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Date May 17, 1988

THE INFLUENCE OF JOB CHARACTERISTICS
ON ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION
OF FOODSERVICE EMPLOYEES

A Thesis
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Master of Science
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ABSTRACT

The purpose in this study was to determine the relationship among job characteristics, organizational commitment, and job satisfaction of hospital foodservice employees. A 4-part questionnaire was developed including the 30-item Job Characteristics Inventory, 15-item Organizational Commitment Questionnaire, 6 items related to job satisfaction, and 7 demographic items. Separate written questionnaires were administered to 45 supervisors and 172 employees in dietary departments in 11 East Tennessee hospitals. Data from school and university setting was collected from previous studies.

The reliability for the instruments (Cronbach's alpha) was .89 for employees and .87 for supervisors. Multiple regression analyses were used to test research hypotheses with a significance level of $p < .05$.

There was a positive relationship between job characteristics (variety, autonomy, identity, feedback, dealing with others, and friendship opportunities) and organizational commitment for both supervisors and employees. For supervisors, autonomy was the only individual job characteristic related to commitment. For employees, variety and feedback were significant. Supervisors had higher commitment scores than employees.

There was a significant difference between job characteristics of supervisory and non-supervisory employees

in hospital, school lunch, or university foodservice settings. For both supervisory and non-supervisory employees in all settings, variety, autonomy, dealing with others, and friendship opportunities were significantly different. For each of these job characteristics, supervisory employees rated their jobs higher than did non-supervisory employees. School foodservice employees consistently rated their job higher than employees in the university and hospital settings on the job characteristics of autonomy, identity, feedback, and friendship opportunities.

A positive relationship was found between job characteristics and job satisfaction for all employees. For both supervisors and employees, variety and feedback were significant. Supervisors had higher job satisfaction scores than employees. For all job characteristics, with the exception of identity, supervisors rated their jobs higher.

Demographic variables did not predict commitment for supervisors. For all employees, age was the only demographic variable significantly related to organizational commitment. For non-supervisory employees, older employees were more committed than younger employees. Job satisfaction is not related to any of the demographic variables.

Understanding the relationship among job characteristics, organizational commitment, and job

satisfaction could be useful in job design for foodservice employees. Incorporating variety and feedback into both supervisory and non-supervisory employees jobs may increase organizational commitment and job satisfaction.

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CHAPTER I

INTRODUCTION

High levels of employee turnover with rates up to 200% have been reported in the foodservice industry (Riggs, 1986). This high turnover is very costly and usually results in additional work loads for the remaining staff. High turnover has been attributed to a complex series of factors which affect employee's attitudes and work performance (Porter & Steers, 1973).

Management's understanding of job characteristics and how they relate to organizational commitment and job satisfaction may enable them to redesign jobs so that turnover and absenteeism decrease and work performance improves. Research on job design suggests that jobs containing more variety, autonomy, feedback, and task identity often increase satisfaction, reduce turnover and absenteeism, and increase performance (Steers & Spencer, 1977). Researchers have consistently related high levels of job satisfaction to organizational commitment (Brayfield & Crockett, 1955; Vroom, 1964; Porter & Steers, 1973).

Purpose of Research

The purpose of this research study was to determine the influence of job characteristics on organizational commitment and job satisfaction of foodservice employees in

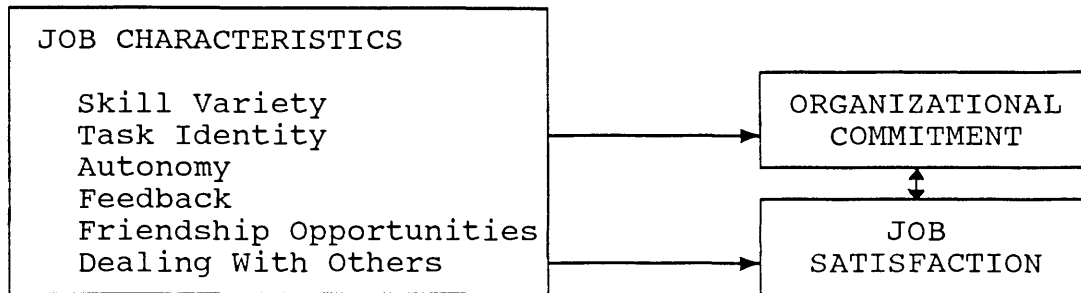


Figure 1. Thesis Model

hospitals in the state of Tennessee (Figure 1). This study also compared the perceptions of job characteristics and job satisfaction of supervisory and non-supervisory employees in hospital, school lunch, and university foodservice settings.

The following questions were explored in this study:

1. Is there a relationship among job characteristics, organizational commitment, and job satisfaction for hospital foodservice employees?
2. Is there a relationship between organizational commitment and job satisfaction of hospital foodservice employees?
3. Is there a difference in perceived job characteristics and job satisfaction of foodservice employees in hospital, school lunch, and university settings?
4. Is there a relationship among organizational commitment and job satisfaction and selected demographic variables?

Research Hypotheses

The following hypotheses were tested to determine foodservice employees' perceptions of job characteristics and the relationship of these characteristics to organizational commitment and job satisfaction:

1. There is no significant relationship between perceptions of organizational commitment and job satisfaction of hospital foodservice employees.
2. There is no significant relationship between perceptions of job characteristics and organizational commitment of hospital foodservice employees.
3. Hospital foodservice employees who have higher perceived job characteristics scores will exhibit higher levels of job satisfaction.
4. There is no significant difference in perception of job characteristics, organizational commitment, and job satisfaction between supervisory and non-supervisory hospital foodservice employees.
5. There is no significant difference between perception of job characteristics of supervisory and non-supervisory employees in hospital, school lunch, or university foodservice settings.
6. There is no significant difference between perceptions of job satisfaction of supervisory

and non-supervisory employees in hospital, school lunch, or university foodservice settings.

7. There is no significant relationship between organizational commitment and the variables length of employment, age, and education for supervisory and non-supervisory hospital employees.
8. There is no significant relationship between job satisfaction and the variables length of employment, age, and education for hospital foodservice supervisory and non-supervisory employees.

Significance of the Study

This study provides a better understanding of individual perceptions of job characteristics as they relate to organizational commitment and job satisfaction. Studies have suggested that organizational commitment and job satisfaction affect behavioral outcomes such as job performance, absenteeism, and turnover. A better understanding of these variables may help management design jobs to improve these outcomes.

Limitations of the Study

The limitations of this study which should be recognized when interpreting the results include the following:

1. The sample was restricted in geographic location to the states of Tennessee and Georgia.
2. The samples in this study were restricted to hospital, university, and school foodservice settings. These represent only three of many foodservice settings.
3. The study did no matching of participants, size of facility, or services provided.

Definition of Terms

The following definitions will clarify understanding of the purpose, procedures, and results of this study.

Non-supervisory Employee - a foodservice employee who does not have supervisory responsibility and who is not considered part of the management team (Duke, 1987).

Supervisory Employee - a foodservice employee who has supervisory responsibility over one or more employees.

Job Characteristics - perceptions of a job in terms of the following dimensions:

Autonomy - "the degree to which the job provides substantial freedom, independence, and discretion to the employee in scheduling the work and in determining the procedures to be used in carrying it out" (Hackman & Lawler, 1975, p. 162).

Dealing With Others - "the degree to which a job requires employees to work closely with other people in carrying out the work activities (including dealings with other organization members and with external organizational 'clients')" (Hackman & Lawler, 1975, p. 162).

Feedback - "the degree to which employees receive clear information about his or her performance from supervisors or from co-workers" (Hackman & Lawler, 1975, p. 162).

Friendship Opportunities - "the degree to which an employee is allowed to establish informal relationships with the people he/she works with on the job (Hackman & Lawler, 1971).

Task Identity - "the degree to which the job requires completion of a "whole" and identifiable piece of work" (Hackman & Lawler, 1975, p. 161).

Variety - "the degree to which a job requires a variety of different activities in carrying out the work, which involve the use of a number of different skills and talents of the employee" (Hackman & Lawler, 1975, p. 161).

Job Characteristics Inventory - an instrument developed by Sims, Szilagyi, and Keller (1976) for measuring

employee perceptions of six job dimensions including variety, autonomy, task identity, feedback, dealing with others, and friendship opportunities.

Job Satisfaction - "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement on one's job values" (Locke, 1969, p. 316).

Organizational Commitment - the relative strength of an individual's identification with and involvement in a particular organization (Porter & Smith, 1970).

Organizational Commitment Questionnaire - an instrument developed by Porter, Steers, Mowday, and Boulian (1974) for measuring employee commitment to work organizations.

CHAPTER II

REVIEW OF LITERATURE

Organizational commitment and job satisfaction of foodservice employees may be influenced by job characteristics. Studies have suggested that employees with increased job satisfaction become more committed to the organization. Job satisfaction may be altered by changes in the job characteristics. Managers may use job characteristics to redesign jobs to improve improve employees attitudes about their job and the organization. This review of literature will present research related to organizational commitment, job satisfaction, and job characteristics.

Organizational Commitment

The degree to which an employee is committed to an organization has been shown to be a good predictor of certain work related behaviors such as turnover, absenteeism, and performance. Research has repeatedly identified commitment as an important variable in understanding the work behaviors and attitudes of employees in organizations.

Organizational commitment has been viewed as multidimensional in nature. The definition of organizational commitment varies according to the author and

the discipline of study. The following definitions of commitment are representative.

- An employee's attitude or an orientation toward the organization which links or attaches the identity of the person to the organization (Sheldon, 1971).
- A state of being in which an individual becomes bound by his actions and through these actions to beliefs that sustain the activities and his own involvement (Salancik, 1977).
- An effective attachment of the employee to the organization's goals and values for his/her sake as well as for the sake of the organization (Buchanan, 1974).

For the purpose of developing a measurement tool, Porter and Smith (1970) characterized organizational commitment as a: (1) belief in and acceptance of the organization's values and goals; (2) willingness to exert considerable effort on behalf of the organization; and (3) strong desire to maintain membership in the organization. This definition not only includes an individual's beliefs and opinions, but the individual's willingness to give something of himself to remain part of the organization (Mowday et al., 1982).

Organizational commitment has been explored extensively in relationship to the positive and negative consequences to

the employee and the organization. The relationship of organizational commitment to a variety of variables has been shown to be important for predicting employee behavior and the effectiveness of an organization.

Porter et al. (1974) studied the relationship between organizational commitment, job satisfaction, and turnover. Results indicated that as employee satisfaction increased the employee's commitment to the organization increased resulting in reduced turnover. This finding was supported in studies among divergent samples (Stone & Porter, 1975; Koch & Steers, 1976). Also, there is evidence that low organizational commitment is related to high levels of absenteeism (Blau, 1986; Fitzgibbons & Moch, 1980).

Steers (1977) studied the antecedents and outcomes of organizational commitment on two diverse samples of employees in separate organizations. The first sample was a group of 382 hospital employees. The second sample consisted of 119 scientists and engineers. From the results Steers developed a model that incorporated antecedents and outcomes of organizational commitment. The major influences on organizational commitment were categorized as personal characteristics, job characteristics, and work experiences. He found that all three antecedents were significantly related to commitment. The major antecedent variables that were significantly associated with commitment was the need for achievement, group attitudes toward the organization,

education (inversely), organizational dependability, personal importance to the organization, and task identity. Four additional variables, opportunities for optional interaction, age, met expectations, and feedback were found to be significantly related to commitment in one sample but not the other.

