sample of over 600 female workers. Mean JDI component scores
for the female workers studied by Smith et al. and the female employees
in this study were included in Table 8. Except for the categories of pay
and the work itself, the respondents in this study scored higher than
those reported by Smith and her co-workers. School foodservice personnel
appeared to be more satisfied with the interpersonal relations with their
co-workers, the supervision provided, and the promotional opportunities
than women workers in other occupations. This agrees with Scanlan's (43)
findings concerning job satisfaction. He described the nature of super-
vision as the first determinant of job satisfaction and asserted that
consideration of the supervisor affects the level of job satisfaction.
The type of work group, including interaction between peers, attitudes of
co-workers, and group acceptance, was listed by Scanlan as a second
determinant of job satisfaction.

Table 8: Comparison of JDI component mean scores with data from Smith's et al. (41) study

JDI component	this study mean s.d.	Smith's (41) study[1] mean s.d.
work	31.49 ± 9.32	35.74 ± 9.88
supervision	43.19 ± 9.99	41.13 ±10.05
pay[2]	20.16 ±10.82	27.90 ±13.65
promotion[2]	21.26 ±12.70	17.77 ±13.88
co-workers	43.93 ± 9.94	42.09 ±10.51

[1]Only Smith's et al. (41) female sample was compared.

[2]Scores were doubled to provide a better comparison with other components.

As discussed earlier, the promotional opportunities offered by schools may be limited. Concerning satisfaction of the promotional offerings, the school employees scored slightly higher. However, it was not known whether the employees included in the nationwide sample were employed by organizations offering fewer promotional opportunities.

It is possible that the work environment was not as stimulating as the employees would like. There may have been other aspects of the job that were more satisfying than the actual work performed. Patterson (44) compared data from unskilled foodservice employees with a sample of employees in the same income, education, and tenure categories. The

results indicated that the foodservice workers were less satisfied with their jobs than the other workers.

It was discussed earlier that satisfaction with pay was low among the school foodservice employees. This area of dissatisfaction was in agreement with findings from foodservice workers in general. As reported earlier, minimum wage or relatively low wages tend to be characteristic of the foodservice industry (125, 126).

Relationship of JDI Scores and Biographical Data

Analyses of variance were computed to compare means of the JDI scores among groups defined by age and length of employment. No significant differences were found on the five scores in relation to either of these biographical variables. In other studies age has been found to affect the level of satisfaction with work; a general increase in job satisfaction with age has been reported (12, 60, 61, 62). It was not possible to compare younger and older age groups in this study because a very small percentage of the respondents were thirty years or less.

It also has been found by other researchers that job satisfaction increased as length of employment with the organization increased (60, 63, 65). School foodservice workers who were shorter term employees may have been as satisfied as those who were longer tenure employees because of agreement with organizational objectives. Also, there may have been purposeful selection of school foodservice as a place of employment because of known or anticipated aspects of the job with which they agreed. Klemp (12) found a significant difference between the level of job satisfaction and the length of employment. In her study the most satisfied workers had been employed less than six months and over three years.

Analyses of Work Value Scores

Work values were measured using an instrument developed by Kil-
patrick et al. (93). Participants were asked to respond to thirty state-
ments related to work orientation which were used by Shaw (11) to develop
nine factor scales. The work value factor scores from this study of
school foodservice employees were compared with data from hospital food-
service workers to determine if there was a difference in the values of
the two groups (Table 9).

Few differences were found on factor scores between the hospital and
school foodservice workers. Although differences were small, the
hospital employees scored significantly higher on three factors: overall
valuing of work, drive--ambition, and ego satisfaction. Because many of
the hospital workers were employed full-time, it was possible that they
were more work-oriented. The small differences seen may indicate that
the two types of foodservice workers may be similar concerning their
values affecting work and that these findings may be representative of
institutional foodservice workers in the midwest.

Analyses of variance were computed to compare means of work value
factor scores for groups defined by age and childhood community (Table
10). Significant differences were found on four factors:

I. <u>Overall valuing of work and its benefits</u>.

A significant difference was found between persons raised in a small
city and a rural community. The employees reared in a rural community
agreed more that work is a way to help other people, develop abilities,
make friends, build character, gain respect of family and friends, and a
way of being of service to God. This agreed with findings of Turner and

Table 9: Comparison of work value scores of school foodservice employees and hospital foodservice employees

factor score	hospital employees[1,2]	school employees[3]	t value
	mean s.d.	mean s.d.	
I. overall valuing of work	27.07 ±3.18	26.43 ±2.37	2.55**
II. drive--ambition	13.10 ±2.02	12.52 ±1.87	3.46***
III. knowing the right people	6.03 ±1.40	6.07 ±1.16	0.42
IV. work as central life interest	13.79 ±2.03	13.57 ±1.65	1.31
V. work as necessary evil	10.03 ±1.83	10.01 ±1.25	0.15
VI. ego satisfaction	8.50 ±1.30	8.22 ±1.13	2.63**
VII. individualism	6.89 ±1.47	6.71 ±1.32	1.47
VIII. social idealism	9.05 ±1.52	9.19 ±1.38	1.10
IX. self-concept	2.59 ±0.70	2.57 ±0.64	0.39

[1]Data from Shaw (11) and Klemp (12).

[2]N varies because of nonresponses on some items. N varies from 243 to 270.

[3]N varies because of nonresponses on some items. N varies from 253 to 300.

**P < .01
***P ≤ .001

Table 10: Analyses of effects of age and childhood community on work
value factor scores[1]

factor	variable	N	mean and s.d.	F[2]
I.	**Overall valuing of work**			
	childhood community			
	big city	52	26.77 ± 2.62	
	medium city	47	26.00 ± 2.13	
	small city	47	25.66 ± 2.33	
	rural community	104	26.83 ± 2.30	3.57*
III.	**Knowing the right person**			
	age[3]			
	31-50 years	143	5.91 ± 1.12	
	51 or more years	114	6.28 ± 1.18	6.44*
IV.	**Work as central life interest**			
	age			
	31-50 years	136	13.18 ± 1.55	
	51 or more years	108	14.12 ± 1.61	21.59***
	childhood community			
	big city	52	13.58 ± 1.85	
	medium city	48	13.42 ± 1.37	
	small city	48	13.10 ± 1.57	
	rural community	102	13.88 ± 1.67	2.67*
VIII.	**Social idealism**			
	childhood community			
	big city	59	9.58 ± 1.25	
	medium city	54	9.22 ± 1.56	
	small city	55	9.35 ± 1.38	
	rural community	115	8.90 ± 1.34	3.46*

[1]Data for significant findings only are presented.

[2]One way analysis of variance with Scheffé test for comparison of means among groups. Lines between means indicate significant difference at .05 level.

[3]Other age groups omitted from analyses because of small N.

*P $\leq$ .05
***P $\leq$ .001

Lawrence (95) that persons with rural background were more likely than others to accept the work ethic and traditional value systems. However, the difference between these groups was very small; also those raised in a large city valued their work about the same as those raised in rural areas.

III. <u>Knowing the right person</u>.

A significant difference was found among age groups on Factor III. The age group over 50 years agreed more "that who you know on the job is important" than the 31-50 year old group. Shaw (11) found similar results among hospital foodservice employees. The older age groups were more inclined to agree that knowing the right people was a means to success in an organization.

IV. <u>Work as central life interest</u>.

A significant difference was found among age groups on Factor IV. The older age group (51 or more years) agreed more strongly that work was a way to achieve personal objectives in life. Yankelovich (96) suggested that older workers may appreciate the traditional values attached to work activities. It is possible that the older workers were interested in centering primary interests around their work life.

Groups defined by childhood community also were compared on this factor. The overall F ratio was significant; however, the Scheffé test for multiple comparisons did not indicate differences between groups. Persons raised in a rural community tended to agree more strongly with the statement that work is a central life interest. This tended to support findings on Factor I.

VIII. <u>Social idealism</u>.

A significant difference was found between groups defined by child-hood community on the Factor VIII score. When persons reared in a big city and those from a rural community were compared, a significant difference was found. Employees raised in a big city agreed more that work was a means of helping others. This agreed with Klemp's (12) data from hospital foodservice employees. Perhaps the urban environment tended to influence attitudes toward succeeding in an occupation and work as a means of helping others and being worthwhile to society.

Analyses of Organizational Identification Measures

Analyses of Organizational Identification Scores

Organizational identification and loyalty were measured by computing eight scores: identification with work, personal identity with the job, interpersonal goal identity, quality goal emphasis, educational goal emphasis, efficiency goal emphasis, overall desirability of foodservice, and community image of foodservice. The eight scores were intercorrelated to study interrelationships among the measures (Table 11). The fairly low coefficients indicated that the scores were relatively independent dimensions. Higher correlations were obtained between three measures: interpersonal goal identity, quality goal emphasis, and educational goal emphasis. These measures involved interpersonal relationships between employees and students and the provision of adequate foodservice with students' involvement. The data suggested that these items may be more strongly interrelated because of a parallel orientation of the workers toward these dimensions of organizational identification.

Table 11: Intercorrelations among organization identity and loyalty scores

organization identity and loyalty scores	1	2	3	4	5	6	7	8
1. identification with organization								
2. personal identity with work	.34							
3. interpersonal goal identity	.32	.31						
4. quality goal emphasis	.22	.15	.55					
5. educational goal emphasis	.29	.11	.47	.44				
6. efficiency goal emphasis	.12	.02	.37	.35	.37			
7. overall desirability of foodservice	.35	.20	.24	.26	.26	.20		
8. community image of foodservice	.29	.16	.20	.23	.19	.11	.39	

N varies from 244 to 292.

A mean was computed for each of the eight organizational identity scores; the mean and maximum scores were presented in Table 12. When the mean scores were compared with the maximum score for each measure (Figure 1), the employees were found to score relatively higher on identification with the organization, interpersonal goal identity, and quality goal emphasis. Employees indicated that they were proud of their work place, had good interpersonal relationships at work, and rated quality of foodservice and having good equipment and facilities as important goals.

Table 12: Organization identification mean scores

score	maximum score	N	mean s.d.
1. identification with organization	10	292	8.60 ±1.11
2. personal identity with work	20	290	14.93 ±2.25
3. interpersonal goal identity	15	291	12.85 ±1.77
4.· quality goal emphasis	10	287	8.34 ±1.09
5. educational goal emphasis	10	280	7.31 ±1.36
6. efficiency goal emphasis	5	289	3.94 ± .72
7. overall desirability of foodservice	25	262	19.15 ±3.26
8. community image of foodservice	40	244	25.80 ±3.65

Results were in accordance with Hall's (13) finding that service-oriented values were related to organizational identification.

Community image of foodservice (score 8) concerned the employees' rating of certain aspects of their job in comparison to other places of employment in the community: pay, hours, fringe benefits, opportunities for promotion, opportunity to serve the community, chance to be somebody in the community, stability of employment and working conditions. The employees' mean scores (when compared to the maximum possible score) were the lowest on this dimension of organizational identification. Perhaps

Figure 1. Mean organizational identification scores relative to
maximum possible scores expressed as per cent
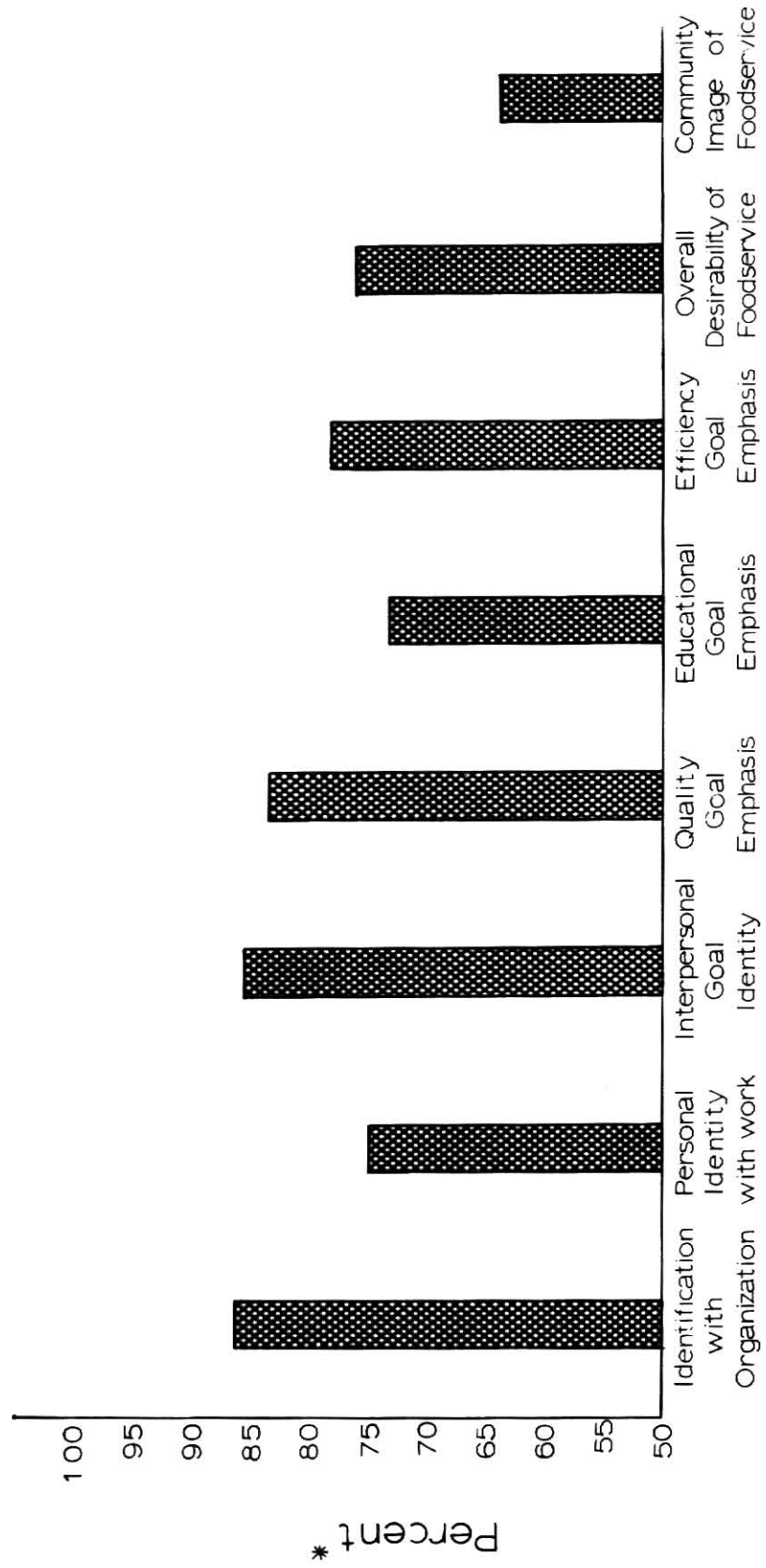
* Mean of item compared with maximum score

the school foodservice employees were aware of better opportunities but were satisfied with other aspects of the job.

