

THE CORRELATION OF JOB CHARACTERISTICS AND
GROWTH NEED STRENGTHS WITH ORGANIZATIONAL
COMMITMENT AMONG HOSPITAL NURSES

by

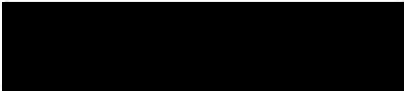
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A Thesis

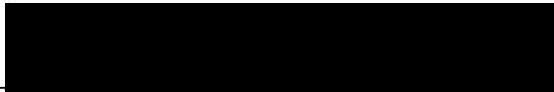
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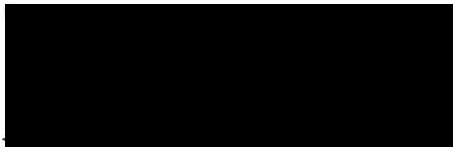
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CHAPTER I

Introduction and Statement of the Problem

Introduction

The rate of turnover among nurses employed in hospitals has been a problem for many years (National Commission, 1970). Price (1977) reported turnover rates among nonsupervisory hospital nurses ranging from 37 to 67 percent per year. High turnover rates not only compromise quality care, but contribute to rapidly increasing costs associated with health care (Brief, 1976; Kase & Swenson, 1976). With increased emphasis placed on cost containment, Fein & Bishop (1976) predicted that hospitals would become more concerned with reducing such turnover related costs.

In the general labor force the premise that job satisfaction is a determinant in turnover has been accepted (Greene, 1973; Porter & Steers, 1973; Quinn, et al., 1974). This same premise has been studied as it relates to nursing. For example, researchers have attempted to develop measures to identify components of nurses' job satisfaction (Bronson & Johnston, 1980; Cornin-Stubbs, 1977; Hurka, 1979) and determine factors which contribute to nurses' job satisfaction (Munson & Heda, 1974; Weisman, et al., 1980).

An attitudinal construct which encompasses aspects of job satisfaction, but has not yet been studied by nurse researchers, is organizational commitment.

Statement of the Problem

Mowday, et al. (1979) defined organizational commitment as "the relative strength of an individual's identification with and involvement in a particular organization" (p. 226). Porter, et al. (1974) differentiated organizational commitment and job satisfaction by describing organizational commitment as a global construct which includes job satisfaction among its specific components. The authors pointed out that organizational commitment should be more stable over time than job satisfaction, in that transitory events which affect an employee's level of job satisfaction should not cause an employee to seriously reevaluate his or her attachment to the overall organization. Researchers (Koch & Steers, 1976; Porter, et al., 1974; Porter, et al., 1976) found that employee turnover was significantly and inversely related to organizational commitment.

Another construct which has been linked to job satisfaction, and the broader construct of organizational commitment, is job enrichment. Turner and Lawrence (1965) and Hackman and Lawler (1971) defined an enriched job as one that offers the worker the following job characteristics: skill variety, task identity, task significance, autonomy, and feedback. Researchers (Brief & Aldag, 1975; Brief, et al., 1981; Hackman & Lawler, 1971; Hackman & Oldham, 1975; Joiner, et al., 1981) found that the presence of these characteristics was positively associated with increased job satisfaction. Other researchers also linked the presence of the job characteristics to reduced propensity to leave an organization (Brief, et al., 1978) and less employee turnover (Joiner, et al., 1981). Steers (1977) questioned if job characteristics

were an antecedent variable in organizational commitment and found a statistically significant correlation between the two constructs.

Hackman and Oldham (1976) also noted that when jobs were enriched, not all employees experienced increased job satisfaction. The moderating variable in this relationship appeared to be the individual growth need strength (Wanous, 1974; Hackman, et al., 1975; Sims & Szilagyi, 1976). Individuals with high needs for growth and development and internal motivation found enriched jobs more satisfying. Individuals with low growth need strength found enriched jobs frustrating (Hackman & Oldham, 1980).

While research exists concerning each of the three major constructs --organizational commitment, characteristics of the job, and growth need strengths,--only two articles (Steers, 1977; Steers & Spencer, 1977) were found in the literature which studied the relationship between the three constructs. Steers included nurses as a portion of the study sample; however, no study was found which studied the association of the three constructs with only a registered nurse population. The significance of this study was in providing data about how nurses perceived the characteristics of their job, finding out how individual growth need strengths of nurses modified their perception, and the relationship of these two variables to the nurses' commitment to the organization. The study was undertaken with the conviction that nurse administrators must possess this type of knowledge to shape a work environment conducive to retention.

The problem under investigation in this study was: Is there a relationship between the employee's growth need strengths (motivation, personal growth and development), the characteristics of the job, and organizational commitment for nurses employed in a hospital setting?

CHAPTER II

Review of the Literature

The review of the literature addressed the constructs pertinent to the problem. The problem under investigation was: Is there a relationship between the employee growth need strengths, the characteristics of the job, and organizational commitment for nurses employed in a hospital setting? The major constructs of organizational commitment, job characteristics and individual differences are reviewed. The last section of this chapter presents a summary of the articles reviewed.

Organizational Commitment

Several studies have linked the attitudinal construct of job satisfaction to employee turnover. However, relatively few studies examined the relationship between organizational commitment and turnover behavior. Porter, et al. (1974) compared the predictive powers of two constructs, job satisfaction and organizational commitment, in differentiating stayers and leavers in a sample of psychiatric technician trainees (N=48). Organizational commitment was defined as the strength of an individual's identification with and involvement in a particular organization, and was measured by the Organizational Commitment Questionnaire (reliability of .82 to .93 across four administrations). The Job Descriptive Index (JDI) was utilized to measure satisfaction. The instruments were administered four times over a 10½ month time period, at ten weeks (Time 1) and two weeks (Time 2) prior to the completion

of a training program and two weeks (Time 3) and six weeks (Time 4) after beginning full time work. Based on turnover during the next eight months, the sample was divided into stayers and leavers and mean scores for each group were calculated on organizational commitment and job satisfaction measures.