Demographic Variables

Demographic variables of employees have also been studied as determinants of organizational commitment. Numerous studies have examined organizational commitment in relation to the employee's age, sex, education, length of employment, salary, role, and employment status, as well as other characteristics. Results of these studies often conflict, but some trends have developed.

Commitment has been shown to be related to age. Many studies have shown a trend that employees become more committed with age (Hrebiniak & Alutto, 1972; Hall, Schneider, & Nygren, 1978; Hall & Mansfield, 1975). Hrebiniak (1974) found that security, affiliation, and esteem increased with age. Females, older workers, those with more stability in their previous employment history, and those with a greater number of dependents have a stronger tendency to become committed (Pierce & Dunham, 1987). Increased commitment with time on the job can be attributed to several factors. Employees with increased

time on the job tend to have an increased involvement in the job and higher intrinsic involvement (Farris, 1971). They become more concerned about the job and maintaining the job (Hall & Mansfield, 1975). Porter et al. (1974) suggested that organizational commitment appears to require an individual to form attitudes towards the organization and this relationship may evolve over an extended period of time.

Closely associated with age is tenure with an organization. Knowles (1964) found that an employee's length of service with his/her previous job was a good predictor of his remaining on his present job. Similar findings have been demonstrated by Fleishman and Berniger (1960) and Robinson (1972). O'Reilly and Chatman (1986) studied organizational commitment and psychological attachment to the organization in a group of 82 clerical and secretarial employees at a university. They found that organizational commitment associated with pride in affiliation was associated with length of service. Grusky (1966) found that organizational commitment increased with years spent in the organization. It is suggested that time invested becomes a valued resource and the privileges associated with length of service make it easier to derive organizational rewards. A study of dietary employees in the hospital setting found no significant relationship between age and tenure, but trends were noted (Knickrehm & Wertz,

1975). Employees forty-six and over were less likely to leave the organization than younger employees.

The influence of educational level on organizational commitment is unclear. Farris (1971) discovered no differences in commitment due to education level. Hrebiniak and Alutto (1972) found that respondents planning to seek advanced education had lower levels of organizational commitment. One explanation is that advanced education increases an individual's career opportunities. Knickrehm and Wertz (1975) found that tenure was inversely related to education of hospital foodservice employees, indicating that the better educated employee was more mobile than the person with less education. Steers (1977) found that employees with higher levels of education were less committed to the organization and perhaps more committed to a profession or trade.

Employee gender has been shown to influence organizational commitment. Hrebiniak and Alutto (1972) found a significant difference due to gender with females being less likely than singles or males to consider employment alternatives. The significance of gender suggests that there are differential costs for males and females to leaving an organization. These costs can be related to marital status, expectations associated with gender, and occupational roles (Thibaut and Kelley, 1959). Female, widowed subjects had significantly longer tenure in

a study of hospital foodservice employees (Knickrehm & Wertz, 1975).

Measurement of Organizational Commitment

The Organizational Commitment Questionnaire (OCQ) was developed in 1970 by Porter and Smith. This 15-item questionnaire was designed to measure the degree to which subjects feel committed to their employing organization. Included in this instrument are items pertaining to the subject's perceptions concerning his loyalty toward the organization, his willingness to exert a great deal of effort to achieve organizational goals, and his acceptance of the organization's values.

The OCQ has been administered in a variety of settings. A study conducted by Mowday et al. (1979) administered the OCQ to 2,563 employees working in a wide variety of jobs in nine different work organizations. Results indicated that organizational commitment measured by the OCQ is consistent and reproducible across different jobs.

Mowday et al. (1979) cautioned that the OCQ is the type of instrument which respondents can easily dissemble, if they choose to do so. When administering the OCQ, researchers should be aware that employees may distort their responses if they choose to do so or feel threatened.

Therefore, it is important to explain the purpose of the questionnaire in order to prevent the respondent from feeling threatened (Mowday et al., 1979).

Reliability and validity of the OCQ have been documented in the literature. Mowday et al. (1979) demonstrated reliability and validity using nine different work organizations which included the following: public employees, classified university employees, hospital employees, bank employees, telephone company employees, scientists and engineers, auto company managers, psychiatric technicians, and retail management trainees. Cronbach alpha reliability coefficients ranged from .82 to .93, with a median of .90. Item analyses and factor analysis were performed to assess construct validity of the OCQ.

Job Satisfaction

In 1935, Robert Hoppock published the results of several studies that emphasized the many factors which affect job satisfaction such as fatigue, working conditions, and achievement (Ashbaugh, 1982). Job satisfaction has been the focus of much research since that time.

Job satisfaction is a term that cannot be assigned a single definition. Job satisfaction has been referred to as degrees of morale, types of motivation, willingness to take risk, and other terms that cannot easily be operationalized collectively (Ashbaugh, 1982). Researchers also refer to

job satisfaction as the extent to which an employee expresses a positive affective orientation towards a job (Smith, Kendall, & Hulin, 1969). Job satisfaction was defined by Drenth, Thierry, and de Wolff (1984) as the degree of well being experienced in the work or work situation. Locke defined job satisfaction as a "pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement on one's job values" (1969, p. 316).

Four theoretical approaches have been used to study job satisfaction: (1) Fulfillment theory, (2) Discrepancy theory, (3) Equity theory, and (4) Factor theory. The major hypothesis in the fulfillment theory is that job satisfaction varies directly and proportionately with the extent to which those needs of an individual worker in a job situation are actually satisfied (Vroom, 1964). The discrepancy theory suggests that satisfaction is determined by the differences between the actual outcomes a person receives and the desired outcome level. The larger the difference between the actual outcomes received and the desired outcomes, the lesser the satisfaction. According to equity theory, either under-reward or over-reward can lead to dissatisfaction, although the result and feelings are somewhat different. The two-factor theory developed by Herzberg, Mauser, Peterson, and Capwell (1957) asserted that

different job facets influence feelings of satisfaction and dissatisfaction (Ashbaugh, 1982).

Measurement of Job Satisfaction

Job satisfaction can be measured in several ways: questionnaires, interviews, observation of behavior, objective data, and critical incidents. The most widely used measure is a questionnaire. The questionnaire method deals with three types of scales: simple evaluation, description, and weighted evaluation (Drenth et al., 1984).

The simple evaluation gives statements or questions where the individual chooses one of the alternative answers. An example of a question is 'How does your supervisor correct you'? This questionnaire method is based on the need fulfillment theory.

The descriptive measure asks the respondent to assess the adequacy of his/her work in the form of statements or adjectives. The statements are weighed in regard to satisfaction. The Job Descriptive Index (Smith et al., 1969) is one of the best known examples of a descriptive questionnaire. This questionnaire regards satisfaction as what the individual actually perceives and the potential alternatives in a given situation.

Weighted evaluation relates the respondent's opinion of his working situation to his wants, what he finds attractive

or important, etc. This method is based on the equity theory (Drenth et. al, 1984).

Demographics Variables

Numerous studies have related job satisfaction to demographic characteristics such as gender, pay, age, tenure, education, and employment status. The studies measured employee job satisfaction and dissatisfaction with various job elements in assessing their overall job satisfaction.

Studies on the relationship between gender and job satisfaction are very inconsistent. Some studies have found women to be more satisfied than men (Murry & Atkinson, 1981; Stockford & Kunze, 1950) and other studies report the reverse to be true (Shapiro & Stern, 1975; Forgionne & Peeters, 1982). Mottaz (1986) found that job satisfaction was related to occupational level and not gender. Overall findings suggested that upper-level occupations were equally rewarding to both genders. In lower-level occupations women view their jobs as socially rewarding and men perceived greater salaries, fringe benefits, better working conditions, and greater opportunity for promotion more than do women. Despite these differences, Mottaz found no significant difference between men and women in overall work satisfaction. These results support the findings of other

researchers (Brief & Oliver, 1976; Sauser & York, 1978; Hulin & Smith, 1965; Smith & Plant, 1982; Weaver, 1980).

Salary has been shown to have a significant positive relationship to job satisfaction (Wernimont, 1966; Hulin & Smith, 1965). Job satisfaction was higher among employees with higher personal incomes in studies conducted by Weaver (1980) and Rahim (1982). Salary is a major way in which an organization rewards effective performance by its members (Arvey & Dewhirst, 1979).

Significant positive relationships have been found between age and job satisfaction (Bamundo & Kopelman, 1980; Gibson and Klein, 1970; Altimus & Tersine, 1973; Lynch & Verdin, 1983; Cherrington, Condie, & England, 1979). There are several possible explanations for this relationship. Older workers generally have higher incomes, more seniority, and higher socioeconomic status. Older employees tend to accept the reward system. Schesta (1975) found that older individuals commit themselves more to the job and seek less identity through leisure.

The relationship of the tenure of employees and job satisfaction is not clear. It would be expected that as tenure increased, employees would have greater job satisfaction. Gibson and Klein (1970) found a significant negative relationship between tenure and satisfaction. The negative relationship may be due to disenchantment with expectations, attitudes more influenced by group norms, or

perceptions of favoritism may occur. Hrebiniak (1974b) showed that job performance related more strongly to job satisfaction at lower tenure levels. Lynch and Verdin (1983) found that job satisfaction increased with years of experience. Hopkins et al. (1979) found that school foodservice employees who were shorter term employees were as satisfied as those with longer tenure. This was attributed to an agreement with organizational objectives. Martin and Vaden (1978) found that hospital foodservice employees were more satisfied when employed less than six months and more than three years.

Studies have found positive, negative, and no relationships between education and job satisfaction. Goodwin (1969), Rahim (1982), and Weaver (1980) found a positive relationship between education and job satisfaction. However, Campbell, Converse, and Rodgers (1976), and Sulkin and Pranis (1967) found negative relationships between education and job satisfaction. Sinha and Sarma (1962) found no relationship between the two variables. Knickrehm and Wertz (1975) found that hospital foodservice employees with zero to eight years of education remained with the organization six months or longer as compared to more educated employees.

Eberhardt and Shani (1984) found that part-time employees were more satisfied with their job than full-time employees. This was attributed to the fact that part-time

employees usually have lower job expectations and organizational involvement. Logan, O'Reilly, and Roberts (1973) found no difference in job satisfaction between part-time and full-time female hospital employees. Hall and Gordon (1973) found that part-time women received less job satisfaction from their careers than women employed full-time. Miller and Terborg (1979) investigated job attitudes of part-time and full-time employees in a retail merchandising organization. Part-time employees were significantly less satisfied with work, benefits, and the job overall than full-time employees.

Several studies have attributed job satisfaction to the type of job an employee performs. Role conflict has been found in studies on professional employees (Williamson & Kabat, 1972; Johnson, Hammel, & Heinen, 1977; Saleh, Lee, & Prien, 1965). Lynch and Verdin (1983) found that job satisfaction varied significantly in professional and nonprofessional employees. Professional employees had greater job satisfaction than non-professional employees. In a study of school and hospital foodservice employees, employees were equally satisfied with their jobs (Hopkins et al., 1979). Job satisfaction with job level is closely related to the employee's salary, hierarchy in the organization, education, and length of service.