Two demographic variables were compared with organizational identification scores. Groups defined by length of employment and age were compared using analyses of variance and no significant differences were found. Many references in the literature pertained to tenure and organizational identity. Hall (13), Lee (14), Herbiniak and Alutto (34), and Grusky (35) found that tenure was related to organizational identification. These researchers reported that the sense of belongingness of the employee to the organization increased as the employee achieved longer tenure. Perhaps the newer school foodservice employees were as strongly identified with organizational goals and objectives as the longer term employees. School foodservice may tend to attract persons who identify with the goals of the program.

Analyses of Organizational Identification Items

Personal Identity with Job and Identification with Work. Individual item analyses of organizational identity and loyalty measures were compiled; percentage responses for each item were provided in Table 13. Over 55 per cent of the employees disagreed or strongly disagreed with the statement that they would move to another job if they were free to move. A very small percentage (less than 15 per cent) agreed with the statement. This was compatible with the previous findings suggesting that although employees may know of better opportunities, they prefer to remain in their present position.

Several of the items related to reactions to co-workers. About 70 per cent of the employees disagreed or strongly disagreed that there were

Table 13: Item analyses of organizational identity and loyalty measures

Item		response			
	strongly agree %	agree %	not sure %	disagree %	strongly disagree %
1. Personal identity with job					
If I were free to go, I would move to another job.	2.4	10.2	32.2	45.8	9.5
There are very few people at work with whom I can share my interests.	1.7	15.5	12.5	60.6	9.8
It is hard to get to know people here because they are cool and aloof.	1.4	5.1	6.8	62.4	24.4
Most of the staff here are very loyal to the school	11.6	63.1	18.8	4.8	1.7

	extremely proud %	pleased %	indifferent %	apologetic %	ashamed %
2. Identification with work					
If a group of your friends were visiting your school foodservice, how would you feel about showing them your facilities?	36.5	56.7	4.4	1.7	.7

[1]N varies from 264 to 297.

Table 13: (cont.)

	response				
item	extremely proud %	pleased %	indifferent %	apologetic %	ashamed %
If a group of your friends were visiting your school foodservice, how would you feel about introducing them to your fellow workers?	36.1	60.5	3.1	.3	-

	not at all important %	not very important %	of moderate importance %	very important %	extremely important %
3. Interpersonal goal identity					
have a good staff-student relationship	.3	1.0	10.3	52.7	35.6
have good relationships with employees	.3	-	6.5	53.1	40.1
provide friendly and pleasant environment for students	.7	-	7.5	52.2	39.6
4. Quality goal emphasis					
quality foodservice	.3	.3	4.8	57.2	37.2
have best equipment and facilities	.3	1.7	20.1	50.9	27.0
5. Educational goal emphasis					
provide nutrition education	.3	1.7	12.4	55.2	30.3
involve students in the school food-service program	8.5	14.8	34.5	34.9	7.4

Table 13: (cont.)

item	response				
	not at all important %	not very important %	of moderate importance %	very important %	extremely important %
6. Efficiency goal emphasis					
provide efficient low cost foodservice	.7	1.0	22.1	56.1	20.1

item	much worse %	worse %	about same %	better %	much better %
7. Overall desirability of foodservice					
In comparing your school to other similar schools, how do you rank your foodservice on the following?					
quality of food	.7	.4	28.1	33.2	37.6
quality of staff	.4	.4	30.0	38.8	30.4
facilities	-	3.7	43.3	35.6	17.4
friendliness of work environment	-	2.2	35.1	33.9	28.8
support of students	.4	3.0	55.6	27.4	13.5
8. Community image of foodservice					
How does your school foodservice compare to other places of employment in the community with regard to the following?					
pay	3.7	12.1	58.5	18.8	7.0

Table 13: (cont.)

item	response					
	much worse %	worse %	about same %	better %	much better %	
hours	-	3.3	56.4	31.3	9.1	
fringe benefits	2.7	14.0	68.6	10.6	4.2	
opportunities for promotion	2.2	17.2	68.7	9.7	2.2	
opportunity to serve the community	.4	1.8	71.7	19.9	6.2	
chance to be somebody in the community	1.5	8.6	77.8	9.4	2.6	
stability of employment	-	1.1	63.0	26.1	9.8	
working conditions	.4	2.5	50.0	33.7	13.4	

few people at work with whom they could share their interests and over 85 per cent disagreed that it was hard to get to know the staff. Achieving interpersonal relationships with co-workers was cited in the literature as a means of increasing organizational identification and also, job satisfaction (43).

Many respondents (about 75 per cent) believed that most of the staff were loyal to the school. This loyalty of school foodservice personnel also was evidenced by responses on the identification with work measures. Ninety-three per cent of the participants indicated they would be pleased or extremely proud to show their facilities to their friends and over 96 per cent would be pleased or extremely proud to introduce their friends to their fellow workers. Defending the organization to outsiders was viewed by Lee (14) as a type of loyalty toward the organization. Roe (24) stated that the job should provide the employee with some meaningful acceptance of the job by friends. These employees may have a feeling of loyalty toward the school foodservice because it was serving an objective with which they agree--the service of nutritionally adequate meals to students.

Employee Rating of School Foodservice Goals. Eight possible goals of a school foodservice were listed. The respondents were asked to indicate how important each goal was to their school. The item analyses of these responses also were provided in Table 13. The three items comprising interpersonal goal identity (staff-student relationships, employee relationships, and students' environment) were rated as very important or extremely important by about 90 per cent of the employees. Although this goal does not directly involve the provision of meals to

students, the employees apparently realized that the climate of the work environment was important in achieving this objective. The provision of quality foodservice and having the best equipment and facilities also were viewed by many of the personnel as very important or extremely important. This may indicate that the personnel were aware of appropriate goals for the foodservice. Maintaining adequate quality equipment and facilities may have been rated high because the employees viewed this as directly affecting their work environment and work output.

Providing nutrition education was rated by a majority of respondents as very important; however, about one-third of the respondents rated students' involvement in the school foodservice as only moderately important. Perhaps they viewed other goals as more directly relating to their work responsibilities.

The provision of efficient low cost foodservice was another organizational objective of the school foodservice rated by the employees. Many respondents (76 per cent) agreed that this objective was extremely or very important. This support of organizational objectives may suggest a loyalty of school foodservice workers to their occupation. Lee (14) described identification as loyalty in terms of attitudes and behaviors which support the organization. Gall (29) referred to loyalty as commitment to organizational goals.

Relative Rating of Foodservice Compared to other Schools. The employees were asked to rate certain aspects of their school foodservice compared to similar schools: quality of food, quality of staff, facilities, friendliness of work environment, and support of students (Table 13). A majority of the school foodservice workers believed that the

quality of food and staff and the friendliness of the work environment in their school were better or much better than similar schools. This agreed with previous findings in which many employees indicated that most of the staff were loyal to the school. A large percentage rated quality foodservice and interpersonal relationships as important goals. Perhaps this indicated that they may be willing to strive for these goals and believed that they were doing their best to achieve them. Facilities and support of the students were two areas in which the greatest number agreed that these aspects were about the same as other schools.

Comparison of School Foodservice and Community Opportunities. The respondents were asked to compare their school foodservice to other places of employment in the community regarding certain aspects of their job: pay, hours, fringe benefits, opportunities for promotion, opportunity to serve the community, chance to be somebody in the community, stability of employment, and working conditions (Table 13). The majority rated these eight factors about the same as other places of employment in the community. It is possible that the work environment and the opportunities of the school foodservice were very similar for like positions elsewhere. It is also possible that many of the personnel were not familiar with employment in other organizations and were speculating. Almost 40 per cent of the participants stated that they had not been employed before their present position and only 18.4 per cent had been employed in foodservice previously.

Overall Organizational Identification and
Satisfaction Responses

Participants were asked to respond to items concerning overall organizational identification and job satisfaction (Table 14). Only 10

Table 14: Responses to items concerning overall organizational identity and job satisfaction

item	response category	%[1]
Overall, what is the reputation of your school as a place to work compared with other places of employment in the community?	excellent	12.2
	very good	28.2
	good	49.3
	fair	9.6
	poor	.4
Overall, what is the communities' attitude about the quality of foodservice at your school?	excellent	9.2
	very good	31.9
	good	49.3
	fair	9.6
	poor	--
Overall, what is the attitude of the students about the friendliness of your foodservice?	very friendly	16.8
	friendly	58.6
	neither friendly nor unfriendly	20.0
	unfriendly	2.9
	very unfriendly	1.8
In general, how satisfied would you say you are with your position in the school?	well satisfied	30.7
	satisfied	55.8
	neither	6.0
	unsatisfied	1.8
	very unsatisfied	5.7
Taking all things into consideration--facilities, equipment, working conditions, administrators, co-workers, etc.--how would you characterize your work environment?	very favorable	31.0
	favorable	47.0
	adequate	18.1
	unfavorable	1.4
	very unfavorable	2.5

[1]N varies from 280 to 283.

per cent viewed their place of work as poor or fair compared to other places of employment in the community; whereas, 90 per cent rated the school as good, very good, or excellent, comparatively. Many also indicated that they believed the students viewed the foodservice as friendly or very friendly. The employees rated the communities' overall attitude about the quality of foodservice at their school as good or very good.

Over 85 per cent of the personnel were satisfied or very satisfied with their position in the school. This agreed with Brown's (4) finding that organizational identification was mediated by job satisfaction. The satisfaction expressed by the school foodservice employees may lead to an increased commitment to the employing organization. A large number of the employees characterized their overall work environment as favorable or very favorable. This overall rating included consideration of facilities, equipment, working conditions, administrators, and co-workers.

Employee and Managerial Ratings of School
Foodservice Goals

A comparison of employee and managerial ratings of school foodservice goals is provided in Table 15. Mean ratings from both groups' responses were relatively high; all ratings were in the range of moderately important to very important. Significant differences were found on ratings of two goals between employee and managerial groups: quality foodservice and good relationships with employees. The managers rated both goals significantly higher than did the employees. Managers may have rated quality foodservice more important because they were directly accountable for achieving this goal. The managers' higher rating of good employee relationships may be attributable to the fact that managers have

Table 15: Comparison of employee and managerial ratings of school food-service goals

| goal | ratings[1] | | t value |
	employee mean[2] s.d.	manager mean s.d.	
a. quality foodservice	4.30 ±.20	4.79 ±.42	5.18***
b. nutrition education	4.15 ±.24	4.00 ±.83	0.82
c. efficient low cost foodservice	3.93 ±.19	4.17 ±.64	1.71
d. best equipment and facilities	4.05 ±.26	3.96 ±.75	.58
e. good staff-student relationship	4.22 ±.22	4.46 ±.59	1.85
f. good relationships with employees	4.34 ±.23	4.79 ±.42	4.68***
g. provide friendly and pleasant environment for students	4.30 ±.19	4.46 ±.51	1.41
h. involve students in the school foodservice program	3.14 ±.47	3.50 ±.98	1.63

[1]1 = not at all important to 5 = extremely important.

[2]N = 24; a mean rating was computed from ratings of employees of each of the 24 schools for comparison with mean ratings of the 24 managers.

*** P ≤ .001

the key responsibility for promoting good relationships among employees in the organization.

Table 16 provides a rank order of the employees' and the managers' mean ratings of school foodservice goals. A high degree of congruence was shown between the managers' and employees' priorities related to organizational goals. Quality foodservice, good relationships with employees, the provision of a pleasant environment for students, and a good staff-student relationship were goals receiving highest ratings by both groups.

The managers may have placed greater importance on an efficient low cost foodservice than the employees because it was one of their direct responsibilities. The employees may have believed quality equipment and facilities were more important than the managers because these were necessary components which affected their work performance. The mean ratings indicated that students' involvement in the school foodservice program was deemed the least important by both groups. However, this goal was indicated by employees and managers to be of moderate importance (Table 15).

Analyses of Job Performance Scores

Job performance of the school foodservice employees was measured by supervisory ratings. Each manager was asked to rate each of the employees working directly under her on six performance criteria. These six dimensions were not studied independently, but were studied in relationship to other variables: job satisfaction, work values, and organizational identification. In addition to rating job performance, the managers also indicated their evaluation of the employees' loyalty to the organization

Table 16: Rank order of school foodservice goals by employees and managers

rank	employee rank order	manager rank order[1]
1	good relationships with employees	quality foodservice
2	quality foodservice	good relationships with employees
3	provide pleasant environment for students	provide pleasant environment for students
4	good staff-student relationship	good staff-student relationship
5	provide nutrition education	provide efficient low cost foodservice
6	have best equipment and facilities	provide nutrition education
7	provide efficient low cost foodservice	have best equipment and facilities
8	involve students in school foodservice program	involve students in school foodservice program

[1]Line indicates tie in rank order.

and satisfaction with the job. In the rating of the employees' loyalty, the managers placed about 50 per cent each in the medium and high category (Table 17). These data tended to agree with reports of the employees discussed earlier. When the employees were asked to evaluate organizational identity and loyalty measures (Tables 13 and 14), data reflected a high degree of loyalty to the school foodservice. Considering satisfaction with rewards for effort in the organization, the managers placed over 80 per cent in the high satisfaction category. This was not in agreement with the employees' perceptions of their satisfaction with pay and promotion (Table 8). Also, the managers indicated they believed over 80 per cent of the employees were satisfied with their positions. It would be difficult to determine if the managers' ratings

Table 17: Manager's ratings of employee loyalty and satisfaction

item	low	medium	high
	%	%	%
Employee's loyalty to the school foodservice	1.0	48.7	50.3
Employee's loyalty to his/her job	.7	45.1	54.3

	dissatisfied	neutral	satisfied
	%	%	%
In general, how satisfied do you believe this person is with his/her rewards for his/her efforts?	.7	12.2	86.8
In general, how satisfied do you believe this person is with his/her position in the organization?	1.6	14.1	83.9

N = 304

of employee loyalty and satisfaction were as they were seen by the managers or as the managers would like them to be.

Interrelationships among Variables

Several analyses were used to study interrelationships among criterion measures. Interrelationships were examined among several variables: job performance, job satisfaction, work values, and organizational identification.

Intercorrelations between JDI Scores and Job Performance Measures

Table 18 provides intercorrelations among the six job satisfaction scores and seven job performance ratings. The correlations obtained among the job performance ratings (quality, quantity, following directions, initiative and judgment, attendance, and personal relations) were fairly high; the lowest was .63. This suggested that the six ratings were highly interrelated indicating either a halo effect or a tendency for workers to perform well in most categories of work if they were high performers.