Results indicated that there were no statistically significant difference between the stayers and leavers on the demographic characteristics of education, sex, and income. However, the stayers' mean age was higher (the difference was statistically significant ($p < .01$)), and age was controlled in further analysis. Results of discriminant analysis indicated there was not significant discrimination between stayers and leavers on either organizational commitment or satisfaction subscales at Time Period 1 or 2. Statistically significant relationships were found between turnover and several attitudinal measures in Time Period 3 ($p < .05$) and Time Period 4 ($p < .05$). The results of discriminant analysis indicated that at both Time Period 3 and Time Period 4, organizational commitment and job satisfaction accounted for 21% of the variance in the subsequent decision to leave the organization. At both Time Periods 3 and 4, organizational commitment was the most important variable in differentiating between stayers and leavers. When the results were examined from a longitudinal perspective it was noted that the difference in scores on the organizational commitment variable between stayers and leavers tended to increase over time. Such a relationship was not apparent in the job satisfaction measure, in fact the differences in scores between the stayers and leavers on the JDI tended to decrease over time. The authors concluded that

commitment was often a better predictor of turnover than was job satisfaction.

Porter, et al. (1976) measured the strength of the respondents' organizational commitment to determine the differences in such attitude development between those who left an organization and those who remained. Using management trainees as subjects, Porter, et al. collected data at eight different intervals, from the first day on the job through the end of 15 months of employment or until the time the subject left the organization. The individuals were matched from a pool of 119 stayers and 37 leavers. Sixteen pairs of individuals were matched on four criteria: 1) same training center; 2) same length of time with the organization; 3) same type of job assignment after training; and 4) identical questionnaire administration.

Organizational commitment was measured by a 15 item instrument designed by the authors. The instrument had alpha coefficients that ranged from .80 to .90 for the eight different administrations. Predictive and discriminant validity of the instrument had been evidenced in a previous study by Porter (Porter, et al., 1974). Using individual t-tests it was found that stayers differed significantly from leavers at first administration ($t=2.00$, $p < .05$) and at the last (13-15 months) administration ($t=2.93$, $p < .05$). The leavers did show a decline on the mean score of the organizational commitment instrument from the first day ($\bar{X}=5.37$) to the last 2 month administration ($\bar{X}=4.93$), but this difference was not statistically significant. Porter, et al. stated that management trainees who had voluntarily left the organization during the initial 15 months of employment had shown a definite decline

in their organizational commitment prior to actual termination.

While the Porter, et al. study did not attempt to relate termination to variables other than organizational commitment, the authors did discuss what they believed to be determinants of commitment, such as job satisfaction. The authors made the point that when an employee leaves an organization, he may not be relinquishing a set of job duties, since he may assume the same type of job in a new organization. Thus, while displaying dissatisfaction with a particular job in a particular organization, the individual may still be committed to that line of work. It is this researcher's experience that when nurses leave a particular hospital, they tend to seek similar jobs in similar facilities.

The question of whether professionals, such as nurses, are committed to the profession or to an organization formed the basis for two studies reviewed. Sheldon (1971) investigated the relationship between professional commitment and commitment to the work organization, using a sample of 102 doctorally prepared scientists and engineers employed in a research laboratory. The hypotheses in Sheldon's study were:

- 1) investments will produce commitment to the organization regardless of other features of the relationship of the person to the organization;
- and 2) that social involvement will produce commitment to the organization. Measures of investment included age, length of service in the organization and position in the organization. Social involvement, defined as interaction and identification with other members of the organization, were measured by the subject's response to three questions:
 - 1) frequency of off the job contacts with work colleagues;
 - 2) how

strongly the worker felt a part of the work group; and 3) how strongly the employee felt a part of his department. The two dependent variables were a measure of organizational commitment and a measure of commitment to the profession. Each measure consisted of three questions, devised by the author, on which the subject gave a response of endorsement or nonendorsement.

The organizational commitment measure classified 53 employees as committed to the organization and 40 as uncommitted. All three investment indices were highly associated with commitment to the organization; the gamma correlations were: .56 with age (with individuals over 40 demonstrating more commitment), .46 with length of service and .20 with position.

The professional commitment measure classified 49 employees as committed to the profession and 52 as uncommitted. Low correlations were found between professional commitment and the length of position ($\gamma = .06$) and between professional commitment and length of service ($\gamma = .12$). However, when professional commitment was controlled statistically there was a stronger relationship between length of service to the organization and commitment to the organization. Professional commitment appeared to be associated with a lack of organizational commitment. Subjects with a low professional commitment produced a strong linear relationship between length of service and commitment to the organization ($\gamma = .73$). For subjects with a high professional commitment, the relationship between length of service and organizational commitment was curvilinear; individuals with either a short or long length of service were more committed than those with medium length of service.

To further investigate the findings Sheldon classified the subjects according to their cosmopolitan-local orientation (Glaser, 1964). Glaser suggested that cosmopolitans have commitment to the profession while locals are committed to the organization. The scientists were classified into four groups: 1) cosmopolitan, 2) local-cosmopolitan, with high organizational commitment and high professional commitment, 3) locals, with high organizational commitment, and 4) indifferents, with low commitment to both the organization and the profession. Sheldon found that the person likely to be indifferent to both the organization and the profession was a young man, with short length of service and with a medium position. The medium position was surprising, in that, it would be expected that "indifferents" would be found in low positions; however, in Sheldon's sample six of the 23 indifferents were in high positions. Sheldon further found that both the typical cosmopolitan and local cosmopolitan were five years older and had been in the organization two years longer than the typical indifferent.