Organizational Commitment and Job Satisfaction

Job satisfaction is not caused solely by the employee nor by the job he/she performs but by the relationship between them. The day-to-day activities in an organization affect an employee's level of job satisfaction but do not cause the employee to reevaluate his/her commitment to the organization. An employee may be dissatisfied with his or her job, but will remain with the organization because of the lack of awareness of preferable alternatives (Koch & Steers, 1978). Numerous studies have been conducted relating job satisfaction and commitment (Buchanan, 1974; Hrebiniak & Alutto, 1972). Buchanan's study (1974) found that organizational commitment was significantly related to social interaction with peers and superiors, peer group cohesion, and group attitudes toward the organization. Hrebiniak and Alutto (1972) found that levels of tension and tenure are the most important variables explaining commitment. Job satisfaction and sex were also related to commitment to a lesser degree.

Bateman and Strasser (1984) studied the relationship between organizational commitment and job satisfaction to determine if commitment had a causal effect on satisfaction. Their findings showed that commitment is usually antecedent to satisfaction. Curry et al. (1986) tried to reproduce and extend Bateman and Strasser's findings. The results of this study did not support the hypothesis that satisfaction is a

determinant of commitment or that commitment is a determinant of satisfaction.

Hopkins et al. (1979) conducted a study on 304 foodservice employees to determine some aspects of organizational identification. They concluded that individuals with higher organizational identification had higher levels of job satisfaction than persons with lower identification.

Porter et. al (1974) studied turnover over a period of time in relation to organizational commitment and job satisfaction. Turnover was generally higher in individuals with lower levels of satisfaction and commitment.

Job Characteristics

Job characteristics have received increased attention over the past ten years. This attention is partially due to the fact that job characteristics can be used to study and implement job design procedures. Job design may improve performance, job satisfaction, and organizational commitment.

Turner and Lawrence (1965) first attempted to objectively define job characteristics in individual jobs. Their research on job design identified a set of job characteristics that have a psychological meaning to the employee and contribute to job satisfaction. Turner and Lawrence initially defined seven job dimensions (motor variety,

object variety, required interaction, knowledge and skill, autonomy, optional interaction, and responsibility).

Hackman and Lawler later elaborated on the job attributes using the expectancy theory of work motivation. Hackman and Lawler (1971) stressed the use of perceived job characteristics. They distinguished four characteristics: variety, autonomy, task identity, and feedback. Individuals who strongly value and desire personal accomplishment and growth should respond well to a job high in these core dimensions.

Hackman and Lawler also identified two interpersonal dimensions; dealing with others and friendship opportunities. Their studies suggested that dealing with others and friendship opportunities did not substantially relate to job satisfaction.

In addition, Hackman and Lawler proposed three critical psychological states which are meaningfulness of the work, feelings of responsibility for outcomes of the work, and knowledge of results of the work. They propose that these critical psychological states are necessary for a positive outcome such as high intrinsic motivation, high quality work, high satisfaction, and low absenteeism and turnover (Hackman & Lawler, 1971).

Brief and Aldag (1975) designed a study to replicate parts of the Hackman and Lawler (1971) study. The results of this study strongly supported a positive association

between a worker's perceptions of job characteristics based on the four core dimensions and the affective responses to the job. A worker with higher order needs displayed stronger relationships between the core job dimensions and affective responses, including satisfaction.

Wanous (1974) studied individual differences in employees and their reactions to job characteristics. The study was conducted on 80 newly hired female telephone employees. He studied the relationship between employees' perceptions of the four core dimensions (feedback, variety, autonomy, and task identity) and the following variables: urban versus rural background, belief in Protestant work ethic, and higher order need strength. The results showed that higher order need strength is the best moderator of the job characteristic-job satisfaction relationship. Therefore, an individual who possesses a higher order of needs will probably react favorably to a job with increased feedback, variety, autonomy, and task identity.

Stone and Porter (1975) studied the influence of job title on job satisfaction, motivational force, sources of organization attachment, job characteristics, and organizational commitment. Job characteristics were related to the positioning of jobs and were among the factors in the organizational environment that affected employees' attitudes.

Sims and Szilagyi (1976) studied the influence of

individual characteristics on job characteristics and employee expectancies, satisfaction, and performance. They concluded that individuals with higher order of need strength benefit from job enrichment by expanding the job characteristics. Satisfaction with work is very strongly related to variety and dealing with others in the lower occupational levels. Also, job characteristics related more strongly to satisfaction than to employee expectancies.

Sneed (1988) found that job characteristics were not related to job satisfaction in a sample of 150 school foodservice employees. Supervisors perceived their jobs to be higher in variety, autonomy, and dealing with others than did employees. Duke (1987) studied the relationship of job characteristics to job satisfaction in 179 university foodservice employees. Results showed that the job characteristics and job satisfaction model was significant. Dealing with others and feedback were significant individual job characteristics. Dealing with others was found to be significantly higher in supervisory employees. No relationship was found between employee demographic characteristics and job satisfaction, except for age.

Steers and Spencer (1977) studied the influence of job scope and need for achievement on organizational commitment. They concluded that increasing the job scope was associated with organizational commitment and increased job performance of high achievers but not low achievers. Also, most

employees become more committed and improve performance when the job scope was expanded by providing greater amounts of variety, feedback, autonomy, task identity, and interaction.

Steers (1977) carried out a study on 382 hospital employees and 119 scientists and engineers to determine the relationship of personal characteristics, job characteristics, and work experiences on organizational commitment. Results showed that all three categories have an important influence on organizational commitment, but work experiences were more closely related to organizational commitment than personal characteristics or job characteristics.

Job Characteristics Model

The job characteristic model has been the primary approach to studying and implementing job design procedures (Blau & Katerberg, 1982). Hackman and Oldham developed the job characteristics model (Figure 2) in 1975 to explain the theoretical basis for job enrichment. The model is based on the four core dimensions (skill variety, task identity, autonomy, and feedback) originally defined by Hackman and Lawler in 1971. Task significance is also in the model and was defined as "the degree to which the job has a substantial impact on the lives or work of other people, whether in the immediate organization or in the external environment" (Hackman and Oldham, 1975, p. 161).

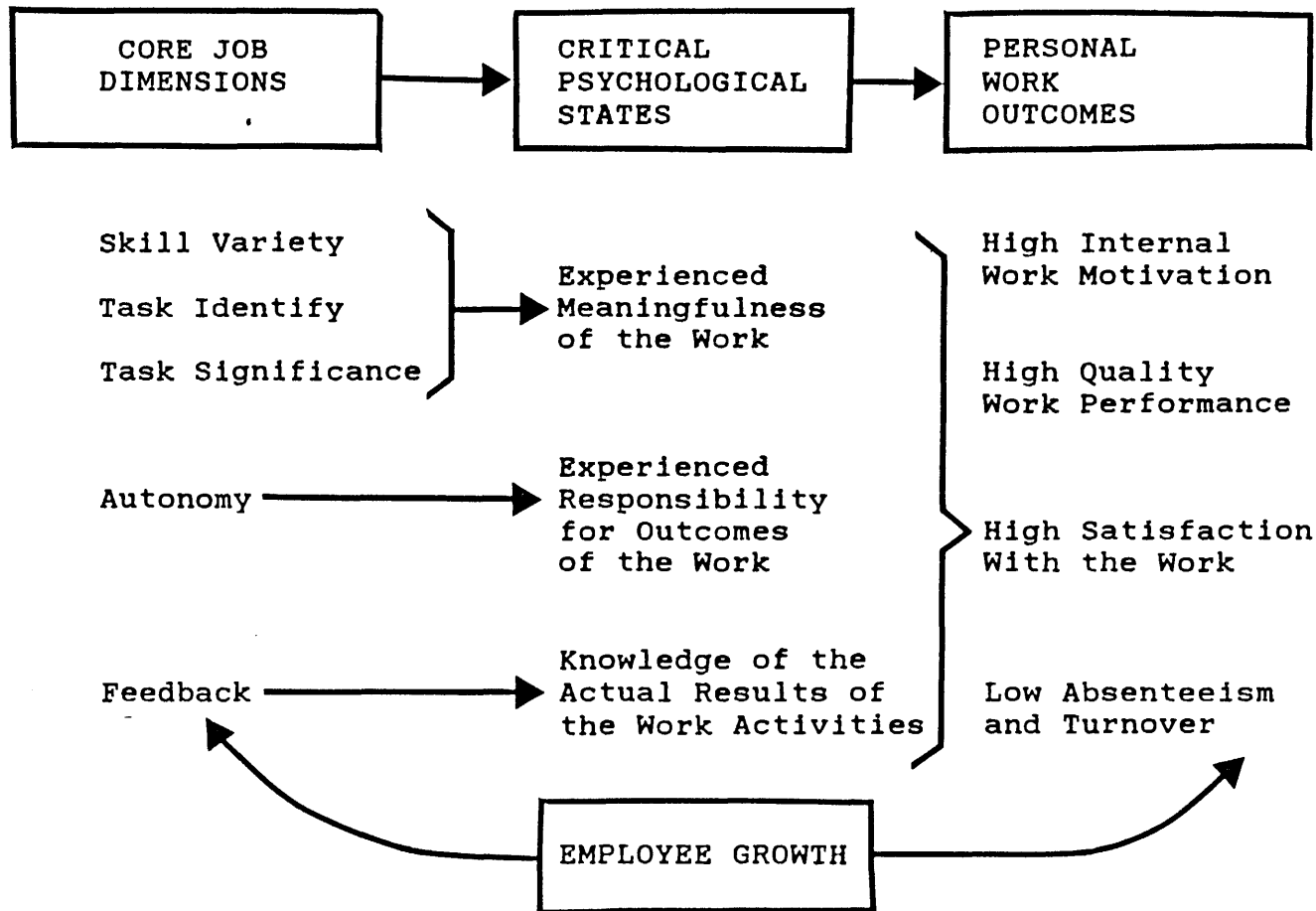


Figure 2. The job characteristics model.*

*Source: Hackman & Oldham, 1975.

The five core dimensions in the model affect three "critical psychological states" which are the individual's experienced meaningfulness of the work, experienced responsibility for work outcomes, and knowledge about the results of his or her work activities. These three psychological states in turn have been linked to five personal work outcomes: internal work motivation, job satisfaction, absenteeism, turnover, and work quality. The individual characteristic growth need strength moderates the relationship between the characteristics of the job, psychological states, and work outcomes. Growth need strength is the desire in which an individual seeks personal growth, development, creativity, and challenge. Employees with higher order need strength will experience satisfaction when their efforts accomplish something they feel is worthwhile.

Numerous studies on the relationship between job characteristics and satisfaction have been conducted since the job characteristics model was proposed. Loher et al., (1985) studied the relationship between job characteristics and job satisfaction with the role of growth need strength as a possible moderator. Job characteristics and job satisfaction were moderately correlated with growth need strength as a moderator. This relationship had a higher correlation for individuals with high growth need strength. External situational characteristics such as work group or

management support may be necessary for the core dimension to increase low growth need strength employee's job satisfaction.