When the job satisfaction scores were correlated, lower coefficients were obtained. The correlation coefficients ranged from .09 to .36, although higher correlations were obtained with the overall score. The satisfaction scores appeared to be fairly independent, and not as highly interrelated as the performance rating scores. Smith et al. (41) indicated JDI components were independent measures.

Intercorrelations among the job satisfaction scores and supervisory ratings of job performance produced low correlations between the two measures. The highest correlation was .21.

Table 18: Intercorrelations among job satisfaction scores and supervisory ratings of job performance

criterion measure[1]	job performance ratings							job satisfaction scores					
	1	2	3	4	5	6	7	8	9	10	11	12	13
job performance ratings													
1. quality													
2. quantity	.84												
3. following directions	.84	.82											
4. initiative and judgment	.80	.82	.81										
5. attendance	.65	.66	.71	.63									
6. personal relations	.76	.72	.77	.71	.70								
7. overall score	.93	.91	.93	.90	.79	.87							
job satisfaction scores													
8. work	.14	.17	.14	.17	.14	.12	.16						
9. supervision	.21	.20	.16	.20	.17	.19	.21	.26					
10. pay	.00	.07	.02	.05	.06	.03	.03	.25	.09				
11. promotion	.03	.08	.01	.09	.11	.07	.07	.32	.16	.39			
12. co-workers	.16	.17	.13	.14	.14	.16	.17	.36	.28	.17	.25		
13. overall score	.15	.21	.12	.19	.18	.17	.19	.66	.54	.62	.71	.62	

[1]$r.10$, $P \leq .05$

N varies from 279 to 304.

Predictors of Job Satisfaction

In an attempt to identify predictors of job satisfaction and job performance, stepwise multiple regression analysis was conducted using organizational identification and work value scores as independent variables. Significant predictors of job satisfaction were shown in Table 19. Six work value scores and six organizational identity scores were significant predictors of certain components of job satisfaction. It was found that satisfaction with work itself may be predicted from responses on two work value factors, ego satisfaction and individualism, and two organizational identity scores, identification with work and personal identity with the job. Enjoyment with work and desire to perform well, to receive recognition for work were among predictors of satisfaction with the work itself; whereas disagreement with an individualistic ethic was a predictor. Beliefs that the staff were loyal to the school, pride in facilities and co-workers, and sharing of similar interests with co-workers were other predictors of satisfaction with the work itself.

Three scores were found to predict satisfaction with the supervision provided. It was found that lower scores on the work value score of social idealism predicted satisfaction with supervision. Social idealism encompassed beliefs in opportunities for advancement, work as a means to help society rather than to make money, feelings that it may not be necessary to work hard, and the attitude of work as an individual matter. Satisfaction with supervision also was predicted from two organizational identity scores: interpersonal goal identity and overall desirability of foodservice. These dimensions considered relationships among staff and students, relationships among employees, and perception

Table 19: Significant predictors of job satisfaction from work values and organizational identity

predictors	work		supervision		pay		promotion		co-workers		overall satisfaction	
	β	r	β	r	β	r	β	r	β	r	β	r
work value scores												
III. knowing the right people							-.15	-.22				
V. work as necessary evil							.11	.11				
VI. ego-satisfaction	.17	.19										
VII. individualism	-.19	-.17										
VIII. social idealism			-.11	-.14								
IX. self concept							-.16	-.13				
organizational identity scores												
1. identification with work	.12	.28							.13	.33		
2. personal identity with job	.25	.35			.12	.18	.22	.26	.22	.35	.29	.40
3. interpersonal goal identity			.12	.20								
5. educational goal emphasis												
7. overall desirability of foodservice			.19	.22					.14	.24	.11	.22
8. community image of foodservice					.24	.22	.20	.26			.19	.30
multiple correlation (R)	.47		.31		.26		.42		.44		.49	

of foodservice in comparison to other similar schools. The supervisor
may provide the atmosphere for interpersonal relationships and also may
determine the quality of foodservice maintained.

None of the work value scores were predictors of satisfaction with
pay, co-workers, or overall satisfaction. Two organizational identifica-
tion scores predicted satisfaction with pay: personal identity with the
job and community image of foodservice. It is possible that a person
sharing similar interests with co-workers and feelings of loyalty toward
the school foodservice may be satisfied with the pay component because
they were not working for the sole reason of economic benefits. They may
enjoy their interpersonal relations and the outside activity provided by
their jobs.

Several scores were found to predict satisfaction with promotion.
The work value score, knowing the right people, concerned attitudes that
success in an occupation is a matter of luck and knowing the right
people. This score was a negative predictor; i.e., persons believing
that success in the job was due to factors other than luck or knowing the
right people may have been more satisfied with promotional opportunities
because they believed that they were able to advance within the promo-
tional system on their own merits (knowledge, competence, ability).
Persons believing that luck or knowing the right people were necessary in
achieving promotions may be rationalizing lack of success.

Certain organizational identification scores were found to predict
satisfaction with co-workers: identification with work, personal identity
with the job, and educational goal emphasis. Personal identity with the
job and identification with work encompassed attitudes toward co-workers,
pride in facilities and co-workers, and beliefs in loyalty of the school

staff. These variables may have been similar to items measuring satisfaction with fellow employees. Educational goal emphasis involved provision of nutrition education to students and students' involvement in the school foodservice program. Persons desiring involvement with the students also may desire interpersonal relations with co-workers.

Overall satisfaction with the job was predicted from three organizational identity scores: personal identity with the job, educational goal emphasis, and community image of foodservice. These three items may indicate the reasons why employees in school foodservice were satisfied with their jobs. Persons may derive satisfaction from work if they believe the staff is loyal, co-workers share similar interests, and they desire to involve the students in the foodservice program and regard their place of employment as better than other places of employment in the community.

Predictors of Job Performance

Two work value items (ego satisfaction and social idealism) and three organizational identity items (personal identity with job, educational goal emphasis, and community image of foodservice) were significant predictors of supervisory ratings of job performance (Table 20). Three of these items predicted the quality dimension of performance: social idealism, personal identity with the job, and community image of foodservice. A high quality of work performed apparently can be predicted if the person desires to keep his/her position, shares similar interests with co-workers, and believes the staff is loyal to the school. It may be important for this person to work hard, to have the opportunity for advancement, and to earn an income. Persons rating their foodservice lower in comparison to other places of employment in the community were

Table 20: Significant predictors of supervisory ratings of job performance from work values and organizational identity

	criterion (supervisory rating)												
predictor	quality		quantity		following directions		initiative and judgment		attendance		personal relations		overall performance	
	β	r	β	r	β	r	β	r	β	r	β	r	β	r
work values														
VI. ego satisfaction									.19	.11				
VIII. social idealism	-.18	-.13							-.20	-.18	-.21	-.17	-.19	-.14
organizational identity														
2. personal identity with job	.13	.15	.13	.14			.11	.14	.14	.14	.20	.14	.14	.15
5. educational goal emphasis							-.21	-.10	-.16	-.10				
8. community image of foodservice	-.17	-.10									-.23	-.19	-.16	-.10
multiple correlation (R)	.25						.18		.31		.31		.24	

predicted to have a higher quality of work. Employees rated as high performers may not consider their place of employment as adequate in these areas as other employers in the community. However, they may continue to perform well because they are satisfied with other aspects of their jobs.

One score was found to be a predictor of the performance criterion of the quantity of work performed: personal identity with the job. Persons who identified personally with their job by sharing good interpersonal relations may be predicted to complete work consistently in the amount required. It is possible that a person enjoying the work environment may be expected to be a more dependable worker.

No predictors were found for the performance dimension of following directions. It is possible that this is an independent criterion which is affected by many variables: type of supervision, nature of the work required, and the personality of the employee.

Two organizational identification scores were found to be significant predictors of the performance criterion, initiative and judgment: personal identity with the job and educational goal emphasis. It appeared that the individual who enjoyed the work environment, personally identified with the job, and believed in the objectives of providing for students' needs will exhibit more initiative and judgment in the work situation.

It was found that attendance may be predicted from four scores: ego satisfaction, social idealism, personal identity with job, and educational goal emphasis. The item of attendance comprised punctuality and regularity of attendance. It was indicated that those desiring recognition for good performance, a steady income, and co-workers with whom they can

share their interests were the persons rated highest on attendance. Lower scores on educational goal emphasis (involving students in nutrition education and the school foodservice program) were found to predict a higher performance rating on attendance. Responding to students' needs may not be as important as feelings of affiliation in the work place. This agrees with earlier findings in which the employees did not rate these goals as important as other possible goals (Table 16).

Three scores were predictors of personal relations and overall performance: social idealism, personal identity with the job, and community image of foodservice. A person scoring lower on social idealism and community image of foodservice was predicted to perform better. This agreed with previous findings concerning job performance. Although persons may not agree that the school foodservice is better than other places of employment in the community, they still may perform at a high level. The personal identity with the job may explain the high level of job performance.

High and Low Performers

Using the mean scores on job performance ratings, the sample was divided into two groups: the high performance group and the low performance group. The mean scores for the two groups on the various performance dimensions were provided in Table 25. A t-test was used to determine if there was a difference between the high and low performance groups. There was a significant difference between the two groups on all seven areas of performance. Differences were shown graphically in Figure 2.

Differences in job satisfaction scores, work value factor scores, and organizational identification scores were compared between the two

Figure 2. High and low performance groups
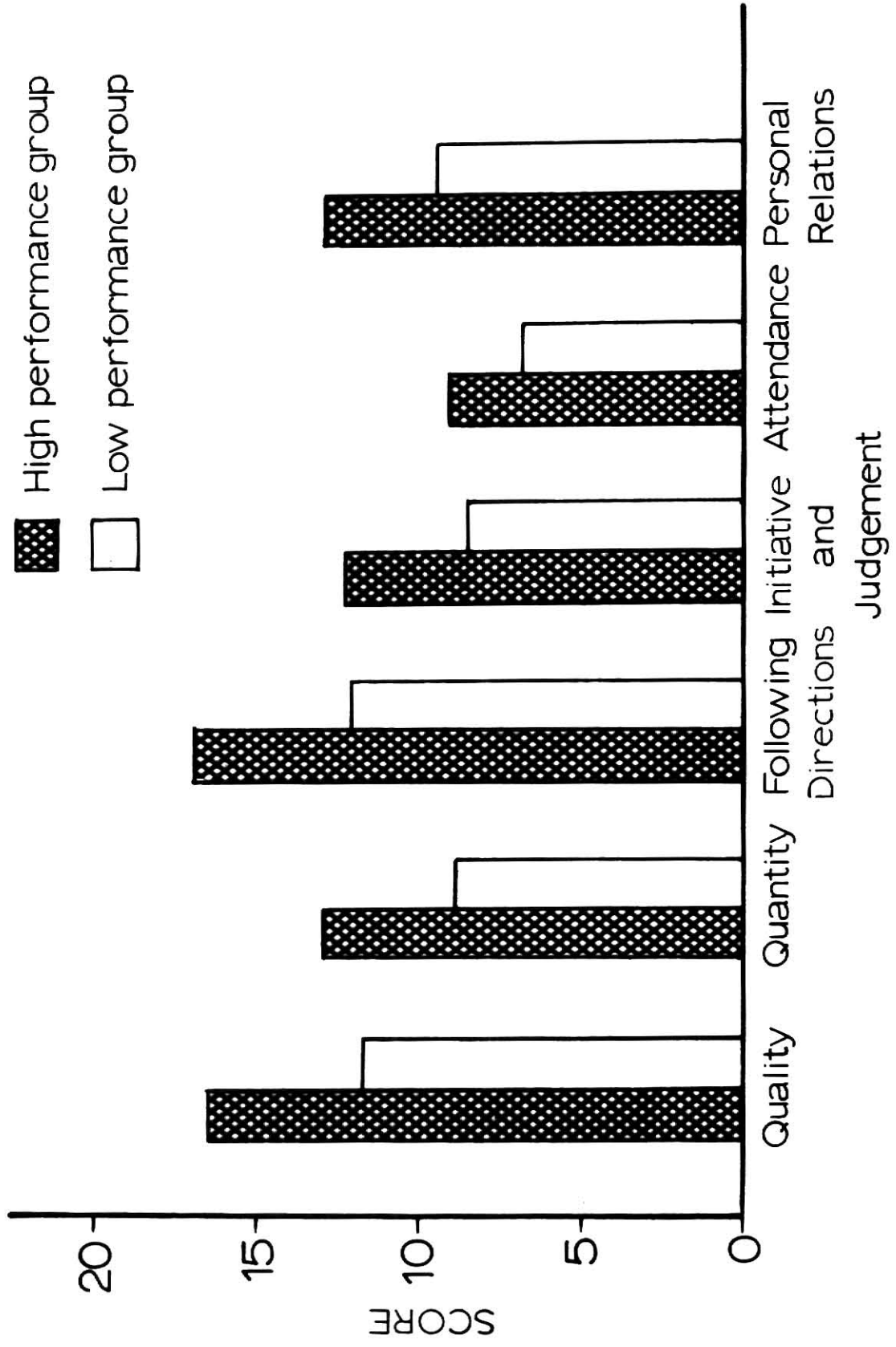
groups using a t-test for independent samples. Comparisons in mean scores on job satisfaction measures for high and low performance groups were shown in Table 21. Results were shown graphically in Figures 3, 4, and 5.

Figure 3 presents a comparison of the high and low performance groups for quality of work and quantity of work with the five components of job satisfaction. The higher performance groups indicated a higher satisfaction in all five areas of satisfaction; differences were significant on satisfaction with the work itself, supervision provided, and overall satisfaction on both quality and quantity of work. Satisfaction with co-workers differed significantly between high and low performers on quantity of work only.

Figure 4 presents a comparison of the high and low performance groups on the dimensions of initiative and judgment and following directions. The high performance group generally indicated higher satisfaction except for the criterion of following directions; the low performance group scored slightly higher on satisfaction in the areas of pay and promotion, although differences were not significant. When the performance dimensions of attendance and personal relations were compared with the job satisfaction components (Figure 5), it was found that the high performance groups were more satisfied on all aspects of their work.