In analyzing the data concerning the second hypothesis, Sheldon found social involvement was moderately associated with organizational commitment ($\gamma = .49$) but not with professional commitment ($\gamma = .16$). Using the local-cosmopolitan continuum, Sheldon found that high social involvement was found in 30% of the indifferents; 19% of the cosmopolitans, and 52% of both the locals and the local-cosmopolitans. Results of analysis indicated that two of the groups differed significantly ($p < .05$) and Sheldon concluded that those who do not have high social involvement in the organization will not likely have organizational commitment.

Sheldon, in summarizing the results, reported that both investments and involvement were associated with commitment to the organization, with investments appearing to be the stronger of the factors, except for those with median length of service. Professional commitment appeared to increase with work experience, and individuals with high commitment to the profession tended not to be committed to the organization regardless of investments.

In a similar study, Kirchenbaum and Goldberg (1976) investigated the relationship between professional commitment and organizational commitment among industrial and management engineers (N = 194) in Israel. The authors identified four broad categories of factors which were likely to hinder or foster a professional's propensity to move. These factors were: 1) professional demand for job satisfaction through work autonomy and influence in decision making; 2) professional non-attachment to a particular organization, but attachment to another reference group (characterized by a professional versus bureaucratic orientation, or a cosmopolitan versus local orientation; 3) a professional in a specialization inconsistent with his personal views; and 4) professional career aspirations that legitimize job changing as a path in career advancement. Kirchenbaum and Goldberg studied each of these broad categories to determine which were linked to a professional's propensity to move between organizations. About 20% of the employees expressed a strong desire to move to another job, and an additional 30% indicated a somewhat positive desire. Stepwise multiple regression was the method of data analysis. Statistically significant correlations with the propensity of the engineers to move included: employee experi-

ence as measured by the total number of years in the work force ($R = .02$, $p < .05$); the opportunity to work with people rather than things ($R = .18$, $p < .05$); and the ability to achieve professional standards ($R = .17$, $p < .05$). Two other variables identified by the authors as statistically significant ($p < .10$) were interest in obtaining an advanced degree and the ability to achieve recognition from colleagues outside the organization. The authors concluded that propensity to move across companies is related to cosmopolitan values, especially in early career stages. Those with local orientation tended to move vertically within the same company, but if career aspirations are not met with commensurate company rewards, there was a propensity to move despite a strong local commitment.

Hospital Employees

Two studies in the literature utilized hospital employees as subjects in research concerning organizational commitment. These two studies are presented in chronological order.

Hrebiniak and Alutto (1972) studied the relationship between personal and role related factors and commitment to an employing organization. The authors collected data from nurses ($N = 395$) employed in general hospitals and teachers ($N = 138$) in elementary and secondary school systems. To measure commitment a commitment index of questions (Spearman-Brown reliability = .79), asking about when or under what conditions would the respondent leave the organization was administered. Data on personal factors such as age, sex, marital status, and intentions to seek advanced formal education were collected. Role related factors included professional role conflict, dissatisfaction, role tension and ambiguity.

With respect to personal variables, Hriebiniak and Alutto found a positive relationship between age and organizational commitment ($p < .01$); increased age was associated with decreased desire to change organizations. Females and married or separated subjects exhibited less of a tendency to change organizations than did males or single subjects ($p < .01$). Subjects not planning to seek additional formal education scored statistically significantly higher on level of organizational commitment ($p < .05$).

With respect to role-related variables, Hriebiniak and Alutto found that nurses to a greater extent ($p < .01$) than teachers believed that the organization interfered with professional role activities, but the analysis for all subjects indicated that organizational commitment did not vary as a function of perceived role-conflict between professional versus organizational pressures. An inverse statistically significant relationship ($p < .001$) existed between role tension (measured by the subjects feelings of uncertainty about role requirements, insufficiency of organizational authority and influence, inadequacy of resources and facilities and inability to cope with the interpersonal and social demands within the organization) and organizational commitment. Organizational commitment was also inversely related to the degree of dissatisfaction with organizational reward and recognition policies ($p < .01$). Hriebiniak and Alutto commented that while attention has been focused on the professional-organizational tensions, when the organizational commitment of professionals was examined, they found that more emphasis should be placed on the content of organizational roles and pressures which occur solely due to internal dynamics of the

organization.

Steers (1977) tested a model of organizational commitment utilizing a sample of hospital employees (N = 383) and research scientists and engineers (N = 119). The model proposed by Steers hypothesized that 1) the antecedents to organizational commitment were personal characteristics, job characteristics, and work experience; and 2) that the outcomes of organizational commitment were desire and intent to remain with an organization, attendance, employee retention and job performance.

Data were collected on the antecedent and outcome variables. The antecedent variables were defined operationally. For example: personal characteristics were defined as age; education; tenure; and need for achievement, affiliation, autonomy and dominance (as measured by the Manifest Needs Questionnaire developed by Steers and Braunstein, 1976). Job characteristics were measured using the scales developed by Hackman and Lawler (1971). (This instrument is fully discussed in the next section of the review of the literature, as it was an instrument in the present study.) Work experiences measured were group attitudes toward the organization; extent to which subjects' expectations were met by the realities of the job; feelings of personal importance to the organization; and the degree to which the organization was seen as dependable. These dimensions were measured on an instrument developed by Buchanan (1974). Organizational commitment was measured by the Organizational Commitment Questionnaire developed by Porter, et al. (1974). The outcome variables were also defined operationally. For example, single questions were asked concerning the subject's desire and intent to remain with the organization. Supervisors rated performance, and

attendance was measured by the number of days absent from work. Turn-over data were collected on the hospital sample over a one year period, but were not available for the scientists and engineers.