Billings et al. (1977) studied the change in technology from batch to mass production in a hospital dietary department of 123 employees to determine the effect on job characteristics and job satisfaction. Employee's perception of task significance and task variety were affected but this did not affect the employee's satisfaction with work performed. Explanations given for the lack of change in job satisfaction were that perhaps the employees were low on the growth need strength desires, the change led to a decline in work effort, and finally, the change may have been well managed therefore causing little effect on job satisfaction. Locke (1976) found a stronger relationship between growth need strength and job characteristics on job satisfaction than did the Loher et al. study (1985). Individuals with high growth need strength had a high correlation between job characteristics and job satisfaction. The results for employees low in growth need strength were similar.

Dunham (1976) studied the dimensionality of job characteristics using a sample of 3,610 exempt employees from a large retail merchandising operation. Two of the job characteristics core dimensions could not be clearly

defined. Task variety and autonomy were not found to be empirically different.

Limitations of the Model

Three limitations of the job characteristics model were identified by Hackman & Oldham (1971):

1. The model deals only with the part of the job that can be altered to create positive incentives for the employee, but does not deal with the dysfunctional parts of repetitive work.

2. The model deals with the relationship between the employee and his/her work. No consideration is given the effect of social, managerial, technical, or situational moderators of how people react to their job.

3. The model only deals with individuals that work independently and does not take into account interacting groups.

Roberts and Glick (1981) critically reviewed the job characteristics approach to task design. The model contains three types of relationships (within-person, person-situation, and situational) causing considerable confusion. They stated the model has many theoretical, analytical, and operational problems. Also, problems occur in the approach to job characteristics.

Job Characteristic Model in Foodservice Settings

The foodservice industry often experiences high levels of turnover, absenteeism, and low productivity. Improving employees attitudes towards their jobs may have a positive impact on turnover, attendance, and performance. The job characteristic model can be applied to redesign jobs in the foodservice setting.

Limited behavioral science research has been done in the foodservice setting. Recent studies have examined job satisfaction and organizational behavior. Calbeck et al., (1979) found that hospital dietitians were more satisfied with all components of their jobs than foodservice employees. Directors of departments were the dietitians who were the most satisfied overall with their jobs. Hopkins et al., (1979) found school foodservice workers had greater job satisfaction than did hospital foodservice employees. Also, they found longer tenure with the organization for school foodservice employees than for hospital foodservice employees. Hopkins et al., (1980) found foodservice employees with higher levels of performance had higher job satisfaction and organizational identification than did employees with lower levels of performance. Foodservice employees with higher organizational identification had higher levels of job satisfaction. Swartz & Vaden (1978) found foodservice employees were more satisfied with their jobs when they were able to see the results of their work.

Knickrehm and Wertz (1975) indicated that tenure of dietary employees cannot be determined by individual characteristics. Billings et al. (1977) studied the relationship between job satisfaction and job characteristics in a foodservice setting. Duke (1987) found that job satisfaction was significantly related to the job characteristics model in a university foodservice setting. Sneed's (1988) found a significant relationship between job satisfaction and job characteristics for employees in a school foodservice setting.

Foodservice employees have very diverse backgrounds, educational levels, and skills. Jobs vary significantly according to the setting in which they are performed. It is difficult to generalize research in this field for these reasons. Employees in different settings may have differing needs which affects their perception of the job characteristics.

Measurement of Job Characteristics

The Job Diagnostic Survey

The Job Diagnostic Survey (JDS) originated from the theories of Turner and Lawrence (1965) and Hackman and Lawler (1971). Hackman and Lawler developed the survey in 1975 to measure employee's reactions to their work. The major purpose for the JDS is to provide input on an existing job in order to plan redesign of the job. The JDS used a

seven-point Likert scale (1 = low, 7 = high) to measure the five core dimensions: variety, autonomy, identity, feedback, and task significance. The JDS also measures feedback from supervisors and co-workers and dealing with others.

The JDS was one of the most widely used perceptual measures of job characteristics (design), but its consistency and underlying dimensionality was questioned (Pierce & Dunham, 1978). Dunham (1976) and Dunham et al. (1977) have shown that the JDS varies across samples.

The Job Characteristics Inventory

Sims et al. (1976) developed the Job Characteristics Inventory (JCI) as an extension of the Job Diagnostic Survey. The JCI is a 30-item questionnaire that measures four of the core characteristics (variety, autonomy, task identity, and feedback). Responses are made on a five-point Likert scale.

Reliability and validity of the JCI have been documented in the literature. Sims et al. (1976) demonstrated reliability and construct validity using two different employee groups. One group consisted of employees of a medical center and included administrative, professional, technical, clerical, and service personnel. The second group consisted of employees of a manufacturing firm including managers, engineers, and foremen. Split-half reliability coefficients for the two groups and Cronbach

alpha reliability coefficients for the manufacturing firm are shown in Table 1. Factor analysis was done to assess construct validity of the JCI.

Reliability of the JCI has been established in two studies with foodservice employees. In a study involving school foodservice employees, Cronbach alpha coefficients of .86 for non-supervisory employees and .90 for supervisory employees were found (Sneed, 1988). In Duke's study (1987) involving university foodservice employees, Cronbach alpha coefficients of .88 for non-supervisory employees and .91 for supervisory employees were reported.

Pierce and Dunham (1978) evaluated and compared the empirical dimensionality and internal consistency of the JDS and the JCI. They found the internal consistency of the JCI to be greater than that of the JDS. The JCI has more questions regarding variety, autonomy, and identity, therefore making its internal consistency stronger. Feedback consistency on the JCI was .90 compared with .69 for the JDS. Also, factor intercorrelations for the JCI were smaller.

The JCI can be useful for evaluating the six dimensions but it should be noted that it by no means covers all aspects of job characteristics. Additional job characteristics such as task complexity, task responsibility, and task challenge should be explored.

Table 1

Reliability of the Job Characteristics Inventory

Job Characteristics	Reliability	
	Group I ^a	Group II ^b
Variety	.80	.78 (.82) ^c
Autonomy	.74	.84
Feedback	.80	.83 (.86)
Task Identity	.77	.75 (.83)
Dealing with Others	.75	.68 (.73)
Friendship Opportunities	.62	.84

Note. Source: Sims et al., 1976.

^aSplit-half reliability.

^bCronbach alpha reliability.

^cReliability subsequent to item analysis.

Summary

The job characteristics model illustrates the relationship between employees perceptions of his/her job and their reaction to the job. Organizational commitment and job satisfaction have been shown in numerous studies to be related to job characteristics. Organizational commitment and job satisfaction in relationship to job characteristics is influenced by the employee's perception of job characteristics as well as demographics characteristics, position in the organization, feedback, and environment.

Many questions and criticisms have been raised about the dimensionality of the job characteristics. The model focuses only on the individual and not organizational factors. Therefore, the model may be limited in it's use in job design.

The employee's level of organizational commitment and job satisfaction may affect performance, attendance, and absenteeism. Therefore, the job characteristics model can be used by managers in the foodservice setting to increase organizational commitment and job satisfaction through job redesign.

There is a paucity of research related to organizational commitment, job satisfaction, and job characteristics in foodservice operations. Thus, further research is needed to elucidate relationships among these

variables. This would serve as the basis for making changes in jobs in the foodservice setting.

CHAPTER III

METHODS

Study Sample

Eleven short-term, general hospitals were selected from the annual listing of hospitals published by the Tennessee Hospital Association (1987). The Tennessee Hospital Association divides its membership into eight geographical districts. In choosing the hospitals to include in the study, location and bed size were the major considerations. Bed size stratifications used were as follows: less than 99, 100-199, 200-299, more than 300. Two or more hospitals were selected from each strata to ensure representation from facilities of different sizes. All the hospitals selected were from the East Tennessee region which includes the Mid-East District, Knoxville District, and the Upper East District. Letters were sent to each of the hospitals in the East Tennessee region explaining the purpose of the study and procedure to be used by the researcher (Appendix A).

The researcher contacted the dietitian or foodservice director in each hospital and discussed the purpose and procedures of the study. A follow-up telephone call was used to establish a date and time for conducting the survey in the facilities which agreed to participate.

Research Instruments

Questionnaires were developed for both supervisory (Appendix B) and non-supervisory (Appendix C) employees. The questionnaires consisted of four parts. Part I included the Job Characteristics Inventory (JCI) developed by Sims et al. (1976). The JCI consists of 30 items developed to measure employee's perceptions of six job characteristics: variety, autonomy, task identity, feedback, dealing with others, and friendship opportunities. The item responses were made on a five-point rating scale. The first 13 items had the following descriptive anchors: very little, moderate amount, and very much. The remaining items had the following descriptive anchors: a minimum amount, a moderate amount, and a large amount.

Part II of the questionnaire consisted of the Organizational Commitment Questionnaire (OCQ) developed by Porter et al. (1974). The OCQ consists of 15 items developed to identify organizational commitment by examining three related factors: (1) a strong belief in and acceptance of the organization's goal and values; (2) a willingness to exert considerable effort on behalf of the organization; and (3) a strong desire to maintain membership in the organization. The item responses were made on the seven-point Likert rating scale from strongly disagree to strongly agree. Letters were sent to both Sims (Appendix D)

and Porter (Appendix E) requesting permission to use these instruments and permission was granted.

Part III included questions designed to determine employee's perceptions of job satisfaction. The questions were modified from the Job Descriptive Index. Five questions were included related to satisfaction with supervision, people on the job, work, pay, and opportunities for promotion. The item responses were made on a seven point rating with the following descriptive anchors: strongly agree, neutral, and strongly disagree.

Part IV included eight demographic items related to gender, age, employment status, job title, education level, years employed in foodservice, and wage or salary. Responses to demographic items were made by selecting the appropriate descriptive category.

Scoring

A total job characteristics score for each employee was calculated by summing responses for all 30 items. Subscale scores for each of the six characteristics were calculated by summing the responses to the items for the subscale and dividing by the number of items in the subscale. For example, an employee's feedback score would equal the sum of his/her responses to items 4, 9, 14, 20, and 25 divided by 5. The scores range from 1 to 5 on a continuous scale, with 5 representing the greater perceived degree of the job

characteristic and 1 the least. The characteristics and related item numbers are shown in Appendix F.

Questions 31 through 45 on the survey related to employee's commitment to the organization. A total organizational commitment score was obtained by summing the responses to these fifteen questions. The scores range from 15 to 105 points on a continuous scale, with a larger number representing greater perceived organizational commitment. Items 3, 7, 9, 11, 12, and 15 were scored in reverse.

Questions 46 through 51 on the survey related to employee's perceptions of job satisfaction. A total job satisfaction score was obtained by summing the responses to these six questions. The scores range from 5 to 35 on a continuous scale, with a larger number representing greater perceived job satisfaction.

Questions 52 through 58 of the survey relate to employee demographic information, including gender, age, employment status, job category (for non-supervisory employees), number of employees supervised (for supervisory employees), educational level, tenure, and salary. These responses were reported as frequency counts for each category.

Pilottest

Parts I, III, and IV of the survey were pilottested and administered by Sneed (1988) and Duke (1987) in school and

university settings. Both studies were conducted in foodservice with similar employees. No problems were noted, therefore, these sections of the instrument were not pilottested for this study.

Part II of the questionnaire was pilottested with a group of eleven non-supervisory and two supervisory foodservice employees at a university. Employees were informed of the nature and purpose of the questionnaire and were assured of the confidentiality of responses. The questionnaire was read aloud to the entire group by the researcher. Employees completed the questionnaire and gave verbal feedback on problems with wording of questions and the pace of reading aloud. Results of a pilottest were used to determine if the questionnaire was appropriate for most of these foodservice employees, to determine pace of reading questions, and to determine an approximate administration time.