These findings were in accordance with findings in the literature. Many authors found that satisfaction and performance were related. Herzberg et al. (116) concluded that motivators within the work environment led to better performance. The Porter-Lawler model (118) predicted that satisfaction resulted from performance itself. The results of this

Table 21: Comparison of mean scores on job satisfaction measures for high and low performance groups[1,2]

	quality of work			quantity of work			following directions		
	high	low		high	low		high	low	
job satisfaction measures	mean s.d.	mean s.d.	t value	mean s.d.	mean s.d.	t value	mean s.d.	mean s.d.	t value
work	32.7 ± 8.9	30.5 ± 9.6	1.98*	33.1 ± 8.2	30.3 ±10.0	2.56*	33.7 ± 8.6	30.1 ± 9.5	3.28***
supervision	45.4 ± 8.8	41.3 ±10.9	3.51***	45.2 ± 8.5	41.6 ±10.8	3.16**	45.1 ± 8.8	41.9 ±10.5	2.71**
pay	20.2 ±10.4	20.1 ±11.2	.05	20.3 ±10.6	20.1 ±11.0	.18	19.8 ±10.7	20.4 ±10.9	.41
promotion	21.5 ±13.0	21.1 ±12.5	.23	22.1 ±12.7	20.1 ±12.7	.95	21.1 ±12.3	21.4 ±13.0	.17
co-workers	45.0 ± 8.6	43.0 ±10.9	1.64	45.5 ± 8.3	42.7 ±10.9	2.39*	45.5 ± 8.0	42.9 ±11.0	2.36**
overall	164.2 ±28.7	156.0 ±36.7	2.08*	165.7 ±26.6	155.3 ±37.3	2.72**	164.7 ±27.1	156.6 ±36.7	2.12*

---

[1] High performance = scores equal to or above mean on each performance dimension.
Low performance = scores below mean.

[2] High performance group, N varies from 101 to 155.
Low performance group, N varies from 125 to 178.

* $P \leq .05$ ** $P \leq .01$ *** $P \leq .001$

Table 21: (cont.)

job satisfaction measures	initiative and judgment			attendance			personal relations			overall performance		
	high mean s.d.	low mean s.d.	t value	high mean s.d.	low mean s.d.	t value	high mean s.d.	low mean s.d.	t value	high mean s.d.	low mean s.d.	t value
work	33.5 ± 7.7	30.3 ±10.0	3.04**	32.5 ± 9.3	30.3 ± 9.2	1.93*	32.9 ± 9.1	30.2 ± 9.4	2.42***	33.2 ± 8.6	30.1 ± 9.6	2.80*
supervision	45.3 ± 8.4	42.0 ±10.6	2.94**	45.0 ± 8.8	41.0 ±11.0	3.28***	45.0 ± 9.1	41.6 ±10.5	2.86**	45.4 ± 8.3	41.4 ±10.9	3.52***
pay	20.7 ±10.7	19.8 ±10.9	.66	20.3 ±10.7	20.0 ±11.1	.27	20.7 ±10.7	19.7 ±10.9	.71	20.3 ±10.7	20.1 ±10.9	.13
promotion	22.5 ±12.7	20.6 ±12.7	1.18	22.3 ±12.8	19.9 ±12.5	1.60	22.1 ±12.4	20.5 ±13.0	1.04	21.6 ±12.8	21.0 ±12.7	.38
co-workers	44.6 ± 9.0	43.6 ±10.4	.86	45.1 ± 8.5	42.4 ±11.4	2.20*	45.5 ± 8.4	42.6 ±11.0	2.49**	45.4 ± 8.2	42.8 ±11.0	2.32*
overall	166.1 ±26.9	156.3 ±36.2	2.59**	164.9 ±30.2	153.6 ±36.1	2.78**	165.6 ±29.9	154.6 ±35.6	2.81**	165.5 ±27.8	155.4 ±36.6	2.68**

Figure 3. Job satisfaction scores of high and low
performance groups on quantity and quality job
performance dimensions

Quality of Work

Quantity of Work

high performance group

low performance group
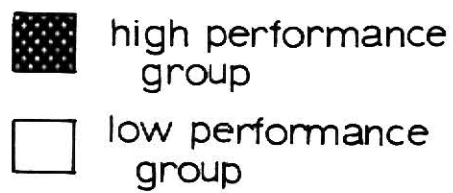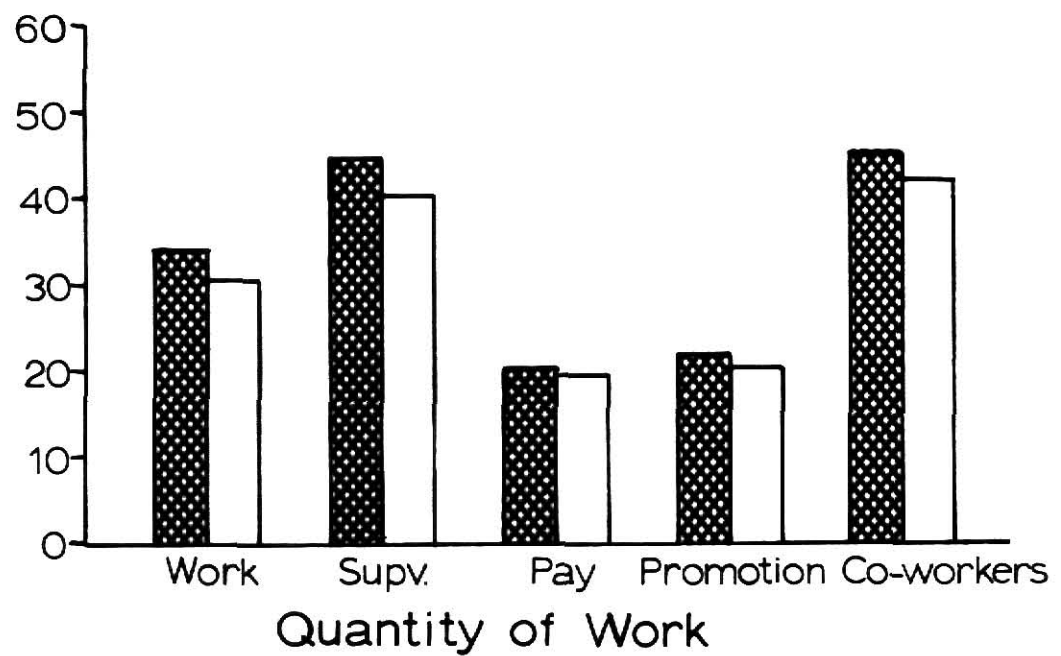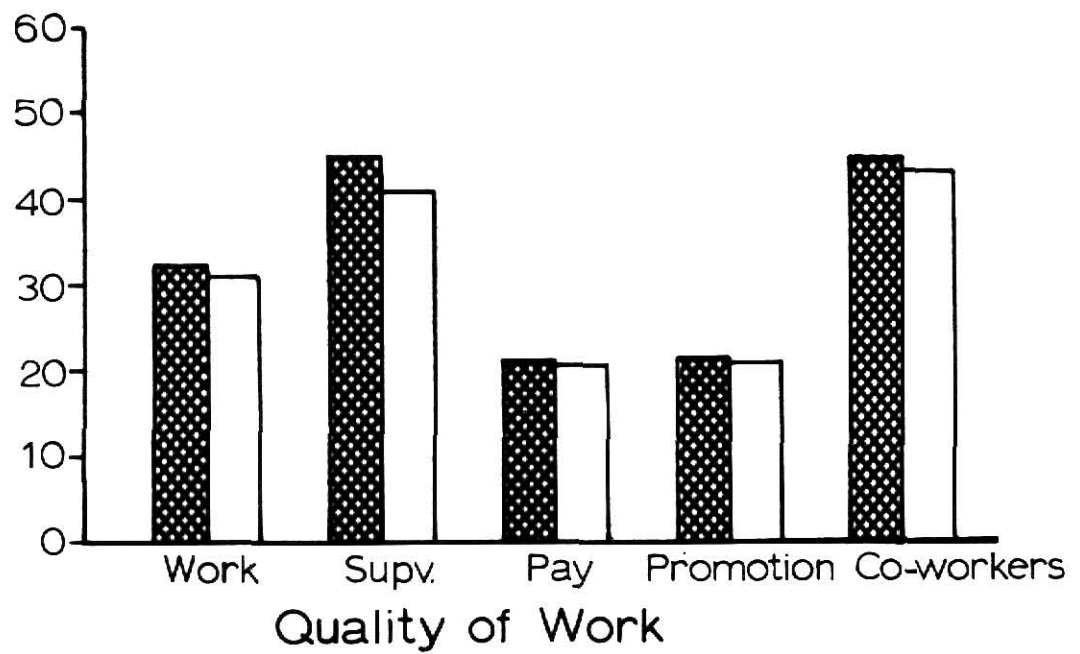
Figure 4. Job satisfaction scores of high and low
performance groups on following directions and
initiative and judgment job performance dimensions

Initiative and Judgement

Following Directions

■ high performance group

□ low performance group
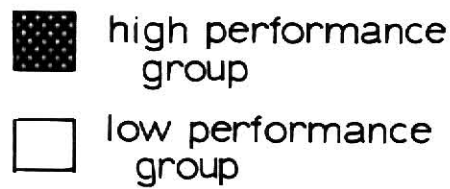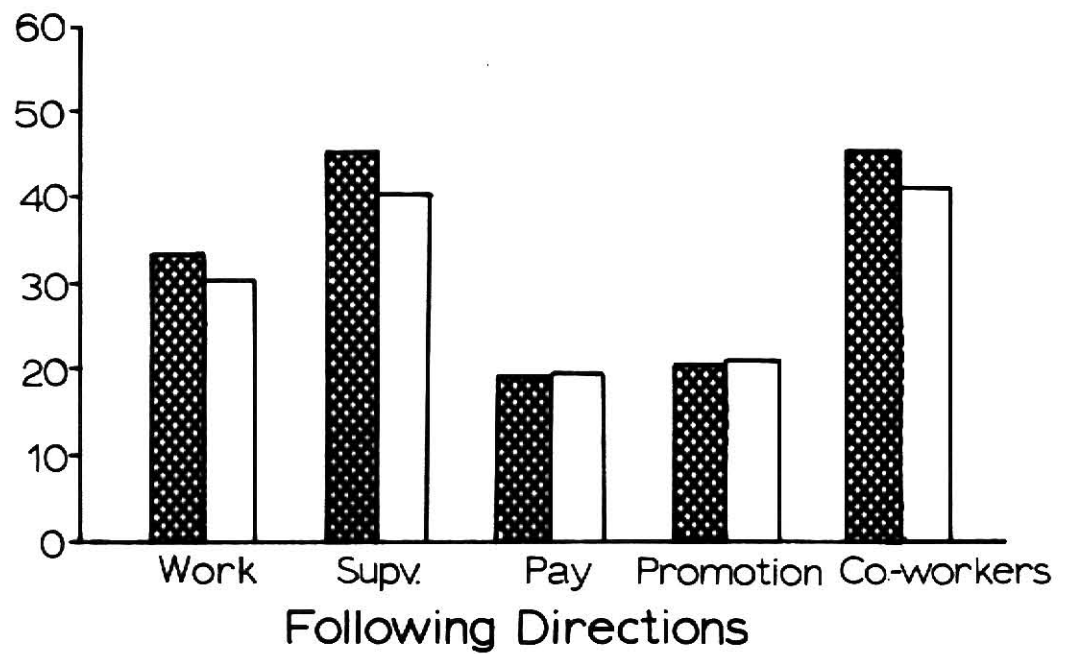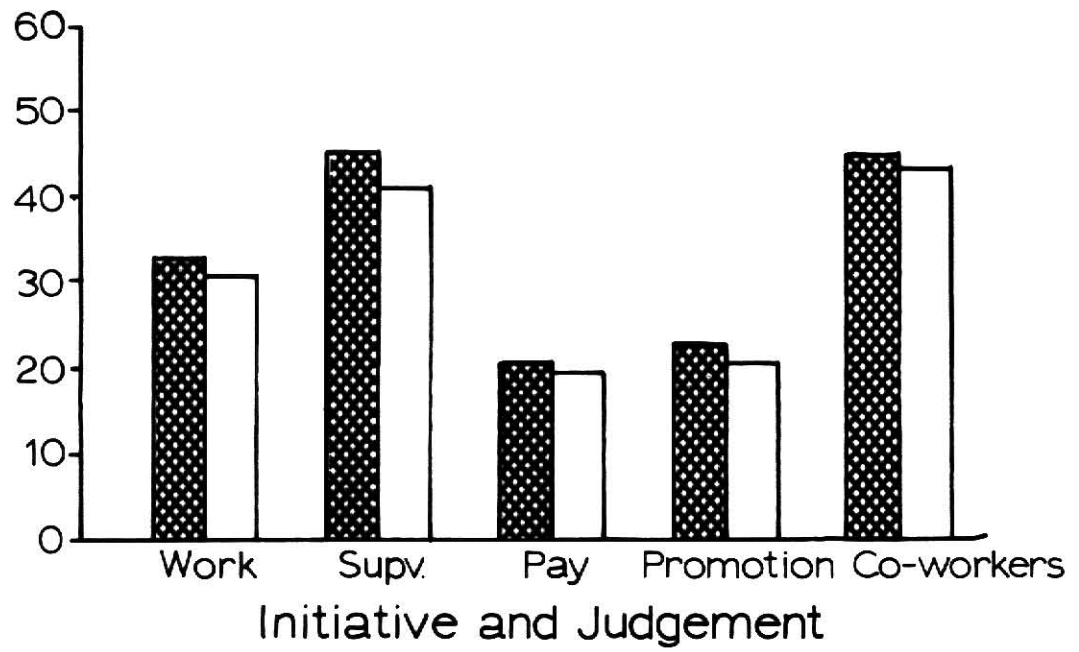
Figure 5. Job satisfaction scores of high and low
performance groups on attendance and personal
relations job performance dimensions

Attendance

Personal Relations
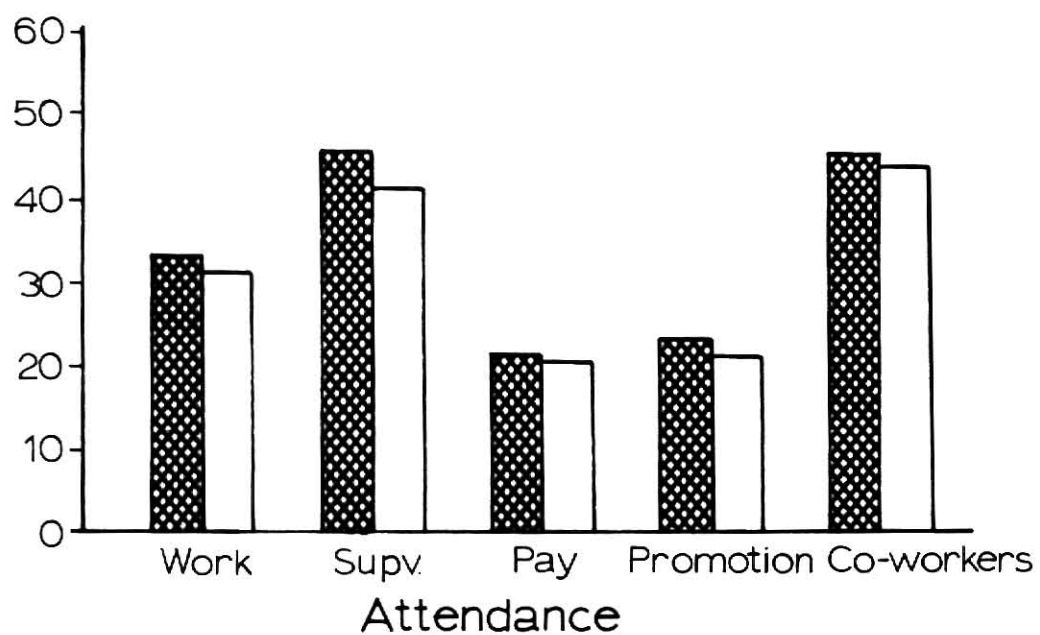
high performance
group

low performance
group

study indicated that persons with a higher job performance had a higher level of job satisfaction.