The amount of variance accounted for by the independent variables was assessed by multiple regression. When the dependent measure was organizational commitment the following findings were reported. For hospital employees: personal characteristics accounted for 25% of the variance ($p < .001$); job characteristics accounted for 36% of the variance ($p < .001$); work experience accounted for 49% ($p < .001$) of the variance. For scientists and engineers: personal characteristics accounted for 18% ($p < .01$) of the variance; job characteristics accounted for 14% ($p < .01$) of the variance; work experience accounted for 40% ($p < .001$) of the variance.

A stepwise multiple correlation run on all of the independent variables and the dependent variable of organizational commitment. The multiple correlation for the hospital sample was .81 and for the scientists and engineers the multiple regression was .71. The amount of variance accounted for between organizational commitment and the independent variables were as follows: need for achievement 3% ($p < .001$) for the hospital sample and 6% ($p < .001$) for the scientists and engineers; group attitudes 4% ($p < .001$) for the hospital sample and 6% for scientists and engineers; education -2% ($p < .001$) for the hospital sample and -6% for scientists and engineers.

The predictor variables accounted for the following percentage of variance for the hospital employees ($p < .001$): task identity = 2%; optimal interaction = 4%; age = 3%; and expectations met by employer =

3%. These variables did not account for any of the variance for scientists and engineers. The amount of variance accounted for on the following variables, for both hospital employees and scientists and engineers, was: organizational dependability 1% ($p < .05$) for hospital employees and 7% ($p < .01$) for scientists and engineers; personal importance 1% ($p < .05$) for hospital employees and 3% for scientists and engineers. Feedback did not account for any of the variance for hospital employees but did account for 3% of the variance for scientists and engineers ($p < .05$).

Using Pearson product moment correlations the outcome variables of Steer's study which achieved statistical significance with organizational commitment for both groups of subjects (hospital employees; scientists and engineers) were as follows: desire to remain ($r = .44$, $p < .001$ and $r = .36$, $p < .001$) with the organization, and intent to remain ($r = .31$, $p < .001$ and $r = .38$, $p < .001$) with the organization. Differences between the two groups were noted on the outcome attendance. There was a nonsignificant association between attendance and commitment for hospital employees but a statistically significant correlation ($r = .38$, $p < .01$) for scientists and engineers. No turnover data were available for the outcome variable of turnover on scientists and engineers, but there was a statistically significant correlation ($r = -.17$, $p < .01$) between that variable and commitment for hospital employees. A statistically significant relationship was not found between performance and commitment for either group.

In a study very similar to the present study, Steers and Spencer (1977) studied the effects of job scope and need for achievement on

organizational commitment and performance. The data were collected on a sample of managers ($N = 115$) in manufacturing firm. The hypotheses of the study were: 1) increases in job scope would be related to job performance only for high need achievers, and that no such relationship would be found for low need achievers; and 2) job scope would be related to commitment irrespective of need strength. Need achievement was measured by Manifest Needs Questionnaire (Steers & Braunstein, 1976). The need achievement instrument had a test-retest reliability of .72, and a validity coefficient of .18. Job scope was measured by the Job Characteristics instrument designed by Hackman and Lawler (1971) (psychometric properties of the instrument will be discussed later). Organizational commitment was measured by Porter, et al. (1974) in the Organizational Commitment Questionnaire, and job performance was measured by supervisory ratings. In addition, data were collected on age, education, and tenure in the organization.

Results indicated that need for achievement was not statistically related to either performance or job scope, but was related to commitment ($r = .25$, $p < .01$). Statistically significant relationships ($p < .01$) between individual job characteristics and commitment were as follows: autonomy ($r = .25$), task identity ($r = .25$), feedback ($r = .39$), and required interaction ($r = .23$). When the effects of need achievement were controlled, the relationships changed only marginally. No statistically significant relationships were found between job characteristics and performance.

In subsequent subgroup analysis the sample was split at the median on need strength scores and separate correlations of job scope and performance were run for high and low need achievement groups. In the

high need for achievement group, five of the job characteristics were significantly correlated with performance (variety, $p < .05$; autonomy, $p < .05$; task identity, $p < .10$; feedback, $p < .10$; and optional interaction with performance, $p < .05$). The one nonsignificant correlation was required interaction. In the low need for achievement group there were no significant correlations between the dimensions of job scope and performance. The authors pointed out that this study provided support to the hypothesis that high need achievers respond more positively in terms of performance to enriched jobs than did low need achievers. Steers and Spencer stated that they believed there was a direct relationship between job scope and organizational commitment. They stated that when organizations provide individuals with challenging, interesting jobs employees respond by developing increased attachments to that organization; and thus, indirectly, enriched jobs may contribute to reduced turnover.

After reviewing the literature on organizational commitment, Mowday, et al. (1979) concluded that research efforts had been hampered by lack of a consistent operational definition of organizational commitment. Mowday, et al. offered the following theoretical definition:

. . . organizational commitment is defined as the relative strength of an individual's identification with and involvement in a particular organization. Organizational commitment is characterized by at least three factors: (1) a strong belief in and acceptance of the organization's goals 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 (p. 226).

Using this definition the authors then constructed and validated the measurement tool, Organizational Commitment Questionnaire, which served as an instrument in the present study (the psychometric properties of this instrument are discussed in Chapter IV, Methods).

Job Characteristics and Individual Differences

The influence of job characteristics and growth need strengths were included as portion of the discussion of organizational commitment. It was noted that the relationship between the variables was complex and further review of the specific constructs was necessary to provide a basis for the present study.

Job characteristics is a construct widely used in the management literature. However, authors are not in agreement about the operational definition of job characteristics and measurement has been approached in a variety of ways. Most models include the concept of individual differences as a moderating variable in the study of employee reactions to job characteristics. Individual differences have been variously defined as growth need strengths, belief in a strong Protestant work ethic, and self actualization need strengths.