Data Collection

Data collection was done during February, 1988. The researcher administered the survey during the employees' normal working hours. The hospitals allowed the employees time to participate without penalty of no pay. Because this research involved human subjects, review and approval by the Human Subjects Review Committee was granted prior to data collection (Appendix G).

The instrument was distributed to the employees in each hospital in a group setting. The employees were informed of the nature and purpose of the study and the credentials and background of the researcher. It was assumed that at least some of the employees were illiterate to varying degrees. No attempt was made to determine which employees were actually illiterate. Participation was strictly voluntary, as employees accepted the questionnaire, they were advised that this action was interpreted as a consent to participate. The researcher read aloud the non-supervisory questionnaire in order to assist employees with reading difficulty. To ensure anonymity, employees were instructed not to place their name on the questionnaire and to place the completed questionnaire in an envelope provided by the researcher.

In research by Sneed in a school foodservice setting and by Duke in a university foodservice setting; the same job characteristics and job satisfaction questions were used in all three studies. A comparison of their data on these two variables will be made to assess the influence of setting on job characteristics and job satisfaction.

Data Analysis

The Cronbach alpha coefficient was used to determine internal consistency based on employees' responses of participants in this study (Cronbach, 1951). The

Statistical Package for the Social Sciences (SPSS, 1986) was used to calculate the alpha coefficient for the 30-item Job Characteristics Inventory, for the Organizational Commitment Questionnaire, and job satisfaction questions.

Descriptive statistics and tests of the research hypotheses were completed by the Statistical Analysis System (SAS, 1985). For each demographic variable, frequencies and percentages were determined for each response category. For all other survey items, the mean, standard deviation, and frequency distribution were determined.

Several statistical analyses were applied to test the research hypotheses. For all tests of significance, a .05 alpha level was used.

Hypothesis 1 - There is no significant relationship between organizational commitment and job satisfaction of hospital foodservice employees.

Hypothesis 4 - There is no significant difference in job characteristics, organizational commitment, and job satisfaction between supervisory and non-supervisory hospital foodservice employees.

Hypotheses 1 and 4 were analyzed using simple linear regression. The F-statistic was used to test the research hypotheses.

Hypothesis 2 - There is no significant relationship between perceptions of job characteristics and organizational commitment of hospital foodservice employees.

Hypothesis 3 - Hospital foodservice employees who have higher perceived job characteristics scores will exhibit higher levels of job satisfaction.

These hypotheses were analyzed using multiple linear

regression analyses. The F-statistic was used to test the research hypotheses.

Hypothesis 5 - There is no significant difference between job characteristics of supervisory and non-supervisory employees in hospital, school lunch, and university foodservice settings.

Hypothesis 6 - There is no significant difference between job satisfaction of supervisory and non-supervisory employees in hospital, school lunch, and university foodservice settings.

Hypothesis 7 - There is no significant relationship between organizational commitment and the variables length of employment, age, and education for supervisory and non-supervisory hospital employees.

Hypothesis 8 - There is no significant relationship between job satisfaction and the variables length of employment, age, and education for supervisory and non-supervisory employees.

These hypotheses were analyzed using multiple linear regression analyses. Separate analyses were done for supervisory and non-supervisory employees. When the model was significant, the Duncan's Multiple Range multiple comparison test was used to determine which means were significantly different from one another.

CHAPTER IV

RESULTS

The purposes of this study were to:

- 1) determine the relationship among job characteristics, organizational commitment, and job satisfaction of hospital foodservice employees;
- 2) determine the relationship between organizational commitment and job satisfaction of hospital foodservice employees;
- 3) determine the difference in perceived job characteristics and job satisfaction of foodservice employees in hospital, school lunch, and university settings;
- 4) determine the relationship between perceived organizational commitment and selected demographic variables and perceived job satisfaction and selected demographic variables.

The written questionnaire was administered to 217 hospital foodservice employees from a total of 11 hospitals. The instrument consisted of four components: The Job Characteristics Inventory, the Organizational Commitment Questionnaire, a general job satisfaction scale, and demographic questions. A general description of the survey sample and the reliability of the reserach instruments will

be presented followed by the results of each research hypothesis.

Characteristics of Sample

The total number of participants in the study was 217, of which, 45 were supervisory employees and 172 were non-supervisory employees. Demographic characteristics of the sample are presented in Table 2. Both supervisory and non-supervisory groups had a considerably higher percentage of female participants than male. The supervisory group was more concentrated in the age range of 30 to 39 and 50 to 59 years while the most concentrated age range for the non-supervisory employees was 20 to 29 years. The smallest percentage of employee for both groups was in the less than 20 and 60 or older age categories.

Most employees were full time. Over half of the non-supervisory employees' job classification was in the category of other which was defined as working two or more positions. The high percentage of employees answering this category is related to the practice in most hospital settings of having employees work more than one position. When this was the case, the researcher instructed participants to mark response "other." The smallest number of employees were classified as a cook's helper or baker. Almost half of the supervisors attended or completed college compared with less than one-fourth of non-supervisory

Table 2

Characteristics of Samples

Characteristics	Supervisory Employees (n=45)	Non-supervisory Employees (n=172)
	<----- % ----->	
Sex		
male	13.3	14.5
female	<u>86.7</u>	<u>85.5</u>
	100.0	100.0
Age		
<20	0.0	4.9
20-29	6.7	31.1
30-39	33.3	21.3
40-49	15.6	18.9
50-59	40.0	14.0
60 or over	<u>4.4</u>	<u>9.8</u>
	100.0	100.0
Employment status		
full-time	97.8	93.3
part-time	<u>2.2</u>	<u>6.7</u>
	100.0	100.0
Job classification		
cook		11.0
cook's helper		1.8
baker		1.8
salad, dessert, and/or ingredient room		7.4
tray assembler-patient room server		7.4
cafeteria or dining room server		12.3
dishroom or pot and pan worker		3.7
other		<u>54.6</u>
		100.0

Table 2

(continued)

Characteristics	Supervisory Employees (n=45)	Non-supervisory Employees (n=172)
	<----- % ----->	
Education		
some grade school	4.4	2.5
completed grade school	0.0	5.7
some high school	8.9	25.3
completed high school	24.4	41.1
some technical school	8.9	4.4
completed technical school	6.7	1.9
some college	26.7	17.1
completed college	<u>20.0</u>	<u>1.9</u>
	100.0	100.0
Years foodservice experience		
Less than 1	6.7	48.4
6 to 10	24.4	29.2
11 to 15	13.3	11.2
16 to 20	28.9	7.5
21 to 25	8.9	3.1
More than 26	<u>17.8</u>	<u>0.6</u>
	100.0	100.0
Hourly wage		
\$3.40 - 5.00		69.6
\$5.01 - 6.25		25.9
\$6.26 - 7.50		3.2
\$7.51 or higher		<u>1.3</u>
		100.0
Yearly salary		
\$10,000 - 14,999	57.1	
\$15,000 - 19,999	21.4	
\$20,000 - 24,999	7.1	
\$25,000 or higher	<u>11.9</u>	
	100.0	

employees. However, over half the non-supervisory employees had completed high school.

The largest percentage of supervisors had 16 to 20 years foodservice experience while almost fifty percent of the non-supervisory employees had less than 5 years experience. Non-supervisory employees with more than 26 years of work made up the smallest percentage, whereas, the smallest percentage of supervisors had less than 5 years tenure.

More than half the supervisory and non-supervisory employees were in the lowest wage/salary category, with approximately twenty-five percent of both groups in the next highest category. Less than five percent of the employees were in the highest wage category, whereas, over ten percent of the supervisors were in the highest category.

Hypothesis Testing and Instrumentation

The reliability of the research instruments was determined using Cronbach's alpha. Coefficients for the research instruments are shown in Table 3.

Hypothesis 1

Hypothesis 1 stated that there is no significant relationship between organizational commitment and job

Table 3

Cronbach's Alpha Coefficients
for the Research Instruments

Supervisory	Supervisory Employees	Non- Employees
Total Questionnaire	.87	.89
Job Characteristics Inventory (30 items)	.84	.85
Organizational Commitment Questionnaire (15 items)	.79	.79
Job Satisfaction (5 items)	.55	.59

satisfaction of hospital foodservice employees. Results indicated there was a relationship between organizational commitment and job satisfaction of hospital foodservice employees, thus hypothesis 1 was rejected. Each model was significant, indicating that organizational commitment and job satisfaction are positively related. The R^2 for all employees was .38. For supervisory employees the R^2 was .29 and for non-supervisory employees .35. The R^2 represents the percent of variance in job satisfaction that is accounted for by organizational commitment.

Hypothesis 2

Hypothesis 2 stated that there was no significant relationship between perceptions of job characteristics and organizational commitment of hospital foodservice employees. The multiple regression model which tested the degree to which job characteristics predicted the dependent variable organizational commitment for supervisory employees was significant (R^2 of .32). The only significant individual characteristic was variety (Table 4). The model for non-supervisory employees was found to be significant with an R^2 of .17. Variety and feedback are the only two significant job characteristics (Table 5). Thus, hypothesis 2 was rejected because the relationship between job

Table 4

Prediction of Organizational
Commitment From Job Characteristics
for Supervisory Employees
(n=45)

Source	DF	SS	F Value	PR<F
Variety	1	4.96	8.70	0.0055*
Autonomy	1	0.01	0.02	0.8865
Task Identity	1	1.28	2.25	0.1425
Feedback	1	2.20	3.86	0.0570
Dealing With Others	1	0.49	0.86	0.3600
Friendship	1	1.09	1.92	0.1747

*Statistically significant ($p < .05$).

Table 5

Prediction of Organizational
Commitment From Job Characteristics
for Non-Supervisory Employees
(n=172)

Source	DF	SS	F Value	PR>F
Variety	1	19.09	19.34	0.0001*
Autonomy	1	0.28	0.28	0.5954
Task Identity	1	2.92	2.96	0.0873
Feedback	1	10.36	10.50	0.0014*
Dealing With Others	1	0.66	0.67	0.4151
Friendship Opportunities	1	0.10	0.10	0.7557

*Statistically significant ($p < .05$).
characteristics and organizational commitment was

significant for both supervisory and non-supervisory employees.

Hypothesis 3

Hypothesis 3 stated that hospital foodservice employees who have higher perceived job characteristics scores will exhibit higher levels of job satisfaction. The multiple regression model which tested the degree to which job characteristics predicted the dependent variable job satisfaction for supervisory employees was significant with an R^2 of .32. As shown in Table 6, variety and feedback were the significant individual job characteristics. The model for non-supervisory employees was also significant. The R^2 indicates that 17 percent of the variance in job satisfaction could be accounted for by job characteristics. Variety and feedback were the only individual job characteristics that were found to be significant (Table 7). Results for both analyses for supervisory and non-supervisory employees indicate that job characteristics are positively related to job satisfaction, thus, hypothesis 3 will not be rejected.