Organizational identity scores also were compared with high and low performance groups (Table 22). The high performance group scored significantly higher on personal identity with the job. Those persons performing higher on the dimensions of following directions and personal relations also scored significantly higher on personal identity with the job. This component of organizational identification encompasses loyalty of the staff, interests with co-workers, and attachment to the job. This may be related to the personal relations component of job performance. It may indicate that persons possessing loyalty toward their job may perform well. Jennings (33) stated that a committed employee may perform better than an uncommitted one.

It also was found that persons rated high on the performance dimension of following directions scored significantly higher on identification with work than the low performance group. The identification with work component concerned attitudes of employees when showing their facilities to a group of their friends and introducing their friends to their co-workers. These aspects of pride in the organization may be reflected by a person who is willing to perform according to organizational objectives.

Persons in the high performance group of overall performance and the category of personal relations were found to score significantly lower on the community image of foodservice score. This score measured ratings of school foodservice as a place of employment compared to other places of employment in the community. It is possible that persons who were high performers may identify with other aspects of their work environment.

Table 22:   Significant differences in organizational identity scores between high and low performance groups[1,2]

| performance dimension	group	identification with work mean s.d.	t value	personal identity with job mean s.d.	t value	community image of foodservice mean s.d.	t value
following directions	high	8.7 ±1.0		15.2 ±2.1			
	low	8.5 ±1.2	1.97*	14.7 ±2.4	2.04*		
personal relations	high			15.2 ±2.1		25.1 ±3.0	
	low			14.6 ±2.4	2.21*	26.5 ±4.1	3.10**
overall performance	high			15.2 ±2.0		25.3 ±3.0	
	low			14.7 ±2.4	1.93*	26.3 ±4.1	2.18*

[1]High performance = scores equal to or above mean on each performance dimension.
   Low performance = scores below mean.

[2]High performance group, N varies from 104 to 145.
   Low performance group, N varies from 119 to 172.

 * $P \leq .05$
** $P \leq .01$

Although they were aware of other opportunities, they may be sufficiently satisfied with certain aspects of their jobs to encourage them to remain with the school foodservice. The reason they perform well may be due to feelings of attachment to school foodservice goals, an interest in providing meals to school children, or the interpersonal relations they share.

Demographic characteristics were compared between high and low performance groups. A comparison of significant demographic characteristics with job performance groups was provided in Table 24 (Appendix O). When length of employment in the job was compared, it was found that over 73 per cent of the respondents in the high performance group had been employed over three years. Only 51 per cent of those in the low performance group had been employed this length of time. A person with longer tenure in the organization may perform better because of orientation into the job. As a person becomes familiar with the organization, organizational objectives may become congruent with the employee's goals which may lead to a higher level of performance.

A large percentage (66 per cent) of the high performance group were employed six hours or more per day; whereas, a majority of those in the low performance group (60 per cent) were employed five hours or less per day. Persons working longer periods of time per day may be more committed to their work because the work comprised a larger segment of their daily life.

Comparison of JDI Scores with Overall Organizational
Identification and Satisfaction Measures

JDI satisfaction scores were correlated with overall measures of satisfaction and supervisory ratings of employee satisfaction. Data were

provided in Table 23. The employees were asked to rate their general satisfaction with the position (Part IV, item 9) and their general rating of work environment (Part IV, item 10). During their evaluation of the employees, the supervisors were asked to rate the employee's satisfaction with rewards for effort and satisfaction with position in the organization.

Low coefficients were obtained when employees' job satisfaction scores were correlated with the employees' ratings of their overall satisfaction and organizational identification. It is possible that these items were independent measures and were not examining similar dimensions.

Low coefficients also resulted when supervisory ratings of employee satisfaction were correlated with employees' ratings of satisfaction on the JDI. It is possible that the supervisory ratings may not be measuring the same aspects of satisfaction as the JDI; or perhaps the supervisors viewed the employees' level of satisfaction differently than did the employees.

Conceptual Model for Analyzing Variables

A conceptual model (Figure 6) was developed from results of the study. The model was an attempt to depict interrelationships among the many variables within the work environment affecting employee attitudes and performance.

Every employee had certain existing values and beliefs concerning work which were brought to the work environment. These work orientations of the employees were seen as inputs into the organizational system which may relate to interactions within the work situation. The work values of

Table 23: Correlation of JDI satisfaction scores with overall measures of satisfaction and supervisory ratings of employee satisfaction

JDI score	employee rating		supervisory ratings of employee satisfaction	
	general satisfaction with position	general rating of work environment	rewards for effort[1]	satisfaction with position
work	.26	.34		.21
supervision	.10	.11		.11
pay	.12	.13	.08	.08
promotion	.12	.19	.10	.12
co-workers	.26	.26		.16
overall satisfaction	.26	.32		.21

[1]Intercorrelated with pay and promotion only.

Figure 6. Conceptual model for analyzing variables

Individual Perceptual outcomes

high job satisfaction

high organizational identification

low job satisfaction

low organizational identification

Performance outcome

high job performance

low job performance

perceived opportunities

perceived expectations

perceived opportunities

perceived expectations

Performance Inputs

quality of work
quantity of work
following direction
initiative and judgement
attendance
personal relations

individual work orientation

an individual may ultimately affect future job performance, job satisfaction, and organizational identification.

Work performance involves a complex of behaviors which together comprise the behavioral outcome. The behaviors become criteria for measuring work performance and can be viewed as performance inputs. These performance dimensions include: quality of work, quantity of work, following directions, initiative and judgment, attendance, and personal relations. These factors were measurable dimensions of the worker's job performance. Utilizing measurements of the performance dimensions definition of work or performance outcomes was possible. Measurements were used to define two dichotomous outcomes: high job performance and low job performance.

There was a measured relationship between job performance and the individual perceptual outcomes of several components of job satisfaction and of organizational identification. Results of this study indicated that higher performers had higher satisfaction with a number of components of job satisfaction and higher organizational identification than lower performers. Studies in the literature pointed to reciprocal performance-satisfaction relationship. The individual's level of job satisfaction and organizational identification may affect future job performance, as depicted by the dashed line between these variables in the diagrammatic schema. Results of the study also indicated that individuals with higher organizational identification had higher levels of job satisfaction than persons with lower organizational identification.

Perceived expectations and opportunities may arise from the inter-relationships between job performance, job satisfaction, organizational identification, and work values. The opportunities and expectations may

become resultant inputs into the system which, in turn, may affect future job performance, job satisfaction, and organizational identification. These variables (perceived expectations and opportunities) were not measured in this study; however, the literature has indicated they may act as intervening variables in the performance-satisfaction relationship. As such, perceptions of opportunities in the work situation and/or of expectations of supervisors and co-workers may act as reinforcing variables to performance in the work place.

SUMMARY AND CONCLUSIONS

Employment in the foodservice industry had been characterized by relatively low wages, minimal benefits, the absence of uniform standards, obscured career potentials, and the lack of an upward orientation in which economic and social needs can be met. Many of these factors may affect the job satisfaction of foodservice personnel and loyalty to the employing organization. Few studies have examined the attitudes of school foodservice personnel toward their work. The objectives of this research were to examine relationships between job performance, job satisfaction, work orientation, and organizational identity of nonmanagerial employees in secondary school foodservice operations. A secondary objective was to compare the results of this study with those from studies on work values and job satisfaction of non-supervisory hospital foodservice personnel to determine if there were differences among segments of the foodservice industry regarding work orientation and job satisfaction.

School foodservice employees from seven districts in twenty-five schools in Kansas and Missouri were surveyed to examine job satisfaction, work values, organizational identification, and job performance. This study was limited to secondary schools with on-site food preparation and service to students which employed at least eight nonmanagerial personnel. The employee instrument consisted of four parts. Part I contained demographical items; the Job Descriptive Index (JDI) (Part II) was used to assess job satisfaction. Participants were asked to respond to categories of adjectives relating to five components of the job: work,

pay, promotion, supervision, and co-workers. Work values were measured in Part III of the questionnaire; respondents were asked to agree or disagree with thirty value statements using a four-point Likert-type scale. Organizational identification and loyalty were assessed on eight dimensions: identification with work, personal identity with job, interpersonal goal identity, quality goal emphasis, educational goal emphasis, efficiency goal emphasis, overall desirability of foodservice, and community image of foodservice.

Job performance was assessed by supervisory ratings. The manager of each school foodservice operation was asked to evaluate the performance of each employee working directly under her. Each manager also was asked to rate their perceptions of certain school foodservice goals.

The four-part employee questionnaire was administered to 317 employees at twenty-five secondary schools; data from 304 employees in 24 schools were used. A large percentage of the sample were over thirty years of age. Most participants stated that they worked seven hours per day or less, which may be a unique characteristic of school foodservice to have most employees work part-time.

Job satisfaction scores of the school foodservice workers of this study were compared with job satisfaction data from hospital foodservice employees. The school foodservice employees reflected greater satisfaction with the work itself, supervision, co-workers, and overall satisfaction. School foodservice personnel generally appeared to be more satisfied with most job characteristics than hospital foodservice employees. Perhaps they enjoyed the part-time hours which provided them with an outside activity while their children were in school and/or other family members were at work.

When compared with national findings of employee job satisfaction, school foodservice workers scored higher in the categories of supervision, promotion, and co-workers. A lower satisfaction was reflected in the areas of pay and the work itself. The school foodservice personnel appeared to be more satisfied with the interpersonal relations with their co-workers, the supervision provided, and the promotional opportunities than women workers in other occupations.

Scores derived by factor analyses in Shaw's (11) study were used in this study for examining data from the work value measurements. The nine scales were: overall valuing of work, drive--ambition, knowing the right people, work as central life interest, work as a necessary evil, ego satisfaction, individualism, social idealism, and self-concept. A comparison of the work value factor scores of school foodservice employees with work value data from hospital workers indicated few differences in the values held by the two groups. Although differences were small, the hospital employees scored higher on three scores: overall valuing of work, drive--ambition, and ego satisfaction. Because many of the hospital foodservice workers were employed full-time, it is possible that they were more work-oriented. The small differences seen may indicate that the two types of foodservice workers may be similar concerning their values affecting work and these findings may be representative of institutional foodservice workers in the midwest.

When the mean score for each organizational identification dimension was compared with the maximum score, the school foodservice employees were found to score relatively highest on three dimensions: identification with the organization, interpersonal goal identity, and quality goal emphasis. Employees indicated that they were proud of their workplace,

had good interpersonal relationships at work, and desired a high quality of foodservice and good equipment and facilities. A very strong feeling of pride was reflected by the employees in their employing organization. Pride of employees and also support of organizational objectives have been described as two contributors to strong organizational identity. Identification with the organization may be characteristic of school foodservice personnel because they are providing meals for children they know and care about which provides them with an interest in their job and a source of satisfaction.

A comparison of employees' ratings of possible goals for a school foodservice with the managers' ratings of these goals showed a high degree of congruence in perceptions of the importance of certain goals. The employees and managers both rated all the eight possible goals as of moderate to high degree of importance. Quality foodservice, good relationships with employees, provision of a pleasant environment for students, and good staff-student relationships were rated as the most important by both groups.

Predictors of job satisfaction also were studied. Several work value scores and organizational identity scores were significant predictors of certain components of job satisfaction. Significant predictors of certain criteria of job performance were determined from work values and organizational identity. Overall satisfaction with the job was predicted from three organizational identity scores: personal identity with the job, educational goal emphasis, and community image of foodservice. Persons may derive satisfaction from their job if they believe the staff are loyal, co-workers share similar interests, and they desire to

involve the students in the foodservice program and regard their place of employment as better than other places of employment in the community.

Three scores were found to be predictors of overall performance: social idealism, personal identity with the job, and community image of foodservice. Although persons may not agree that the school foodservice is better than other places of employment in the community, they may perform at a high level, possibly because of their high personal identity with the job.

The mean scores on the job performance ratings were used to define two dichotomous groups: a high performance and a low performance group. These groups differed significantly on all seven dimensions of performance. Significant differences also were found between the two groups on certain job satisfaction components and certain organizational identity scores. Demographic characteristics comparing the two performance groups indicated that a larger percentage of the high performance group were employed over three years and also, worked at least six hours or more per day.

A conceptual model was developed to analyze relationships between variables studied. It was hypothesized that work orientations are brought to the workplace and may affect future job performance, job satisfaction, and organizational identification. Also, measurable performance inputs may be used to define high and low job performers. Evidence suggested that these performance outcomes were related to individual perceptual outcomes of job satisfaction and organizational identification. Perceived expectations and opportunities may arise from these interrelationships and also may become future inputs into the

organizational system. These latter variables were not measured but were hypothesized from studies in the literature.

The job satisfaction of school foodservice employees may be highly dependent upon the climate within the work environment. The manager within each school foodservice operation may determine the work environment and also interpersonal relations among staff. Creating an environment in which there are favorable employee relations and a pleasant atmosphere for employees may positively affect job satisfaction and productivity of school foodservice employees. The training of school foodservice managers may provide them with an awareness of employee needs and potentials for increasing employee job satisfaction.

Additional research in the area of work attitudes of employees in the foodservice industry is indicated. The relationship between identification, satisfaction, and performance were examined in this study. However, other relationships were suggested--relationships between type of facilities, contacts with clientele, attitudes of clientele, productivity, turnover, and reasons for pursuing jobs in certain types of organizations. Also, as a continuation of this research, it is suggested that organizational identity of foodservice personnel in other types of organizations be studied.

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APPENDIXES

APPENDIX A

Pretest Instrument

Employee Questionnaire

SCHOOL FOODSERVICE STUDY

Below is a questionnaire to be used as part of a school foodservice research project. Your responses will remain strictly confidential. We will not reveal individual responses to anyone. Do not sign the questionnaire. Write your name on the attached card and return it directly to me. Please read the directions, complete the items, and return the questionnaire directly to me in the envelope provided. Thank you.