One early theorist, Herzberg (Herzberg, et al., 1959; Herzberg, 1966) formulated general propositions regarding conditions on the job which would motivate and satisfy employees. While Herzberg's Two Factor theory stimulated much research, some researchers found the theory wanting in certain aspects. For example, Herzberg's theory did not elaborate how characteristics of the worker interacted with the five motivating aspects (achievement, recognition, responsibility, advancement, and growth in competence) of work. Nor did Herzberg indicate how the five motivating conditions could be measured.

Turner and Lawrence (1965) developed operational measures of six requisite task attributes suggested by Herzberg and predicted that the attributes were positively related to worker satisfaction and attendance.

Using field observations and interviews Turner and Lawrence generated scores on each attribute for 47 different jobs and used this data to develop a Requisite Task Attribute Index (RTA Index). This index was used to ascertain the relationships between attributes of jobs and the worker's satisfaction and attendance. Turner and Lawrence reported that workers in urban settings, who reported their jobs were high on the RTA index, reported less job satisfaction; and, the RTA was not related to absenteeism for the urban workers. Workers from factories located in small towns, whose jobs were high on the RTA index, did report higher job satisfaction and lower absenteeism. Turner and Lawrence speculated that differences were moderated by the cultural backgrounds of the employees.

The previously cited study called into question the generality of the proposition that jobs high on the RTA index led to improved satisfaction, attendance, or performance on the job. Hackman and Lawler (1971) pointed out that Turner and Lawrence (1965) chose to deal with individual differences on a subcultural or sociological level. Hackman and Lawler proposed an alternative strategy, that of conceptualizing and measuring relevant individual differences at the individual level of analysis.

Hackman and Lawler (1971) proposed that higher-order need strength was the key variable that moderated the job characteristics and job satisfaction relationship. The conceptual framework used to explore the proposed relationship was based on the hierarchical need theories of Maslow (1943; 1954) and Alderfer (1969; 1971) as well as the expectancy theories of motivation formulated by Lewin (1938), Tolman (1959), Vroom (1964), and Porter and Lawler (1968).

Hackman and Lawler (1971) collected data on 208 employees and

42 supervisors at a telephone company using instruments on job characteristics developed by the authors. The job characteristics were task identity, task variety, autonomy, and feedback. Results indicated that when all four of the core characteristics were perceived as high in jobs, statistically significant correlations ($p < .05$) on a composite score, or the score on each characteristic, were found on the dependent measures of motivation, satisfaction, and performance. The relationship between the core characteristics and absenteeism was not statistically significant but was in the expected direction. In addition, the subjects were divided into three groups based on their score on the Individual Need Strength Scale. The lowest third ($N = 67$) and the highest third ($N = 67$) groups were then compared. There were statistically significant differences ($p < .05$, on a one tailed t-test) for jobs high on all four core characteristics between the two groups on the level of intrinsic motivation, general job satisfaction, job involvement, and several specific satisfaction items.

While the Hackman and Lawler (1971) study was based on a conceptual framework that included causal propositions, the authors pointed out that the study design was correlational and that no definitive causal links could be claimed. However, based on the findings, a cautious interpretation of the results in terms of the causal impact of job characteristics was reasonable. The authors further discussed the fact that the data represented the subjects' subjective assessment of jobs. The authors, however, continued that it is only those tasks or jobs that are perceptually perceived or experienced by a performer that can have an impact on his performance or attitude.

Hackman, et al. (1975) proposed a conceptual framework describing the interaction between job characteristics and individual differences; the model was summarized by the authors and is presented in Figure I.

Hackman and Lawler (1971) proposed that to develop congruence between individual need satisfaction and organizational goal achievement three general job characteristics must be identifiable. These three characteristics are identified in Figure I (column 2) as Critical Psychological States, and are defined as follows:

Experienced Meaningfulness: The individual must perceive his work as worthwhile or important by some system of values he accepts.

Experienced Responsibility: The individual must believe that he is personally accountable for the outcomes of his efforts.

Knowledge of Results: The individual must be able to determine on some fairly regular basis, whether or not the outcomes of his work are satisfactory (Hackman, et al., 1975, p. 58).

In the conceptual framework the Critical Psychological States contribute to internal motivation. When one of these dimensions is absent, motivation drops markedly. When the three psychological states are high, then the personal and work outcomes (see Figure I, column 3) of high internal work motivation, high quality work performance, high satisfaction with the work and low absenteeism and turnover should be noted.

The other component of Figure I (column 1), Core Job Dimensions, lists the five "core" characteristics of jobs that elicit the psychological states described above. Characteristics of the job were defined by Hackman and Oldham (1980) as follows:

Skill variety: the degree to which a job requires a variety of different activities in carrying out the work involving the use of a number of different skills and talents of the person (p. 78).

Task identity: the degree to which a job requires completion of a "whole" and identifiable piece of work, that is doing a job from beginning to end with a visible outcome (p. 78).