Hypothesis 4

Hypothesis 4 stated that there is no significant

Table 6

Prediction of Job Satisfaction
from Job Characteristics for
Supervisory Employees
(n=45)

Source	DF	SS	F Value	PR>F
Variety	1	6.12	7.29	0.0104*
Autonomy	1	0.21	0.25	0.6221
Identity	1	0.27	0.32	0.5749
Feedback	1	7.42	8.84	0.0052*
Dealing With Others	1	0.23	0.27	0.6059
Friendship Opportunities	1	0.05	0.06	0.8129

*Statistically significant ($p < .05$).

Table 7

Prediction of Job Satisfaction
From Job Characteristics For
Non-Supervisory Employees
(n=172)

Source	DF	SS	F Value	PR>F
Variety	1	31.68	23.13	0.0001*
Autonomy	1	2.41	1.76	0.1864
Identity	1	0.05	0.04	0.8434
Feedback	1	31.52	23.01	0.0001*
Dealing With Others	1	1.43	1.04	0.3091
Friendship Opportunities	1	0.00	0.00	0.9799

*Statistically significant ($p < .05$).

difference in job characteristics, organizational commitment, and job satisfaction between supervisory and non-supervisory hospital foodservice employees. Mean scores by role for each of the six job characteristics, organizational commitment, and job satisfaction are presented in Table 8.

There was a significant difference for supervisory and non-supervisory employees for all job characteristics with the exception of identity. There was also a difference in job satisfaction and organizational commitment due to role. For all job characteristics, organizational commitment, and job satisfaction, supervisory employees rated their jobs higher than did non-supervisory employees. Thus, hypothesis 4 is rejected.

Hypothesis 5

Hypothesis 5 stated there was no significant difference between job characteristics of supervisory and non-supervisory employees in hospital, school lunch, or university foodservice settings. Mean scores by role and setting for each of the six job characteristics are presented in Appendix H.

For supervisory and non-supervisory employees in all

Table 8

Mean Scores of Job Characteristics by Role
for Hospital Foodservice Employees

Characteristic	Mean Job Characteristic Score ^a	
	Supervisory (n=45)	Non-supervisory (n=172)
Variety	4.1 ± .6 ^b	3.7 ± .8*
Autonomy	4.2 ± .7	3.5 ± .9*
Identity	4.3 ± .9	4.0 ± .9
Feedback	3.5 ± .9	3.1 ± .9*
Dealing With Others	4.6 ± .5	4.1 ± .9*
Friendship Opportunities	3.7 ± 1.0	3.1 ± 1.0*
Commitment	5.5 ± .9	4.8 ± 1.1*
Satisfaction	5.7 ± 1.0	4.8 ± 1.3*

^ascores were standardized by dividing sums by total number of items in JCI. Item scores ranged from very little (1) to very much (5) or from a minimum amount (1) to a large amount (5) for job characteristics. For commitment and satisfaction scales, item scores ranged from strongly disagree (1) to strongly agree (7).

^bmean ± standard deviation

*statistically different (p < .05)

settings, variety, autonomy, dealing with others, and friendship opportunities were significantly different. For Autonomy, identity, feedback, and friendship opportunities were significantly different. For each of these job characteristics, supervisors rated their jobs higher than did non-supervisory employees. Mean scores for these job characteristics for supervisory and non-supervisory employees respectively were: variety (3.9, 3.6), autonomy (4.1, 3.7), dealing with others (4.6, 4.0), and friendship opportunities (3.7, 3.3).

Autonomy, identity, feedback, and friendship opportunities were the job characteristics that related significantly to setting. School foodservice employees rated their jobs consistently higher than employees in the university and hospital settings. The mean scores for the job characteristics that are significantly different due to setting are shown in Table 9. There are differences in job characteristics due to both role and foodservice setting. Thus, Hypothesis V will be rejected.

Hypothesis 6

Hypothesis 6 stated there was no significant difference between job satisfaction of supervisory and non-supervisory employees in hospital, school lunch, or university

Table 9

Mean Job Characteristics Scores^a
for Supervisory and Non-supervisory Employees
in School, Hospital, and University Foodservice

Job Characteristic	School (n=137)	Hospital (n=217)	University (n=175)
Variety	3.7	3.7	3.7
Autonomy	3.9 ^a	3.6 ^b	3.7 ^{ab}
Identity	4.3 ^a	4.1 ^b	3.9 ^b
Feedback	3.6 ^a	3.2 ^b	3.1 ^b
Dealing With Others	4.0	4.2	4.2
Friendship Opportunities	3.6 ^a	3.4 ^{ab}	3.3

^aMean scores for a job characteristic with the same superscript are not significantly different from each other, mean scores with different superscripts are significantly different.

foodservice settings. Differences in job satisfaction were found due to both role and setting. Supervisory employees had a higher mean job satisfaction score (4.8) than did non-supervisory employees (4.4). Job satisfaction scores for employees in the school and hospital setting were found to be significantly different from the university setting. The mean job satisfaction scores in school, hospital, and university settings were 5.0, 5.0, and 3.3 respectively. The hypothesis should be rejected.

Hypothesis 7

Hypothesis 7 stated that there is no significant relationship between organizational commitment and the variables length of employment, age, and education for supervisory and non-supervisory hospital employees.

For all employees, age was the only demographic variable significantly related to organizational commitment. Employees 29 years and younger were less committed than were employees over 30. As age increased, mean commitment scores increased.

For non-supervisory employees, age was again the only significant demographic variable. Commitment scores were significantly less for employees younger than 29 than for employees 60 and older. For supervisory employees, no

demographic variables were significantly related to organizational commitment. Therefore, hypothesis VII will not be rejected, with the exception of age for non-supervisory employees.

Hypothesis 8

Hypothesis 8 stated that there is no significant relationship between job satisfaction and the variables length of employment, age, and education for supervisory and non-supervisory employees in a hospital setting. Job satisfaction was not significantly related to demographic variables for supervisory or non-supervisory employees. Thus, this hypothesis will not be rejected.

CHAPTER V

DISCUSSION

This study examined the influence of job characteristics of foodservice supervisory and non-supervisory employees on organizational commitment and job satisfaction in a hospital setting. Also, the effect of foodservice setting on job characteristics and job satisfaction was explored. In addition, the influence of employee demographic characteristics on organizational commitment and job satisfaction was examined.

Job characteristics, which were measured by the JCI were found to be significant predictors of organizational commitment and job satisfaction for hospital foodservice employees. Variety and feedback were the only individual job characteristics found to be significantly related to organizational commitment and job satisfaction. Supervisory employees rated their jobs higher than did non-supervisory employees for all job characteristics, organizational commitment, and job satisfaction. This could probably be explained by the nature of a supervisor's job. Supervisors tend to have more control over their positions than do non-supervisory employees.

Steers (1977) found organizational commitment was influenced by job characteristics in two diverse samples. Task identity was significantly related to organizational commitment in both samples and feedback in one sample but not the other. Steers and Spencer (1977) concluded in their study that employees become more committed when the job scope was expanded by providing greater amounts of variety, feedback, autonomy, task identity, and dealing with others. The present study positively related job characteristics to organizational commitment. Congruent with previous studies, variety and feedback were the two characteristics found to be significantly related to organizational commitment.

A study by Porter et al. (1974) found that organizational commitment was positively related to job satisfaction. Bateman and Strasser's study (1984) indicated that commitment is usually antecedent to satisfaction. Curry et al. (1986) found a positive relationship between organizational commitment and job satisfaction. These results have been supported by other studies (Stone & Porter, 1975; Koch & Steers, 1976). The results of this study supports previous findings; organizational commitment and job satisfaction were positively related to each other.

The present study supports the findings of Hopkins et al. (1979) on foodservice employees. Their findings

concluded that individuals with higher levels of organizational commitment had higher levels of job satisfaction. Employees who are not satisfied with their jobs may seek employment elsewhere, leaving the more satisfied and committed employees.

In the present study, employee satisfaction was positively correlated with job characteristics. Non-supervisory employees perceived a significantly higher level of feedback than did supervisory employees. Feedback was related to job satisfaction for non-supervisory employees. Variety was found to be the only significant job characteristic for both groups. Duke's (1987) study found dealing with others and feedback to be the strongest predictors of job satisfaction. Dealing with others was found to be significantly higher for supervisory employees. Sneed (1988) found that supervisory employees perceived higher level of job satisfaction from dealing with others, variety, and autonomy than did non-supervisory employees. She found no significant relationship between job characteristics and job satisfaction. Sims and Szilagyi (1976) study found satisfaction with work is strongly related to dealing with others and variety for high occupational levels. These studies, along with the present study suggest that variety and feedback are positive

predictors for job satisfaction for supervisory employees. This is probably due to the diversity of a supervisory's job as compared to the repetition of a non-supervisory job. Supervisors also are more likely to be confident in their positions, whereas non-supervisory employees need more reassurance about the tasks they are performing.

The job characteristics means by role in the present study were found to be fairly similar to those obtained by Duke (1987) and Sneed (1988). This study found that variety, autonomy, dealing with others, and friendship opportunities were significantly different for supervisory and non-supervisory employees as did Duke and Sneed. Supervisors consistently rated their jobs higher than did employees in all three settings. These results probably are due to the nature of a supervisor's job. The nature of a supervisor's activities generally involves working independently with a variety of tasks dealing with people.

Autonomy, identity, feedback, and friendship opportunities were the job characteristics that were also found to be significantly related to setting. School foodservice employees consistently rated their jobs higher than employees in the university and hospital settings. For non-supervisory employees, identical mean scores were obtained for variety.

For all employees, age was the only demographic variable significantly related to organizational commitment. As age increased the mean commitment scores increased. This relationship has been found in many research studies (Hrebiniak & Alutto, 1972; Hall, Schneider, and Nygren, 1978; Hall & Mansfield, 1975).

Age was found to be a significant demographic variable related to organizational commitment. A reasonable assumption is that commitment is a process that develops over a extended period of time as an individual excepts the relationship between himself/herself and the organization. If commitment does not occur, the employees may leave the organization.

Recommendations

The purpose of the Organizational Commitment Questionnaire is to measure an employee's conviction in and acceptance of the organization's goals, his/her willing to exert considerable effort for the organization, and their desire to remain a part of the organization. This questionnaire does not attempt to measure other aspects of the environment that may cause an individual to be committed to the organization. Additional studies should evaluate

the influence of the foodservice environment on organizational commitment.

This study focused on job characteristics in relationship to employee organizational commitment. Variety and feedback were the two job characteristics that were found to be significantly related to organizational commitment. In a foodservice setting, changes in variety and feedback can be implemented into the job design, thereby increasing these core job characteristics. Managers may want to focus on changes in variety and feedback to increase organizational commitment of employees. Job redesign may incorporate more variety in non-supervisory jobs by crossing training or job rotation. Feedback should be given daily by co-workers as well as supervisors. Management should set examples by providing feedback and encourage employees to give feedback to each other in a constructive manner. Management and employees could set goals together and include these goals in the performance evaluation (which should be given quarterly). By increasing the variety in the job and feedback regarding the employees performance, job satisfaction and organizational commitment may improve.