I. DIRECTIONS: Please place an "X" in front of the answer that best applies to you.

1. How long have you lived in this area?

____(1) 1 year or less
____(2) 2-5 years
____(3) 6-10 years
____(4) Over 10 years

2. In what size community did you spend most of your childhood?

____(1) Big city (over 150,000) for example, Kansas City
____(2) Medium city (25,000-150,000) for example, Manhattan
____(3) Small city (2,500-25,000) for example, Concordia
____(4) Rural community (less than 2,500)

3. What is your highest level of formal education?

____(1) Grade school
____(2) High school
____(3) Attended 1 or more years of college
____(4) College graduate

4. Age group:

____(1) 15-18 years
____(2) 19-24 years
____(3) 25-30 years
____(4) 31-50 years
____(5) 51 or more years

5. Sex:

____(1) Male
____(2) Female

6. How long have you worked here?

____(1) 6 months or less
____(2) Over 6 months to 3 years
____(3) More than 3, less than 5 years
____(4) More than 5 years

7. What job did you have prior to working here?

____(1) Foodservice related
____(2) Other
____(3) None

8a. In your adult life (over 18), have you been out of the work force for a period of time?

____(1) No
____(2) Yes

8b. If yes, why?

____(1) To attend school
____(2) To raise a family
____(3) For other reasons

9. If yes in question 8a, how many total years were you out of the work force?

____(1) Less than 1 year
____(2) More than 1 year to 3 years
____(3) More than 3 years to 5 years
____(4) Over 5 years

10. What is the size of the family unit?

____(1) Just myself
____(2) Myself plus 1
____(3) Myself plus 2
____(4) Myself plus 3
____(5) Myself plus 4 or more

11. Are you the sole or supporting income provider: (Check one)

____(1) I am the sole income provider for the family unit.
____(2) My salary is over two-thirds of the total family unit income.
____(3) My salary is less than two-thirds of the total family unit income.

II. DIRECTIONS: Do you agree or disagree with these sentences? Please check the number that shows your opinion.

1 - Strongly disagree
2 - Disagree
3 - Agree
4 - Strongly agree

There are no right or wrong answers--only how much you agree or disagree with the statement.

Example: Blue is my favorite color
_____(1) Strongly disagree
_____(2) Disagree
__X__(3) Agree
_____(4) Strongly agree

1. A person has a right to expect his work to be fun.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

2. Success in an occupation is mainly a matter of luck.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

3. To me, a very important part of work is the opportunity to make friends.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

4. Work is a way of being of service to God.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

5. It would be hard to live with the feeling that others are passing you up in your occupation.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

6. The main satisfaction a person can get out of work is helping other people.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

7. Success in an occupation is mainly a matter of knowing the right people.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

8. To me, it's important in an occupation for a person to be able to carry out his own ideas without interference.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

9. To me, work is nothing more than a way of making a living.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

10. I would like my family to be able to have most of the things my friends and neighbors have.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

11. Work helps you forget about your personal problems.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

12. Even if you dislike your work, you should do your best.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

13. To me, almost the only thing that matters about a job is the chance to do work that is worthwhile to society.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

14. Success in an occupation is mainly a matter of hard work.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

15. If a person doesn't want to work hard, it's his own business.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

16. Sometimes it may be right for a person to use friends in order to get ahead in his work.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

17. To me, gaining the increased respect of family and friends is one of the most important rewards of getting ahead in an occupation.
___(1) Strongly disagree
___(2) Disagree
___(3) Agree
___(4) Strongly agree

18. Work is most satisfying when there are hard problems to solve.
___(1) Strongly disagree
___(2) Disagree
___(3) Agree
___(4) Strongly agree

19. It is satisfying to direct the work of others.
___(1) Strongly disagree
___(2) Disagree
___(3) Agree
___(4) Strongly agree

20. To me, it's important in an occupation to have the chance to get to the top.
___(1) Strongly disagree
___(2) Disagree
___(3) Agree
___(4) Strongly agree

21. After you are making enough money to get along, then making more money in an occupation isn't very important.
___(1) Strongly disagree
___(2) Disagree
___(3) Agree
___(4) Strongly agree

22. A person should constantly try to succeed at work even if it interferes with other things in life.
___(1) Strongly disagree
___(2) Disagree
___(3) Agree
___(4) Strongly agree

23. To be really successful in life, you have to care about making money.
___(1) Strongly disagree
___(2) Disagree
___(3) Agree
___(4) Strongly agree

24. I like the kind of work you can forget about after the work day is over.
___(1) Strongly disagree
___(2) Disagree
___(3) Agree
___(4) Strongly agree

25. To me, it's important in an occupation that a person be able to see the results of his own work.
___(1) Strongly disagree
___(2) Disagree
___(3) Agree
___(4) Strongly agree

26. To me, it's important to have the kind of work that gives me a chance to develop my own special abilities.
___(1) Strongly disagree
___(2) Disagree
___(3) Agree
___(4) Strongly agree

27. Work is a good builder of character.
___(1) Strongly disagree
___(2) Disagree
___(3) Agree
___(4) Strongly agree

28. Getting recognition for my own work is important to me.
___(1) Strongly disagree
___(2) Disagree
___(3) Agree
___(4) Strongly agree

29. It is more important for a job to offer opportunity rather than security.
___(1) Strongly disagree
___(2) Disagree
___(3) Agree
___(4) Strongly agree

30. It's important to do a better job than the next person.
___(1) Strongly disagree
___(2) Disagree
___(3) Agree
___(4) Strongly agree

III. DIRECTIONS: Circle a Y beside an item if the item describes part of your job (work, pay, etc.). Circle an N for NO if the item does **not** describe part of your job. Circle a ? if you aren't sure or can't decide.

Y = Yes, describes job
? = Not sure
N = No, does <u>not</u> describe job

WORK

Y ? N fascinating
Y ? N routine
Y ? N satisfying
Y ? N boring
Y ? N good
Y ? N creative
Y ? N respected
Y ? N hot
Y ? N pleasant
Y ? N useful
Y ? N tiresome
Y ? N healthful
Y ? N challenging
Y ? N on your feet
Y ? N frustrating
Y ? N simple
Y ? N endless
Y ? N gives sense of accomplishment

SUPERVISION

Y ? N asks my advice
Y ? N hard to please
Y ? N impolite
Y ? N praises good work
Y ? N tactful
Y ? N influential
Y ? N up-to-date
Y ? N doesn't supervise enough
Y ? N quick tempered
Y ? N tells me where I stand
Y ? N annoying
Y ? N stubborn
Y ? N knows job well
Y ? N bad
Y ? N intelligent
Y ? N leaves me on my own
Y ? N lazy
Y ? N around when needed

PAY

Y ? N income adequate for normal expenses
Y ? N satisfactory profit sharing
Y ? N barely live on income
Y ? N bad
Y ? N income provides luxuries
Y ? N insecure
Y ? N less than I deserve
Y ? N highly paid
Y ? N underpaid

PROMOTIONS

Y ? N good opportunity for advancement
Y ? N opportunity somewhat limited
Y ? N promotion on ability
Y ? N dead-end job
Y ? N good chance for promotion
Y ? N unfair promotions
Y ? N infrequent promotions
Y ? N regular promotions
Y ? N fairly good chance for promotion

CO-WORKERS

Y ? N stimulating
Y ? N boring
Y ? N slow
Y ? N ambitious
Y ? N stupid
Y ? N responsible
Y ? N fast
Y ? N intelligent
Y ? N easy to make enemies
Y ? N talk too much
Y ? N smart
Y ? N lazy
Y ? N unpleasant
Y ? N no privacy
Y ? N active
Y ? N narrow interests
Y ? N loyal
Y ? N hard to meet

IV. DIRECTIONS: Please complete the following items concerning your job and your school.

1. Please indicate the extent to which you agree or disagree with these statements by checking (√) the appropriate box for each category.

	1 Strongly Agree	2 Agree	3 Not Sure	4 Disagree	5 Strongly Disagree
a. If I were free to go, I would move to another job.	( )	( )	( )	( )	( )
b. There are very few people at work with whom I can share my interests.	( )	( )	( )	( )	( )
c. It is hard to get to know people here because they are cool and aloof.	( )	( )	( )	( )	( )
d. Most of the staff here are very loyal to the school.	( )	( )	( )	( )	( )

2. If a group of your friends were visiting your school foodservice, how would you feel about:

	1 Extremely Proud	2 Pleased	3 Indifferent	4 Apologetic	5 Ashamed
a. Showing them your facilities?	( )	( )	( )	( )	( )
b. Introducing them to your fellow workers?	( )	( )	( )	( )	( )

3. Below is a list of goals which a school foodservice might have. Please indicate how important each one is to your school.

	1 Not at all Important	2 Not Very Important	3 Of Moderate Importance	4 Very Important	5 Extremely Important
a. Quality foodservice	( )	( )	( )	( )	( )
b. Provide nutrition education	( )	( )	( )	( )	( )
c. Provide efficient low cost foodservice	( )	( )	( )	( )	( )
d. Have best equipment and facilities	( )	( )	( )	( )	( )
e. Have a good staff-student relationship	( )	( )	( )	( )	( )
f. Have good relationships with employees	( )	( )	( )	( )	( )
g. Provide a friendly and pleasant environment for students	( )	( )	( )	( )	( )
h. Involve students in the school foodservice program	( )	( )	( )	( )	( )

4. In comparing your school to other similar schools, how do you rank your foodservice on the following:

	1 Much Worse	2 Worse	3 About Same	4 Better	5 Much Better
a. Quality of food	( )	( )	( )	( )	( )
b. Quality of staff	( )	( )	( )	( )	( )
c. Facilities	( )	( )	( )	( )	( )
d. Friendliness of work environment	( )	( )	( )	( )	( )
e. Support of students	( )	( )	( )	( )	( )

5. How does your school foodservice compare to other places of employment in the community with regard to the following?

		1 Much Worse	2 Worse	3 About Same	4 Better	5 Much Better
___	a. Pay	( )	( )	( )	( )	( )
___	b. Hours	( )	( )	( )	( )	( )
___	c. Fringe benefits	( )	( )	( )	( )	( )
___	d. Opportunities for promotion	( )	( )	( )	( )	( )
___	e. Opportunity to serve the community	( )	( )	( )	( )	( )
___	f. Chance to be somebody in the community	( )	( )	( )	( )	( )
___	g. Stability of employment	( )	( )	( )	( )	( )
___	h. Working conditions	( )	( )	( )	( )	( )

6. Overall, what is the reputation of your school as a place to work compared with other places of employment in the community?

1 Excellent	2 Very good	3 Good	4 Fair	5 Poor
( )	( )	( )	( )	( )

7. Overall, what is the communities' attitude about the quality of foodservice at your school?

1 Excellent	2 Very good	3 Good	4 Fair	5 Poor
( )	( )	( )	( )	( )

8. Overall, what is the attitude of the students about the friendliness of your foodservice?

1 Very friendly	2 Friendly	3 Neither friendly nor unfriendly	4 Unfriendly	5 Very Unfriendly
( )	( )	( )	( )	( )

9. In general, how satisfied would you say you are with your position in this school?
( ) 1. Very well satisfied
( ) 2. Well satisfied
( ) 3. Neither
( ) 4. Unsatisfied
( ) 5. Very unsatisfied

10. Taking all things into consideration--facilities, equipment, working conditions, administrators, co-workers, etc., how would you characterize your work environment?
( ) 1. Very favorable
( ) 2. Favorable
( ) 3. Adequate
( ) 4. Unfavorable
( ) 5. Very unfavorable

APPENDIX B

Questionnaire Evaluation Form

Department of Institutional Management   Kansas State University

Evaluation of the Study

1. The questionnaire was difficult to answer.

    _____ yes
    _____ no

    Comments:

2. What suggestions do you have for revising the questionnaire?

    _____ leave questionnaire as it is
    _____ suggestions (specify)

3. What additions would you suggest?

    _____ none
    _____ as listed below

4. What would you omit on the questionnaire:

    _____ nothing
    _____ as indicated below

APPENDIX C

Performance Evaluation Form

I.D. Number_____

PERFORMANCE EVALUATION OF SCHOOL FOODSERVICE PERSONNEL

		1 Unsatis-factory	2 Needs Improvement	3 Satis-factory	4 Above Average	5 Superior
1.	**Quality of Work**					
a.	Accuracy	( )	( )	( )	( )	( )
b.	Neatness	( )	( )	( )	( )	( )
c.	Organization of work	( )	( )	( )	( )	( )
d.	Thoroughness	( )	( )	( )	( )	( )
2.	**Quantity of Work**					
a.	Amount of work performed	( )	( )	( )	( )	( )
b.	Completion of work on schedule	( )	( )	( )	( )	( )
c.	Consistency of work production	( )	( )	( )	( )	( )
3.	**Following Directions**					
a.	Compliance with work instructions	( )	( )	( )	( )	( )
b.	Observance of rules and regulations	( )	( )	( )	( )	( )
c.	Care and use of equipment	( )	( )	( )	( )	( )
d.	Observance of safety rules	( )	( )	( )	( )	( )
4.	**Initiative and Judgment**					
a.	Use of initiative	( )	( )	( )	( )	( )
b.	Use of judgment	( )	( )	( )	( )	( )
c.	Adapting to new situations, unusual demands or emergencies	( )	( )	( )	( )	( )
5.	**Attendance**					
a.	Punctuality	( )	( )	( )	( )	( )
b.	Regularity of attendance	( )	( )	( )	( )	( )
6.	**Personal Relations**					
a.	Getting along with other employees	( )	( )	( )	( )	( )
b.	Meeting and handling the public	( )	( )	( )	( )	( )
c.	Attention to personal appearance, cleanliness, hygenic measures	( )	( )	( )	( )	( )

7. **Other factors:**

		1 Not Applicable	2 Low	3 Medium	4 High
a.	Employee's loyalty to the school foodservice	( )	( )	( )	( )
b.	Employee's loyalty to his/her job	( )	( )	( )	( )

		Satisfied	Neutral	Dissatisfied
c.	In general, how satisfied do you believe this person is with his/her rewards for his/her efforts?	( )	( )	( )
d.	In general, how satisfied do you believe this person is with his/her position in the organization?	( )	( )	( )

APPENDIX D

Final Instrument

Employee Questionnaire

SCHOOL FOODSERVICE STUDY

This questionnaire is part of a school foodservice research project. It will be helpful if you will answer every question so that the information will be complete. Your responses will remain strictly confidential. We will not reveal individual responses to anyone. Do not sign the questionnaire. Write your name on the attached card and return it directly to me. Please read the directions, complete the items, and return the questionnaire directly to me in the envelope provided. Thank you.