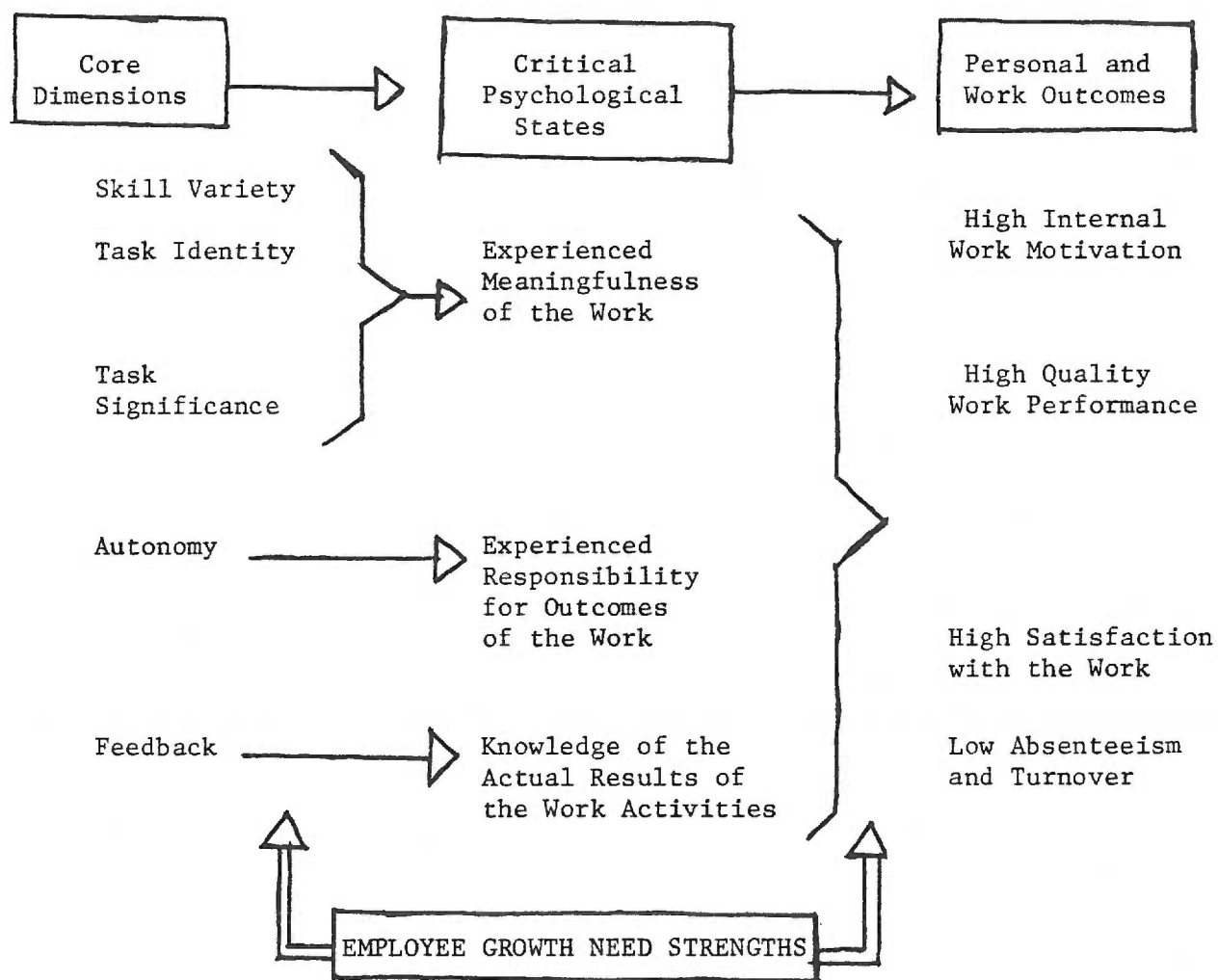


Figure I. The Job Characteristics Model of Work Motivation (Hackman, et al., 1975)

Task Significance: The degree to which the job has a substantial impact on the lives of other people, whether those people in the immediate organization or in the world at large (p. 79).

Autonomy: The degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedure to be used in carrying it out (p. 79).

Job Feedback: The degree to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance (p. 79).

The first three job characteristics contribute to a job's meaningfulness to the worker. Hackman, et al. proposed that not all three of these job characteristics must be high for the worker to experience his job as meaningful; if one of the three is high it may compensate for the other two. The fourth core characteristic, autonomy, is related to the psychological state of personal responsibility. The fifth core characteristic, feedback, is related to the psychological state of knowledge of results.

Hackman, et al. (1975) attempted to explain why some employees were motivated by jobs with increased complexity, and why others reacted negatively. Figure II suggests that individuals who have high growth needs and hold jobs which are characterized by the core job dimensions (variety, task identity, task significance, autonomy, and feedback) will respond with the expected outcomes. However, individuals who do not have high growth needs and hold jobs which demonstrate the five core job characteristics will respond negatively.

The authors proposed that the individual with strong needs for growth should respond more positively to the opportunities provided by enriched work. Low growth need individuals may not see such opportunities or feel