The OCQ may be used to predict significant relationships between organizational commitment and absenteeism, turnover, and performance. This study did not

investigate these outcomes, nor does it imply that organizational commitment in the hospital foodservice setting influences these outcomes. An individual comes to an organization with expectations, skills, desires, and needs and joins an organization expecting to use these skills and satisfy their needs. When the organization is able to fulfill these needs the employee usually becomes committed to the organization, therefore, reducing absenteeism, turnover, and improving performance. If the high achiever is unable to fulfill these needs he/she is more likely to seek employment elsewhere. Thus, the organization tends to end up with less productive but stable employees (Steers, 1977). Additional studies using the OCQ could include further evaluation of organizational commitment and its relationship to antecedents and negative outcomes. Also, additional research needs to compare attitudinal and behavioral perceptions of organizational commitment. Further research in this area could contribute to a broader understanding of employee's organizational behavior. It is recommended that studies be conducted in foodservice settings on the relationship between job characteristics and organizational commitment in other foodservice settings, such as university, commercial, and public schools.

Improving employee's job satisfaction first begins with understanding and evaluating the employee's perception of job characteristics. Measurement tools such as the JCI can be used to measure the employee's perceptions. Job enrichment and redesign can be implemented to improve job satisfaction once the employee's perceptions of job characteristics have been determined.

Summary

This study demonstrated that employees who rated their jobs higher in the six job characteristics tended to be more committed to the organization and more satisfied with their jobs. Variety and feedback were the strongest predictors of organizational commitment for employees in a hospital foodservice setting. For all job characteristics, organizational commitment, and job satisfaction, supervisory employees rated their jobs higher than did non-supervisory employees. Also, age was the only demographic variable that influenced organizational commitment.

Supervisory employees rated their jobs higher than did non-supervisory employees on the job characteristics, variety, autonomy, dealing with others, and friendship opportunities in all settings. Employees in the school

setting were more satisfied than those in the hospital and university settings.

The Job Characteristics Inventory was designed to measure the individual employee's perceptions of the characteristics in his/her job. It should be noted that each individual perceives his or her job differently from other employees even though they may be performing similar tasks. Job satisfaction is perceived differently by individuals.

This study investigated the relationship between job characteristics and job satisfaction of foodservice employees in the hospital, school, and university setting. Employees in school and hospital settings were significantly more satisfied with their jobs than employees in the university setting. School foodservice supervisory employees and non-supervisory employees were more satisfied overall with their jobs.

Job satisfaction may be higher for school foodservice workers for several reasons. School foodservice usually only prepares one meal per day with a limited selection of items, therefore reducing the work load and pressure caused by time schedules. School foodservice employees generally have better hours (4 to 6 hour work days, weekends, holidays, and summers off). Additional studies should be

conducted on foodservice settings to determine the reasons for the difference between settings.

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APPENDIX

APPENDIX A

Letter to Hospitals

THE UNIVERSITY OF TENNESSEE
KNOXVILLE



January 2, 1988

College of
Human Ecology

Nutrition and
Food Science

Dear :

Turnover, absenteeism, and poor performance are routine problems that face managers in foodservice operations. Understanding job characteristics and how they relate to job satisfaction and organizational commitment may reduce these negative consequences for the organization. To better understand these relationships, we are currently conducting a study to obtain employees' perceptions of job characteristics, job satisfaction, and organizational commitment.

Your assistance is critical to the success of this study. Would you be willing to allow Ms. Herman to administer a survey instrument to foodservice employees in your operation? She will read the survey instrument aloud to groups of employees; a process that will take approximately 20 minutes.

Participation of individual employees would be strictly voluntary. These surveys will NOT be identified in any way by name or code numbers to ensure complete anonymity. Neither the employee or the institution will be identified. All data will be compiled and used as group data. We will be happy to provide you with a summary of the results of the study upon request.

Ms. Herman will contact you by telephone by January 13 to determine interest in participation and to set a date for data collection. We appreciate your cooperation and feel sure the findings of this study will be useful to managers in the foodservice industry.

Sincerely,

Ms. Carole Herman, R.D.
Graduate Student

Jeannie Sneed, Ph.D., R.D.
Assistant Professor

APPENDIX B

Questionnaire for Supervisory Employees

Part I

There are many characteristics about your job that are important to you. Please describe your job by answering the following questions. Circle the number that you feel best answers the question about your job.

	Very little		A moderate amount		Very much
	1	2	3	4	5
Q-1. How much variety is there in your job?					
Q-2. How much are you left on your own to do your own work?	1	2	3	4	5
Q-3. How often do you see projects or jobs through to completion?	1	2	3	4	5
Q-4. To what extent do you find out how well you are doing on the job as you are working?	1	2	3	4	5
Q-5. How much opportunity is there to meet individuals whom you would like to develop friendship with?	1	2	3	4	5
Q-6. How much of your job depends upon your ability to work with others?	1	2	3	4	5
Q-7. How repetitious are your duties (i.e. do the same thing over and over again)?	1	2	3	4	5
Q-8. To what extent are you able to act independently of your supervisor in performing your job function (i.e. work without supervision)?	1	2	3	4	5
Q-9. To what extent do you receive information from your supervisor on your job performance?	1	2	3	4	5
Q-10. To what extent do you have the opportunity to talk informally with other employees while at work?	1	2	3	4	5
Q-11. To what extent is dealing with other people a part of your job?	1	2	3	4	5
Q-12. How similar are the tasks you perform in a typical work day?	1	2	3	4	5
Q-13. To what extent are you able to do your job independently of others?	1	2	3	4	5

Part II

To further describe your job, please circle the number that best describes the following statements.

	<i>A minimum amount</i>		<i>A moderate amount</i>		<i>A large amount</i>
	1	2	3	4	5
Q-14. How much feedback (information) do you get from your supervisor on how well you are doing on your job?					
Q-15. How much opportunity for friendship do you have with your co-workers?	1	2	3	4	5
Q-16. How much opportunity do you have to talk to others on your job?	1	2	3	4	5
Q-17. How much opportunity do you have to do a number of different tasks in your job?	1	2	3	4	5
Q-18. How much freedom do you have to do pretty much what you want on your job?	1	2	3	4	5
Q-19. To what degree do you handle your work by yourself from beginning to end?	1	2	3	4	5
Q-20. How much opportunity do you have to find out how well you are doing on your job?	1	2	3	4	5
Q-21. How much opportunity do you have to get to know other people at work?	1	2	3	4	5
Q-22. How much variety is there in your job?	1	2	3	4	5
Q-23. How much opportunity do you have for independent thought and action (i.e. to decide how you are going to do your job)?	1	2	3	4	5
Q-24. How much opportunity do you have complete work you started?	1	2	3	4	5
Q-25. To what extent do you feel that you know whether you are performing your job well or poorly?	1	2	3	4	5
Q-26. How much opportunity do you have to develop close friendships in your job?	1	2	3	4	5
Q-27. To what extent does your job involve meeting with others?	1	2	3	4	5
Q-28. How much control do you have over the pace of your work?	1	2	3	4	5
Q-29. How much opportunity do you have to do a job from the beginning to end (i.e., the chance to do a whole job)?	1	2	3	4	5
Q-30. How much feedback (information) do you receive from individuals other than your supervisor?	1	2	3	4	5

Part III

Listed below are a statements about possible feelings you might have about the organization for which you work. Please circle the number that best describes the following statements.

	Strongly disagree Neither disagree nor agree Strongly agree						
	1	2	3	4	5	6	7
Q-31. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.							
Q-32. I talk up this organization to my friends as a great organization to work for.	1	2	3	4	5	6	7
Q-33. I feel very little loyalty to this organization.	1	2	3	4	5	6	7
Q-34. I would accept almost any type of job assignment in order to keep working for this organization.	1	2	3	4	5	6	7
Q-35. I find that my values and the organization's values are very similar.	1	2	3	4	5	6	7
Q-36. I am proud to tell others that I am part of this organization.	1	2	3	4	5	6	7
Q-37. I could just as well be working for a different organization as long as the type of work was similar.	1	2	3	4	5	6	7
Q-38. This organization really inspires the very best in me in the way of job performance.	1	2	3	4	5	6	7
Q-39. It would take very little change in my present circumstances to cause me to leave this organization.	1	2	3	4	5	6	7
Q-40. I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.	1	2	3	4	5	6	7
Q-41. There's not too much to be gained by sticking with this organization indefinitely.	1	2	3	4	5	6	7
Q-42. Often, I find it difficult to agree with this organization's policies on important matters relating to its employees.	1	2	3	4	5	6	7
Q-43. I really care about the fate of this organization.	1	2	3	4	5	6	7
Q-44. For me this is the best of all possible organizations for which to work.	1	2	3	4	5	6	7
Q-45. Deciding to work for this organization was a definite mistake on my part.	1	2	3	4	5	6	7

Part IV

Each of the following are statements relate to your satisfaction with different aspects of your work situation. Circle the number of the statement that most agrees with your feelings.

	Strongly disagree Neutral Strongly agree						
	1	2	3	4	5	6	7
Q-46. I am satisfied with the supervision I receive on my job.							
Q-47. I enjoy the people that I work with.	1	2	3	4	5	6	7
Q-48. I enjoy the work I do.	1	2	3	4	5	6	7
Q-49. I am satisfied with my present pay.	1	2	3	4	5	6	7
Q-50. I am NOT satisfied with my opportunities for promotion.	1	2	3	4	5	6	7

Part V

Finally, we would like to ask some questions about you to help interpret the results.

Q-51. Your sex (Circle number of your answer)

- 1 Male
- 2 Female

Q-52. Your present age (Circle number)

- 1 Less than 20
- 2 20-29
- 3 30-39
- 4 40-49
- 5 50-59
- 6 Over 60

Q-53. What is your current employment status? (Circle number)

- 1 Employed full time (35 or more hours per week)
- 2 Employed part time (less than 35 hours per week)

Q-54. Which is the highest level of education that you have completed? (Circle number)

- 1 Some grade school
- 2 Completed grade school
- 3 Some high school
- 4 Completed high school
- 5 Some technical school
- 6 Completed technical school
- 7 Some college
- 8 Completed college

Q-55. Number of years that you have been employed in foodservice (Circle number)

- 1 Less than 5 years
- 2 6 to 10 years
- 3 11 to 15 years
- 4 16 to 20 years
- 5 21 to 25 years
- 6 More than 26 years

Q-56. What is your present yearly (gross) salary?

- 1 \$10,000 to 14,999
- 2 \$15,000 to 19,999
- 3 \$20,000 to 24,999
- 4 \$25,000 or higher

APPENDIX C

Questionnaire for Non-Supervisory Employees

Part I

There are many characteristics about your job that are important to you. Please describe your job by answering the following questions. Circle the number that you feel best answers the question about your job.

	Very little A moderate amount Very much				
	1	2	3	4	5
Q-1. How much variety is there in your job?					
Q-2. How much are you left on your own to do your own work?	1	2	3	4	5
Q-3. How often do you see projects or jobs through to completion?	1	2	3	4	5
Q-4. To what extent do you find out how well you are doing on the job as you are working?	1	2	3	4	5
Q-5. How much opportunity is there to meet individuals whom you would like to develop friendship with?	1	2	3	4	5
Q-6. How much of your job depends upon your ability to work with others?	1	2	3	4	5
Q-7. How repetitious are your duties (i.e. do the same thing over and over again)?	1	2	3	4	5
Q-8. To what extent are you able to act independently of your supervisor in performing your job function (i.e. work without supervision)?	1	2	3	4	5
Q-9. To what extent do you receive information from your supervisor on your job performance?	1	2	3	4	5
Q-10. To what extent do you have the opportunity to talk informally with other employees while at work?	1	2	3	4	5
Q-11. To what extent is dealing with other people a part of your job?	1	2	3	4	5
Q-12. How similar are the tasks you perform in a typical work day?	1	2	3	4	5
Q-13. To what extent are you able to do your job independently of others?	1	2	3	4	5

Part II

To further describe your job, please circle the number that best describes the following statements.