I. DIRECTIONS: Please place an "X" in front of the answer that best applies to you.

1. How long have you lived in this area?

____(1) 1 year or less
____(2) 2-5 years
____(3) 6-10 years
____(4) Over 10 years

2. In what size community did you spend most of your childhood?

____(1) Big city (over 150,000) for example, Kansas City
____(2) Medium city (25,000-150,000) for example, Manhattan
____(3) Small city (2,500-25,000) for example, Concordia
____(4) Rural community (less than 2,500)

3. What is your highest level of formal education?

____(1) Completed grade school
____(2) Completed high school
____(3) Attended 1 or more years of college
____(4) Attended technical or trade school
____(5) College graduate

4. Age group:

____(1) 15-18 years
____(2) 19-24 years
____(3) 25-30 years
____(4) 31-50 years
____(5) 51 or more years

5. Sex:

____(1) Male
____(2) Female

6. How long have you worked here?

____(1) 6 months or less
____(2) Over 6 months to 3 years
____(3) More than 3 years, less than 5 years
____(4) More than 5 years, less than 10 years
____(5) More than 10 years

7. Job title: _____

8. How many hours do you work per day?

_____

9. What job did you have prior to working here?

____(1) Foodservice related
____(2) Other
____(3) None

10. In your adult life (over 18), have you been out of the work force for a period of time?

____(1) No
____(2) Yes

11. If yes in question 10, why?

____(1) To attend school
____(2) To raise a family
____(3) For other reasons

12. If yes in question 10, how many total years were you out of the work force?

____(1) Less than 1 year
____(2) More than 1 year to 3 years
____(3) More than 3 years to 5 years
____(4) Over 5 years

13. At the present time, what is the size of the family unit?

____(1) Just myself
____(2) Myself plus 1
____(3) Myself plus 2
____(4) Myself plus 3
____(5) Myself plus 4 or more

14. At the present time, are you the sole or supporting income provider: (Check one)

____(1) I am the sole income provider for the family unit.
____(2) My salary is over two-thirds of the total family unit income.
____(3) My salary is less than two-thirds of the total family unit income.

JJ. DIRECTIONS: Put a Y for YES beside an item if the item describes **part** of your job (work, pay, etc.). Put an N for NO if the item does not describe part of your job. Put a ? in the blank if you **cannot** decide.

Y = Yes, describes job
? = Not sure
N = No, does <u>not</u> describe job

WORK

_____ fascinating
_____ routine
_____ satisfying
_____ boring
_____ good
_____ creative
_____ respected
_____ hot
_____ pleasant
_____ useful
_____ tiresome
_____ healthful
_____ challenging
_____ on your feet
_____ frustrating
_____ simple
_____ endless
_____ gives a sense of
accomplishment

SUPERVISION

_____ asks my advice
_____ hard to please
_____ impolite
_____ praises good work
_____ tactful
_____ influential
_____ up-to-date
_____ doesn't supervise enough
_____ quick tempered
_____ tells me where I stand
_____ annoying
_____ stubborn
_____ knows job well
_____ bad
_____ intelligent
_____ leaves me on my own
_____ lazy
_____ around when needed

PAY

_____ income adequate for normal
expenses
_____ satisfactory profit sharing
_____ barely live on income
_____ bad
_____ income provides luxuries
_____ insecure
_____ less than I deserve
_____ highly paid
_____ underpaid

PROMOTION

_____ good opportunity for advancement
_____ opportunity somewhat limited
_____ promotion on ability
_____ dead-end job
_____ good chance for promotion
_____ unfair promotions
_____ infrequent promotions
_____ regular promotions
_____ fairly good chance for
promotions

CO-WORKERS

_____ stimulating
_____ boring
_____ slow
_____ ambitious
_____ stupid
_____ responsible
_____ fast
_____ intelligent
_____ easy to make enemies
_____ talk too much
_____ smart
_____ lazy
_____ unpleasant
_____ no privacy
_____ active
_____ narrow interests
_____ loyal
_____ hard to meet

III. DIRECTIONS: Do you agree or disagree with these sentences? Please check the number that shows your opinion.

1 - Strongly disagree
2 - Disagree
3 - Agree
4 - Strongly agree

There are no right or wrong answers--only how much you agree or disagree with the statement.

Example: Blue is my favorite color
_____(1) Strongly disagree
_____(2) Disagree
__X__(3) Agree
_____(4) Strongly agree

1. A person has a right to expect his work to be fun.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

2. Success in an occupation is mainly a matter of luck.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

3. To me, a very important part of work is the opportunity to make friends.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

4. Work is a way of being of service to God.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

5. It would be hard to live with the feeling that others are passing you up in your occupation.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

6. The main satisfaction a person can get out of work is helping other people.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

7. Success in an occupation is mainly a matter of knowing the right people.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

8. To me, it's important in an occupation for a person to be able to carry out his own ideas without interference.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

9. To me, work is nothing more than a way of making a living.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

10. I would like my family to be able to have most of the things my friends and neighbors have.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

11. Work helps you forget about your personal problems.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

12. Even if you dislike your work, you should do your best.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

13. To me, almost the only thing that matters about a job is the chance to do work that is worthwhile to society.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

14. Success in an occupation is mainly a matter of hard work.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

15. If a person doesn't want to work hard, it's his own business.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

16. Sometimes it may be right for a person to use friends in order to get ahead in his work.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

17. To me, gaining the increased respect of family and friends is one of the most important rewards of getting ahead in an occupation.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

18. Work is most satisfying when there are hard problems to solve.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

19. It is satisfying to direct the work of others.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

20. To me, it's important in an occupation to have the chance to get to the top.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

21. After you are making enough money to get along, then making more money in an occupation isn't very important.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

22. A person should constantly try to succeed at work even if it interferes with other things in life.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

23. To be really successful in life, you have to care about making money.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

24. I like the kind of work you can forget about after the work day is over.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

25. To me, it's important in an occupation that a person be able to see the results of his own work.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

26. To me, it's important to have the kind of work that gives me a chance to develop my own special abilities.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

27. Work is a good builder of character.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

28. Getting recognition for my own work is important to me.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

29. It is more important for a job to offer opportunity rather than security.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

30. It's important to do a better job than the next person.
_____(1) Strongly disagree
_____(2) Disagree
_____(3) Agree
_____(4) Strongly agree

IV. DIRECTIONS: Please complete the following items concerning your job and your school.

1. Please indicate the extent to which you agree or disagree with these statements by checking (√) the response that indicates your reaction.

    a. If I were free to go, I would move to another job.
      ____(1) Strongly agree
      ____(2) Agree
      ____(3) Not sure
      ____(4) Disagree
      ____(5) Strongly disagree

    b. There are very few people at work with whom I can share my interests.
      ____(1) Strongly agree
      ____(2) Agree
      ____(3) Not sure
      ____(4) Disagree
      ____(5) Strongly disagree

    c. It is hard to get to know people here because they are cool and aloof.
      ____(1) Strongly agree
      ____(2) Agree
      ____(3) Not sure
      ____(4) Disagree
      ____(5) Strongly disagree

    d. Most of the staff here are very loyal to the school.
      ____(1) Strongly agree
      ____(2) Agree
      ____(3) Not sure
      ____(4) Disagree
      ____(5) Strongly disagree

2. If a group of your friends were visiting your school foodservice, how would you feel about:

    a. Showing them your facilities?
      ____(1) Extremely proud
      ____(2) Pleased
      ____(3) Indifferent
      ____(4) Apologetic
      ____(5) Ashamed

    b. Introducing them to your fellow workers?
      ____(1) Extremely proud
      ____(2) Pleased
      ____(3) Indifferent
      ____(4) Apologetic
      ____(5) Ashamed

3. Below is a list of goals which a school foodservice might have. Please indicate how important each one is to your school.

    a. Quality foodservice
      ____(1) Not at all important
      ____(2) Not very important
      ____(3) Of moderate importance
      ____(4) Very important
      ____(5) Extremely important

    b. Provide nutrition education
      ____(1) Not at all important
      ____(2) Not very important
      ____(3) Of moderate importance
      ____(4) Very important
      ____(5) Extremely important

    c. Provide efficient low cost foodservice
      ____(1) Not at all important
      ____(2) Not very important
      ____(3) Of moderate importance
      ____(4) Very important
      ____(5) Extremely important

    d. Have best equipment and facilities
      ____(1) Not at all important
      ____(2) Not very important
      ____(3) Of moderate importance
      ____(4) Very important
      ____(5) Extremely important

    e. Have a good staff-student relationship
      ____(1) Not at all important
      ____(2) Not very important
      ____(3) Of moderate importance
      ____(4) Very important
      ____(5) Extremely important

    f. Have good relationships with employees
      ____(1) Not at all important
      ____(2) Not very important
      ____(3) Of moderate importance
      ____(4) Very important
      ____(5) Extremely important

    g. Provide a friendly and pleasant environment for students
      ____(1) Not at all important
      ____(2) Not very important
      ____(3) Of moderate importance
      ____(4) Very important
      ____(5) Extremely important

a. Involve students in the school foodservice program
___(1) Not at all important
___(2) Not very important
___(3) Of moderate importance
___(4) Very important
___(5) Extremely important

4. In comparing your school to other similar schools, how do you rank your foodservice on the following?

a. Quality of food
___(1) Much worse
___(2) Worse
___(3) About same
___(4) Better
___(5) Much better

b. Quality of staff
___(1) Much worse
___(2) Worse
___(3) About same
___(4) Better
___(5) Much better

c. Facilities
___(1) Much worse
___(2) Worse
___(3) About same
___(4) Better
___(5) Much better

d. Friendliness of work environment
___(1) Much worse
___(2) Worse
___(3) About same
___(4) Better
___(5) Much better

e. Support of students
___(1) Much worse
___(2) Worse
___(3) About same
___(4) Better
___(5) Much better

5. How does your school foodservice compare to other places of employment in the community with regard to the following?

a. Pay
___(1) Much worse
___(2) Worse
___(3) About same
___(4) Better
___(5) Much better

b. Hours
___(1) Much worse
___(2) Worse
___(3) About same
___(4) Better
___(5) Much better

c. Fringe benefits
___(1) Much worse
___(2) Worse
___(3) About same
___(4) Better
___(5) Much better

d. Opportunities for promotion
___(1) Much worse
___(2) Worse
___(3) About same
___(4) Better
___(5) Much better

e. Opportunity to serve the community
___(1) Much worse
___(2) Worse
___(3) About same
___(4) Better
___(5) Much better

f. Chance to be somebody in the community
___(1) Much worse
___(2) Worse
___(3) About same
___(4) Better
___(5) Much better

g. Stability of employment
___(1) Much worse
___(2) Worse
___(3) About same
___(4) Better
___(5) Much better

h. Working conditions
___(1) Much worse
___(2) Worse
___(3) About same
___(4) Better
___(5) Much better

6. Overall, what is the reputa-
   tion of your school as a
   place to work compared with
   other places of employment
   in the community?
   ____(1) Excellent
   ____(2) Very good
   ____(3) Good
   ____(4) Fair
   ____(5) Poor

7. Overall, what is the com-
   munities' attitude about
   the quality of foodservice
   at your school?
   ____(1) Excellent
   ____(2) Very good
   ____(3) Good
   ____(4) Fair
   ____(5) Poor

8. Overall, what is the attitude
   of the students about the
   friendliness of your
   foodservice?
   ____(1) Very friendly
   ____(2) Friendly
   ____(3) Neither friendly
          nor unfriendly
   ____(4) Unfriendly
   ____(5) Very unfriendly

9. In general, how satisfied
   would you say you are with
   your position in this school?
   ____(1) Well satisfied
   ____(2) Satisfied
   ____(3) Neither
   ____(4) Unsatisfied
   ____(5) Very unsatisfied

10. Taking all things into con-
    sideration--facilities,
    equipment, working conditions,
    administrators, co-workers,
    etc., how would you
    characterize your work
    environment?
    ____(1) Very favorable
    ____(2) Favorable
    ____(3) Adequate
    ____(4) Unfavorable
    ____(5) Very unfavorable

APPENDIX E

Instrument for Supervisory

Ratings of Foodservice Goals

Below is a list of goals which a school foodservice might have. Please indicate how important each one is to your school.

	Not at all Impor- tant	Not very Impor- tant	Of mod- erate Impor- tance	Very Impor- tant	Extremely Impor- tant
___a. Quality foodservice	( )	( )	( )	( )	( )
___b. Provide nutrition education	( )	( )	( )	( )	( )
___c. Provide efficient low cost foodservice	( )	( )	( )	( )	( )
___d. Have best equipment and facilities	( )	( )	( )	( )	( )
___e. Have a good staff-student relationship	( )	( )	( )	( )	( )
___f. Have good relation-ships with employees	( )	( )	( )	( )	( )
___g. Provide a friendly and pleasant environment for students	( )	( )	( )	( )	( )
___h. Involve students in the school foodservice program	( )	( )	( )	( )	( )

APPENDIX F

Initial Telephone Contact with

School Foodservice Directors

My name is Lori Hopkins, and I am a graduate student in Institutional Management at Kansas State University, working with Allene Vaden. The Department is sponsoring a research project concerning job satisfaction and job performance of foodservice employees.

The phase of the research I am working on will focus on school food-service personnel. Dr. Vaden has recommended your district as a possible participant. The manager of each school would be asked to complete a standard job performance evaluation for each employee working directly under them. During this same time period, all non-managerial foodservice employees would be asked to complete a measure of organizational identity and job satisfaction. A twenty-minute time block would be necessary to present the questionnaire in a group setting to as many non-managerial foodservice employees as possible.

We anticipate collecting these data early this fall. Would you be willing to participate?

(If yes), We would like to limit the study to secondary schools with at least eight employees. How many secondary schools are there in your district?

(If participating), I will follow-up the conversation with a letter and preliminary copies of the questionnaires.

Thank you for your cooperation.....

APPENDIX G

Research Sample

Study sample by district and school

district number	school number	number of employees participating[a]
1	1	8
	2	20
2	3	9
3	4	27
	5	12
	6	13
	7	10
	8	21
4	9	13
	10	28
	11	15
	12	17
5	13	11
	14	13
6	15	17
	16	10
	17	8
	18	7
	19	11
	20	7
	21[b]	11
	22	19
	23	17
	24	5
7	25	16

[a]All schools employed at least eight employees; however, scheduling did not permit full participation in all schools. Only one person refused to participate.

[b]School number 21 was omitted because the manager did not return employee evaluation forms.