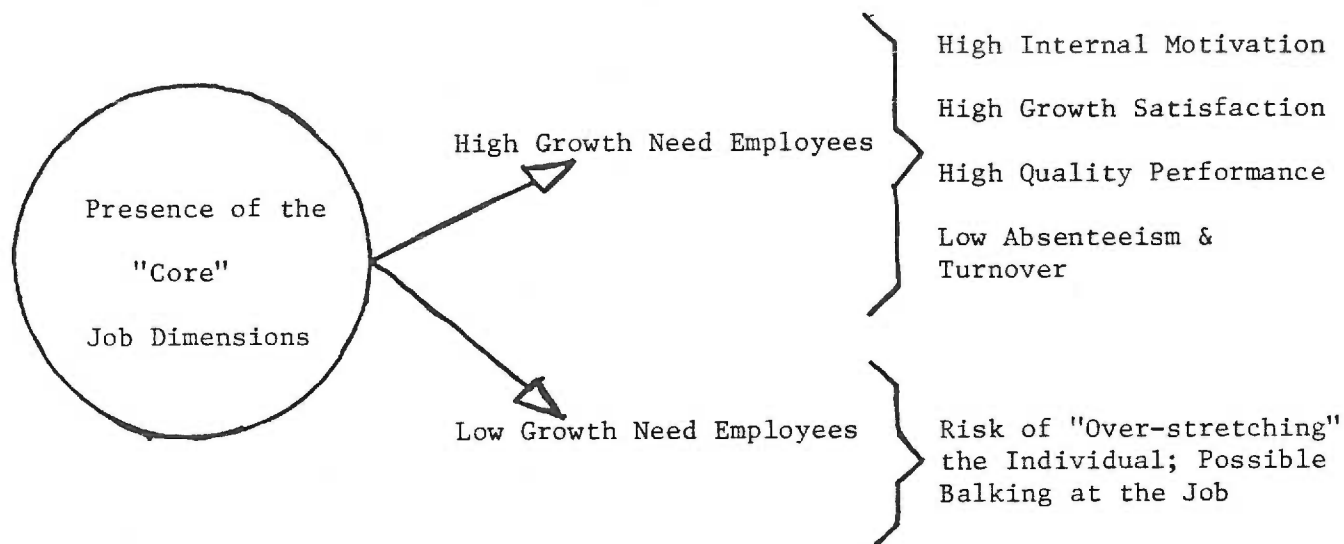


Figure II. The Moderating Effect of Employee Growth Need Strength (Hackman, et al., 1975)

threatened by them and balk at being pushed.

Wanous (1974) extended the research on how individual differences moderated employee reactions to job characteristics. He studied 80 newly hired female telephone operators. Wanous compared the characteristics of the job (variety, autonomy, task identity, and task feedback) to three measures of individual difference: (a) urban versus rural background, (b) strong versus weak belief in the Protestant work ethic, and (c) higher order need satisfaction (as defined by Hackman and Lawler). The subjects were divided into two groups based on their score of individual difference. Wanous analyzed the data using one-tailed t-tests for the difference between correlations. These showed a statistically significant correlation ($p < .05$) between high need strength and variety ($r = .50$) and autonomy ($r = .59$). The relationship of a strong Protestant ethic and rural background with job characteristics did not reach statistical significance.

Brief and Aldag (1975) completed a partial replication of Hackman and Lawler's original study. Using a slightly modified Job Characteristics instrument, and using a different population (104 individuals employed as youth counselors and correctional officers), they arrived at basically the same conclusions as Hackman and Lawler. Brief and Aldag concluded that their study provided strong support for the presence of positive associations between the worker's affective response to his job and his perceptions of his job's characteristics. In contrast to the findings of Hackman and Lawler, Brief and Aldag found that individuals classified as low in higher order need strengths displayed stronger relationships between the core job dimensions and affective responses more extrinsic to the work itself (promotion) than did individuals high in higher order need strength.

Hackman and Oldham (1975) expanded the previous work of Hackman, et al. (1971) by using the same conceptual framework to develop the Job Diagnostic Survey (JDS). The JDS was given to 658 employees working on 62 different jobs in 7 organizations to determine its psychometric characteristics. The total instrument provided measures of (1) objective job dimensions, (2) individual psychological states resulting from these dimensions, (3) affective reactions of employees to the job and work settings, and (4) individual growth need strength. The authors reported that the JDS had satisfactory psychometric characteristics (see Chapter IV, Instruments) and that it could be used to provide a summary score reflecting the overall motivating potential score (MPS) of a job in terms of the core job dimensions.

Using the same sample described above, in a second study, Hackman and Oldham (1976) investigated the interactions between the three components of the model: (1) core characteristics of the job; (2) the psychological states; and (3) the individual attributes of the individual. Results of multiple regression analysis indicated that the job characteristics (skill variety, task identity, task significance, autonomy, and feedback) accounted for 44% of the variance in experienced meaningfulness; 33% in the variance of experienced responsibility; and 31% of the variance in knowledge of results.

The Job Characteristics Model predicted that the relationship between the three psychological states and the outcome variables would be stronger for individuals with high growth need strength, than for individuals with low need for growth. And secondly, the model predicted that the relationship between the core job characteristics and their corresponding

psychological states would be stronger for high growth need individuals. Comparing the data from employees who scored in the top and bottom quartiles of the growth needs portion of the instrument, Hackman and Oldham found that, except on the outcome measure of absenteeism, differences in the magnitude of correlations for low versus high growth need employees were all statistically significant and in the direction predicted by the model. Reported as the Z score (difference between r's): internal motivation $Z = 1.75$, ($p < .05$); general satisfaction $Z = 2.68$, ($p < .01$); absenteeism $-.21$, (ns); related work effectiveness $Z = 2.06$, ($p < .05$). When comparing the relationship between the core job dimensions and the corresponding psychological state for individuals classified as having high and low higher order need strength, the differences in correlations were all statistically significant: skill variety with experienced meaningfulness $Z = 3.37$, $p < .01$; task significance with experienced meaningfulness $Z = 2.18$, ($p < .05$); autonomy with experienced responsibility $Z = 2.99$, ($p < .01$); feedback with results of knowledge $Z = 2.54$ ($p < .01$); and in the predicted direction except for task identity relating to experienced meaningfulness ($Z = 1.08$, ns). While the high groups scored higher on task identity, in the expected direction, the degree of difference was not enough to achieve statistical significance.

In summarizing the effects of Growth Need Strength, Hackman and Oldham (1976) cautioned that the proposition that individuals who are low in growth need strength react negatively to complex or enriched jobs, because they do not value the outcomes that such jobs provide or may be psychologically "stretched" too far, was not supported. While individuals with strong growth needs did react more positively to complex jobs than

did individuals with weak need for growth, there was also a positive relationship between job characteristics and outcomes measures for people in the bottom quartile of the growth need measure. The data also indicated that current experiences of the individual, rather than past personal history, were more likely to be responsible for determining an individual's desire for growth satisfaction, and thus likely to moderate the relationship between job characteristics and outcomes variables.