	A minimum amount A moderate amount A large amount				
	1	2	3	4	5
Q-14. How much feedback (information) do you get from your supervisor on how well you are doing on your job?					
Q-15. How much opportunity for friendship do you have with your co-workers?	1	2	3	4	5
Q-16. How much opportunity do you have to talk to others on your job?	1	2	3	4	5
Q-17. How much opportunity do you have to do a number of different tasks in your job?	1	2	3	4	5
Q-18. How much freedom do you have to do pretty much what you want on your job?	1	2	3	4	5
Q-19. To what degree do you handle your work by yourself from beginning to end?	1	2	3	4	5
Q-20. How much opportunity do you have to find out how well you are doing on your job?	1	2	3	4	5
Q-21. How much opportunity do you have to get to know other people at work?	1	2	3	4	5
Q-22. How much variety is there in your job?	1	2	3	4	5
Q-23. How much opportunity do you have for independent thought and action (i.e. to decide how you are going to do your job)?	1	2	3	4	5
Q-24. How much opportunity do you have complete work you started?	1	2	3	4	5
Q-25. To what extent do you feel that you know whether you are performing your job well or poorly?	1	2	3	4	5
Q-26. How much opportunity do you have to develop close friendships in your job?	1	2	3	4	5
Q-27. To what extent does your job involve meeting with others?	1	2	3	4	5
Q-28. How much control do you have over the pace of your work?	1	2	3	4	5
Q-29. How much opportunity do you have to do a job from the beginning to end (i.e., the chance to do a whole job)?	1	2	3	4	5
Q-30. How much feedback (information) do you receive from individuals other than your supervisor?	1	2	3	4	5

Part III

Listed below are a statements about possible feelings you might have about the organization for which you work. Please circle the number that best describes the following statements.

	Strongly disagree Neither disagree nor agree Strongly agree						
	1	2	3	4	5	6	7
Q-31. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.							
Q-32. I talk up this organization to my friends as a great organization to work for.	1	2	3	4	5	6	7
Q-33. I feel very little loyalty to this organization.	1	2	3	4	5	6	7
Q-34. I would accept almost any type of job assignment in order to keep working for this organization.	1	2	3	4	5	6	7
Q-35. I find that my values and the organization's values are very similar.	1	2	3	4	5	6	7
Q-36. I am proud to tell others that I am part of this organization.	1	2	3	4	5	6	7
Q-37. I could just as well be working for a different organization as long as the type of work was similar.	1	2	3	4	5	6	7
Q-38. This organization really inspires the very best in me in the way of job performance.	1	2	3	4	5	6	7
Q-39. It would take very little change in my present circumstances to cause me to leave this organization.	1	2	3	4	5	6	7
Q-40. I am extremely glad that I chose this organization to work for over others I was considering at the time I joined.	1	2	3	4	5	6	7
Q-41. There's not too much to be gained by sticking with this organization indefinitely.	1	2	3	4	5	6	7
Q-42. Often, I find it difficult to agree with this organization's policies on important matters relating to its employees.	1	2	3	4	5	6	7
Q-43. I really care about the fate of this organization.	1	2	3	4	5	6	7
Q-44. For me this is the best of all possible organizations for which to work.	1	2	3	4	5	6	7
Q-45. Deciding to work for this organization was a definite mistake on my part.	1	2	3	4	5	6	7

Part IV

Each of the following are statements relate to your satisfaction with different aspects of your work situation. Circle the number of the statement that most agrees with your feelings.

	Strongly disagree Neutral Strongly agree						
	1	2	3	4	5	6	7
Q-46. I am satisfied with the supervision I receive on my job.							
Q-47. I enjoy the people that I work with.	1	2	3	4	5	6	7
Q-48. I enjoy the work I do.	1	2	3	4	5	6	7
Q-49. I am satisfied with my present pay.	1	2	3	4	5	6	7
Q-50. I am NOT satisfied with my opportunities for promotion.	1	2	3	4	5	6	7

Part V

Finally, we would like to ask some questions about you to help interpret the results.

Q-51. Your sex (Circle number of your answer)

- 1 Male
- 2 Female

Q-52. Your present age (Circle number)

- 1 Less than 20
- 2 20-29
- 3 30-39
- 4 40-49
- 5 50-59
- 6 Over 60

Q-53. What is your current employment status? (Circle number)

- 1 Employed full time (35 or more hours per week)
- 2 Employed part time (less than 35 hours per week)

Q-54. Your job title (list title)

- 1 Cook
- 2 Cook's helper
- 3 Baker
- 4 Salad, dessert and/or ingredient room worker
- 5 Tray assembler-patient food service
- 6 Cafeteria or dining room server
- 7 Dishroom or pot and pan worker
- 8 Other, specify _____

Q-55. Which is the highest level of education that you have completed? (Circle number)

- 1 Some grade school
- 2 Completed grade school
- 3 Some high school
- 4 Completed high school
- 5 Some technical school
- 6 Completed technical school
- 7 Some college
- 8 Completed college

Q-56. Number of years that you have been employed in foodservice (Circle number)

- 1 Less than 5 years
- 2 6 to 10 years
- 3 11 to 15 years
- 4 16 to 20 years
- 5 21 to 25 years
- 6 More than 26 years

Q-57. What is your present hourly pay?

- 1 \$3.40 to 5.00 per hour
- 2 \$5.01 to 6.25 per hour
- 3 \$6.26 to 7.50 per hour
- 4 \$7.51 or higher

APPENDIX D

Letter Requesting Permission to Use
the Job Characteristics Inventory

January 4, 1988

Dr. Henry P. Sims, Jr.
9401 Holbrook Lane
Potomac, MD 20854

Dear Dr. Sims,

I would like to request your permission to use the Job Characteristics Inventory for research that I am conducting at hospitals in East Tennessee. The survey will be administered to foodservice employees at approximately 15 short-term, general hospitals of varying bed size. This research project is being done for my Master's thesis. The results of this study may be submitted to a journal for publication.

I would appreciate your forwarding a letter of permission. Enclosed is a self-addressed envelope for your convenience.

Sincerely,

Carole Herman
Carole Herman, R.D.
Graduate Student

Permission Granted!

Have a good time!

Henry P. Sims

APPENDIX E

Letter Requesting Permission to Use
the Organizational Commitment Questionnaire

January 4, 1988

Dr. Lyman W. Porter
Professor
Graduate School of Administration
University of California, Irvine
Irvine, California 92717

Dear Dr. Porter,

I would like to request your permission to use the Organizational Commitment Questionnaire for research that I am conducting at hospitals in East Tennessee. The survey will be administered to foodservice employees at approximately 15 short-term, general hospitals of varying bed size. This research project is being done for my Master's thesis. The results of this study may be submitted to a scholarly journal for publication.

I would appreciate your forwarding a letter of permission. Enclosed is a self-addressed envelope for your convenience.

Sincerely,

Carole Herman
Carole Herman, R.D.
Graduate Student

*1/12/88
Permission Granted!
LW*

APPENDIX F

Job Characteristics and Related Items in Questionnaire

Job Characteristics and Related Items in Questionnaire

Characteristic	Item Numbers
Variety	1, 7, 12, 17, 22
Autonomy	2, 8, 13, 18, 23, 28
Task Identity	3, 19, 24, 29
Feedback	4, 9, 14, 20, 25
Dealing With Others	6, 11, 27, 30
Friendship Opportunities	5, 10, 15, 16, 21, 26

APPENDIX G

Human Subjects Review Committee Approval

THE UNIVERSITY OF TENNESSEE
KNOXVILLE

CRP # 2,588 A

Date: 02-22-88



Rel.Btwn.Job Chars., Organizational Commitment . . .

Carole Herman
405 Student Services Bld.
Campus

Jeannie Sneed
229 Jessie Harris Bldg.
Campus

Office of
Research
Compliances

The project listed above has been certified exempt from review by the Committee on Research Participation.

This certification is for a period ending one year from the date of this letter. Please make timely submission of renewal or prompt notification of project termination (see item #2 below).

The responsibilities of the project director includes the following:

1. To obtain prior approval from the Director of Research Compliances must be obtained before any changes in the project are instituted.
2. To submit a Form D at 12-month intervals attesting to the current status of the project (protocol is still in effect, project is terminated, etc.).

We wish you success in your research endeavors.

Sincerely,

A handwritten signature in cursive script that reads "Thomas C. Collins".

Thomas C. Collins
Vice Provost of Research

cc: Department Head
CRP file

APPENDIX H

Comparison of Job Characteristic Mean Scores
in Three Studies Using Foodservice Samples

Comparison of Job Characteristics Mean Scores
in Three Studies of Foodservice Employees

Job Characteristic	<u>Mean Job Characteristic Scores^a</u>		
	Hospital	University	School
<u>Supervisory employees</u>	(N=45)	(N=32)	(N=23)
Variety	4.1 ± .6 ^b	3.7 ± .6	4.1 ± .4
Autonomy	4.2 ± .7	3.8 ± .8	4.3 ± .6
Task Identity	4.3 ± .9	4.1 ± .9	4.3 ± .5
Feedback	3.5 ± .9	3.2 ± 1.1	3.5 ± .7
Dealing With Others	4.6 ± .5	4.7 ± .5	4.5 ± .4
Friendship opportunities	3.7 ± 1.0	3.4 ± .9	3.9 ± .7
<u>Non-supervisory employees</u>	(N=172)	(N=143)	(N=127)
Variety	3.7 ± .8	3.7 ± .7	3.7 ± .7
Autonomy	3.5 ± .9	3.7 ± .7	3.8 ± .8
Task Identity	4.0 ± .9	3.9 ± .8	4.3 ± .5
Feedback	3.1 ± .9	3.1 ± .8	3.6 ± .9
Dealing With Others	4.1 ± .9	4.0 ± .9	3.9 ± .9
Friendship Opportunities	3.1 ± 1.3	3.4 ± 1.0	3.5 ± .9

^aItem scores ranged from very little (1) to very much (5)
or from a minimum amount (1) to a large amount (5).

^bmean ± standard deviation

VITA

Carole McDonald Herman is a Registered Dietitian. She received a Bachelor of Science degree in Home Economics from the University of Tennessee, Knoxville in 1984 after completing the Coordinated Undergraduate Program in Dietetics. She accepted a position as Primary Care Nutritionist at Knox County Health Department in Knoxville. During this time she developed a private practice working with health care facilities, which she later worked on a full time basis. Later, Mrs. Herman accepted a position at Saint Mary's Medical Center in Knoxville as Patient Tray Service Manager.

In 1987, Mrs. Herman began study toward a Master's Degree in Food Systems Administration at the University of Tennessee, Knoxville. During this time she worked as an Administrative Graduate Assistant for the campus residence halls foodservice department.

The author is a member of The American Dietetic Association, Knoxville District Dietetic Association, The American Heart Association, and past secretary of the Knoxville Nutrition Council. Prior to graduation, she accepted a position as Foodservice Director of Mercer County School Foodservice in Harrodsburg, Kentucky.