APPENDIX H

Confirmation Letter

Department of Institutional Management
Justin Hall
Manhattan, Kansas 66506
Phone: 913 532-5521

We are pleased you are interested in participating in the school foodservice personnel research study being sponsored by the Department of Institutional Management here at Kansas State University. During the early part of September, I will call to schedule an appointment to meet with the employees at each secondary school within your district.

I am enclosing preliminary copies of the two questionnaires to be used in the study. One is a performance evaluation form that each manager will be asked to complete for each employee working directly under him/her. These evaluation forms will be distributed to the managers at the time of my visit. The second is the questionnaire to be completed by each employee, which is a measure of organizational identity and job satisfaction. Approximately 20-30 minutes will be required to present this questionnaire in a group setting to the employees at each secondary school.

All questionnaires will be kept completely confidential and used only for research purposes. Individual responses will not be revealed to anyone. When the study is completed we will provide you with a summary of the final results.

Your interest in this research is greatly appreciated. Please let me know if you need any further information. I am looking forward to working with you on the study.

Sincerely,

Lori Hopkins
Graduate Research Assistant

Allene G. Vaden, Ph.D., R.D.
Assistant Professor

APPENDIX I

Instructions to Employees

I'm Lori Hopkins, a graduate student in the Department of Institutional Management at Kansas State University. We're conducting a survey regarding the attitudes of school foodservice employees. Your school was one of the schools selected to participate in the survey. The district director has given us permission to conduct the study in (name of district). I would like to ask your help; please complete the questionnaire as honestly and accurately as possible. I would like to ask that you do not consult anyone sitting near you concerning your answers in order that we may receive your individual responses.

Your supervisor will not know your answers. All answers will be completely confidential. The only persons who will see them are you and me and you will not be identified on the questionnaire. Please sign your name on the index card attached to the questionnaire and return it to me now. Then, complete the questionnaire according to the printed directions. Do not sign the questionnaire. Please place the completed questionnaire in the envelope provided, seal, and hand it directly to me.

Answers from the questionnaire will be punched on this card using only numbers (show punched card) and then the cards will be submitted to the computer. This is the way I will receive the information (show a sample computer print-out). This print-out does not list individual responses; only totals and averages are listed. After the data have been analyzed, the questionnaires will be destroyed.

If you have any questions I will be happy to answer them. Once again, please be completely honest for this study to be worthwhile. Thank you for your help and cooperation.

APPENDIX J

Informed Consent Information

INFORMED CONSENT INFORMATION

The purpose of this study is to survey the job satisfaction, work performance, and work orientations of school foodservice personnel. All information provided will be kept confidential and will not be revealed to anyone. Code numbers are used for research purposes only and names of individual respondents will not be released.

We would appreciate your honest responses to all items on the questionnaire; however, if there are individual items you would prefer not to answer, please leave those blank. Your return of the questionnaire will indicate your willingness to participate in the study.

APPENDIX K

Explanation Letter

TO: Managers of Participating Schools

FROM: Lori Hopkins
Graduate Research Assistant

Allene G. Vaden, Ph.D., R.D.
Assistant Professor

SUBJECT: School Foodservice Research Study

At Kansas State University we are involved in a project related to the job performance and attitudes of foodservice personnel. The Food-service Director of your school district has given us permission to conduct the study in the secondary schools within your district. As part of the project, we would like for you to do two things.

First, we would like for you to complete the attached form related to the goals of a school foodservice. Which of the goals listed would you rate as more important than others?

Second, we would like for you to evaluate each of your employees. Forms are provided and one form should be completed for each employee. Also, employees will be asked to complete a form related to their reaction to their job. The performance evaluation forms will be kept completely confidential and used only for research purposes. Check (✓) the one response which best characterizes the employee's performance on the item in question. Please be as candid as possible. Do not write the employee's name on the form. The form is identified with an ID number for analysis purposes only. Write the employee's name on the attached card so that we can study responses on the employee questionnaires in relation to job performance.

Once again, individual responses will not be revealed to anyone. Please place all completed evaluations in the envelope supplied and return them directly to me during the day that I visit your school or mail to me as soon as possible.

APPENDIX L

Scoring for Job Satisfaction Items

JDI items with positive and negative items and scoring

supervision	co-workers	work
+ asks my advice	+ stimulating	+ fascinating
- hard to please	- boring	- routine
- impolite	- slow	+ satisfying
+ praises good work	+ ambitious	- boring
+ tactful	- stupid	+ good
+ influential	+ responsible	+ creative
+ up-to-date	+ fast	+ respected
- doesn't supervise enough	+ intelligent	- hot
- quick tempered	- easy to make enemies	+ pleasant
+ tells me where I stand	- talk too much	+ useful
- annoying	+ smart	- tiresome
- stubborn	- lazy	+ healthful
+ knows job well	- unpleasant	+ challenging
- bad	- no privacy	- on your feet
+ intelligent	+ active	- frustrating
+ leaves me on my own	- narrow interests	- simple
- lazy	+ loyal	- endless
+ around when needed	- hard to meet	+ gives a sense of accomplishment

JDI items with positive and negative items and scoring (cont.)

pay

+ income adequate for normal expenses
+ satisfactory profit sharing
- barely live on income
- bad
+ income provides luxuries
- insecure
- less than I deserve
+ highly paid
- underpaid

promotion

+ good opportunity for advancement
- opportunity somewhat limited
+ promotion on ability
- dead-end job
+ good chance for promotion
- unfair promotions
- infrequent promotions
+ regular promotions
+ fairly good chance for promotion

yes to a positive indicator = 3
no to a negative indicator = 3
yes to a negative indicator = 0
no to a positive indicator = 0
question mark to any response = 1

Scoring: + = positive indicator
          - = negative indicator

Source: (41)

APPENDIX M

Factor Analysis of Value Statements

Factor analysis of value statements[1]

item number	item	factor loading
I. Overall valuing of work and its benefits (17.3)[2]		
25	To me, it's important in an occupation that a person be able to see the results of his own work.	.73
6	The main satisfaction a person can get out of work is helping other people.	.71
26	To me, it's important to have the kind of work that gives me a chance to develop my own special abilities.	.66
3	To me, a very important part of work is the opportunity to make friends.	.62
12	Even if you dislike your work, you should do your best.	.60
27	Work is a good builder of character.	.57
17	To me, gaining the increased respect of family and friends is one of the most important rewards of getting ahead in an occupation.	.56
4	Work is a way of being of service to God.	.44
8	To me, it's important in an occupation for a person to be able to carry out his own ideas without interference.	.40
II. Drive--ambition (11.4)		
19	It is satisfying to direct the work of others.	.75
10	I would like my family to be able to have most of the things my friends and neighbors have.	.61
23	To be really successful in life, you have to care about making money.	.66

---

[1]Source: (11)

[2]% of overall variance accounted for by each factor.

Factor analysis of value statements (cont.)

item number	item	factor loading
14	Success in an occupation is mainly a matter of hard work.	.51
20	To me, it's important in an occupation to have the chance to get to the top.	.44

III. Knowing the right people (7.3)

2	Success in an occupation is mainly a matter of luck.	.62
7	Success in an occupation is mainly a matter of knowing the right people.	.51
27	Work is a good builder of character.	-.50

IV. Work as a central life interest (6.1)

11	Work helps you forget about your personal problems.	.75
4	Work is a way of being of service to God.	.57
22	A person should constantly try to succeed at work even if it interferes with other things in life.	.50
29	It is more important for a job to offer opportunity rather than security.	.40
27	Work is a good builder of character.	.40

V. Work as necessary evil (5.4)

24	I like the kind of work you can forget about after the work day is over.	.77
9	To me, work is nothing more than a way of making a living.	.46
23	To be really successful in life, you have to care about making money.	.41
18	Work is most satisfying when there are hard problems to solve.	-.57

Factor analysis of value statements (cont.)

item number	item	factor loading
VI.	Ego satisfaction (4.7)	
1	A person has a right to expect his work to be fun.	.75
30	It's important to do a better job than the next person.	.59
28	Getting recognition for my own work is important to me.	.53
VII.	Individualism (4.1)	
16	Sometimes it may be right for a person to use friends in order to get ahead in his work.	.76
15	If a person doesn't want to work hard, it's his own business.	.64
29	It is more important for a job to offer opportunity rather than security.	.47
VIII.	Social idealism (3.9)	
21	After you are making enough money to get along, then making more money in an occupation isn't very important.	.77
13	To me, almost the only thing that matters about a job is the chance to do work that is worthwhile to society.	.58
15	If a person doesn't want to work hard, it's his own business.	.40
20	To me, it's important in an occupation to have the chance to get to the top.	-.43
IX.	Self concept (3.5)	
5	It would be hard to live with the feeling that others are passing you up in your occupation.	.82

APPENDIX N

Characteristics of Hospital Foodservice Sample

Characteristics of Shaw's (11) and Klemp's (12) study sample

characteristic	large hospital sample (Klemp, 12) N = 149		small hospital sample (Shaw, 11) N = 130	
	N	%	N	%
length of residence in current location				
0-4 yr	19	12.8	23	17.8
5-10	29	19.6	15	11.6
11 or more	100	67.6	91	70.5
childhood community				
big city (over 150,000)	52	34.9	28	21.7
medium city (25,000-150,000)	22	14.8	8	6.2
small city (2,500-25,000)	30	20.1	46	35.7
rural community (less than 2,500)	44	29.5	47	36.4
education				
grade school	20	13.4	29	22.3
high school	96	64.4	80	61.5
one or more years of college	28	18.8	15	11.5
college graduate	5	3.4	6	4.6
age (yr)				
15-18	9	6.0	10	7.7
19-24	31	20.8	27	20.8
25-30	23	15.4	11	8.5
31-50	41	27.5	43	33.1
51 or more	45	30.2	39	30.0
length of employment in job				
6 months or less	24	16.1	18	13.8
6 months to 3 years	53	35.6	53	40.8
3-5 years	13	8.7	11	8.5
more than 5 years	59	39.6	48	36.9
prior job				
foodservice related	72	48.6	67	52.8
other	48	32.4	43	33.9
none	28	18.9	17	13.4
out of work force				
no	59	41.5	58	47.9
yes, to attend school	15	10.6	4	3.3
yes, to raise a family	54	38.0	43	35.5
yes, other reasons	14	9.9	16	13.2
length out of work force				
6 months or less	16	19.0	7	11.5
6 months to 1 year	14	16.7	11	18.0
1-3 years	10	11.9	9	14.8
more than 3 years	44	52.4	34	55.7

APPENDIX O

Supplementary Tables

Table 24: Comparison of significant demographic characteristics with job
           performance groups

characteristic	performance group	
	high (N=135)	low (N=169)
	%	%
length of employment in job		
6 months or less	8.1	26.0
6 months to 3 years	18.5	22.5
3 years to 5 years	13.3	17.2
5 years to 10 years	34.8	19.5
more than 10 years	25.2	14.8
number of hours employed per day		
2 hrs	5.3	20.5
3 hrs	8.4	13.3
4 hrs	9.2	17.5
5 hrs	11.5	9.0
6 hrs	39.7	18.1
7 hrs	22.1	17.5
8 hrs	3.8	4.2
prior job		
foodservice related	12.9	22.8
other	40.2	46.1
none	47.0	31.1

Table 25: Ratings of high and low performance groups

| area of performance | performance group | | t value[1] |
	high (N=135)	low (N=169)	
	mean s.d.	mean s.d.	
quality	16.72 ±2.28	11.73 ±1.68	21.26
quantity	12.74 ±1.85	8.76 ±1.43	20.58
following directions	16.81 ±2.50	12.00 ±1.20	20.55
initiative and judgment	12.13 ±2.11	8.59 ±1.42	16.78
attendance	9.07 ±1.16	6.73 ±1.40	15.98
personal relations	12.77 ±1.91	9.31 ±1.32	17.94
overall performance	80.25 ±9.19	57.11 ±5.99	25.28

[1]All t values, P ≤ .001.

ORGANIZATIONAL IDENTIFICATION, JOB SATISFACTION, WORK
VALUES, AND JOB PERFORMANCE OF NONMANAGERIAL
SCHOOL FOODSERVICE PERSONNEL

by

DOLORES E. HOPKINS

B.S., Cornell University, 1976

_____

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Dietetics, Restaurant,
and Institutional Management

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1977

ABSTRACT

Job satisfaction, work values, organizational identification, and job performance were studied among school foodservice employees. The study was limited to secondary schools with on-site food preparation and service which employed at least eight nonmanagerial personnel.

The employee questionnaire was comprised of four parts: demographical items, job satisfaction scale, work value measures, and organizational identification measures. The Job Descriptive Index (JDI) assessed job satisfaction by asking the participant to respond to seventy-two adjectives describing the work environment. An instrument consisting of thirty value statements measured work values. Organizational identification was measured on eight dimensions describing support of organizational objectives, pride in the school foodservice, and defense of the organization to outsiders. Job performance was assessed by supervisory ratings on six dimensions of performance. Each manager also was asked to rate their perception of certain school foodservice goals.

Scores derived by factor analysis in a previous study of foodservice employees were used to examine data from the work value measurements. Few differences were found on the values held by school foodservice employees and hospital foodservice employees. In comparing job satisfaction of hospital and school foodservice workers, the school foodservice employees had greater satisfaction with the work itself, supervision provided, co-workers, and overall satisfaction than the hospital employees. When compared with national findings of employee job satisfaction,

the school foodservice workers scored higher in the components of super-vision, promotion, and co-workers.

A comparison of employees' ratings of possible goals for a school foodservice with the managers' ratings of these goals showed a high degree of congruence in perceptions of the importance of certain goals. Quality foodservice, good relationships with employees, provision of pleasant environment for students, and good staff-student relationship were rated as the most important goals by both groups.

When school foodservice employees were asked to rank certain aspects of their foodservice compared to similar schools, a majority of the work-ers believed that the quality of food and staff and the friendliness of the work environment were better in their schools. Many employees viewed their place of work as good as or better than other places of employment in the community.

Several work value and organizational identity scores were deter-mined to be significant predictors of job satisfaction. Certain work value items and organizational identity items also were identified as significant predictors of job performance.

Significant differences were found between the high and low perfor-mance groups on certain job satisfaction components and certain organiza-tional identity scores. Higher performers tended to have higher job satisfaction and identification with the organization. Demographic characteristics comparing the two performance groups indicated that a larger percentage of the high performance group had been employed over three years and worked at least six hours or more per day.

A conceptual model was developed to analyze relationships among variables of the study. Work orientations were shown as factors brought

to the workplace which may affect future job performance, job satisfaction, and organizational identification. Performance inputs were shown to lead to either high or low job performance which were related to individual perceptual outcomes of job satisfaction and organizational identification. It was suggested perceived expectations and opportunities may arise from these interrelations and also, may become future inputs into the organizational system.