Sims and Szilagyi (1976) investigated how two characteristics of the individual employee, locus of control and higher order needs, moderated the relationship between perceptions of jobs characteristics and employee expectancies of satisfaction and performance. Data were collected from 766 respondents employed as paramedical or support personnel at a medical center. The measurement of job characteristics was the Job Characteristics Inventory (JCI) and the individual difference moderator was the Self-Actualization Need Strength, a slight adaptation from the tool originally utilized by Hackman and Lawler (1971).

For each moderator variable the sample was divided into subgroups for comparative analysis. As in the Hackman and Lawler study the subjects exhibited consistently high scores on the self-actuzlization need strength scale(the mean item score was 6.48 on a 7 point response scale). Subgrouping was accomplished by arbitrarily specifying 6.5 as the cutting score with those scoring above that score placed in the self-actualization group. This arbitrary division resulted in an unequal number of subjects in each sub-group. However, when comparing the groups, significant differences were found. Statistically significant differences were found between the high self-actualization group and the low self-actualization group on the

following correlations: variety and satisfaction with work (Low, $r = .34$; High, $r = .55$; $p < .05$); feedback and supervision (Low, $r = .17$; High, $r = .47$; $p < .01$); dealing with others and satisfaction with work (Low, $r = .15$; High, $r = .37$; $p < .05$); and friendship and satisfaction with work (Low, $r = .03$; High, $r = .312$; $p < .01$). While in the expected direction, the moderating effects of self-actualization need on the autonomy/performance and the feedback/performance relationship did not reach statistical significance. This study replicated the findings of Hackman and Lawler (1971); respondents with high need strength generally exhibited a stronger correlation between the jobs characteristics of variety, autonomy and feedback and satisfaction, while task identity did not provide a moderating effect on satisfaction.

Two studies based on the Job Characteristics Model were found in the nursing literature. Brief, et al. (1978) examined various aspects of the jobsheld by 77 nursing aides and nursing assistants to determine which aspects of the job were associated with job satisfaction or the tendency to leave the job. Their hypothesis was that perception of each task characteristic (variety, identity, significance, autonomy, and feedback) would be positively related to job satisfaction and performance and negatively related to tension, propensity to leave the organization, and subsequent departure from the organization. The data collection instrument incorporated portions of the Job Diagnostic Survey (JDS) developed by Hackman and Lawler (1971). The Job Diagnostic Survey measured the characteristics of tasks and employees affective reaction to those characteristics. In addition, the questionnaire included the Job Description Index (JDI) developed by Smith, et al. (1969) which measures employee satisfaction with pay, promotion, supervision, type of work, and

the people in the job. A tension index provided measurement of such factors as how often employees were bothered by ambiguity about the scope and responsibilities of the job, doing things on the job which were against the individual's better judgement, and lack of knowledge about opportunities for advancement or promotion. Three items measured the propensity to leave the organization. And, the questionnaire included a list of tasks comprising the subjects' jobs, asking the subjects to indicate the extent to which they engaged in each task.

Results of the study indicated that many task characteristics were related to the employee responses (satisfaction, tension, and propensity to leave the organization) in the expected direction, i.e., 30 of the 35 correlations were as expected. However, only 11 of the correlations reached statistical significance. The 11 statistically significant correlations were: skill variety was correlated positively with the outcome measures of satisfaction with promotion ($r = .32, p < .01$), satisfaction with work ($r = .41, p < .001$), and satisfaction with co-workers ($r = .21, p < .05$). Task identity was positively correlated with satisfaction with co-workers ($r = .22, p < .05$) and negatively correlated with departure from the organization ($r = .22, p < .05$). Task significance was positively correlated ($r = .30, p < .01$) with satisfaction with work and negatively correlated ($r = -.22, p < .05$) with propensity to leave the organization. Autonomy was positively correlated ($r = .41, p < .001$) with satisfaction with the work and negatively correlated with tension ($r = -.22, p < .05$). Feedback on the job was positively correlated with satisfaction with supervisors ($r = .22, p < .05$) and negatively correlated to propensity to leave the organization ($r = -.23, p < .05$). The relationship

between task characteristics and performance were all nonstatistically significant. The author commented that, while job enrichment programs were an unproven strategy in reducing turnover, the results of their study suggested that job enrichment showed great promise as a mechanism for coping with staffing functions. However, the authors urged that nursing assistants' perceptions of the job characteristics of the tasks in which they actually engage should be further studied prior to developing job enrichment programs.

The Job Characteristics Model was utilized by Joiner, et al. (1981) to compare the job satisfaction achieved by nurses (N = 134) engaged in three differing modes of patient care delivery: team nursing (N = 49), total patient care (N = 42), and primary nursing (N = 43). The JDS designed by Hackman and Lawler (1971) was used to obtain a measurement of the core dimensions and the motivating potential score (MPS). The MPS is a mathematical computation using the scores of the five job core characteristics. The three hypotheses of the study are presented and discussed separately. The first hypothesis was that there would be statistically significant differences in the MPS's of nurses engaged in the three modes of patient care delivery, and that the MPS's would be highest for primary, moderate for total patient care, and lowest for team nursing. This hypothesis was supported. The second hypothesis was that statistically significant differences would be found on all core dimensions among the three modalities. This hypothesis was also supported. Primary nursing, which could be classified as an enriched job, was found to be different to a significant degree ($p < .01$) on the dimension of task identity and feedback. The third hypothesis, that worker satisfaction

would be significantly higher in more enriched jobs, specifically highest in primary nursing and lowest in team nursing, was not supported. Work satisfaction did increase going from team to total patient care to primary nursing, but the differences among the modalities were not statistically different. In addition, and unexpectedly, turnover and absenteeism were the highest in the primary nursing unit for the time period in which this study was conducted. The authors offered several possible explanations for this finding, including one related to job design theory. It was suggested that before intrinsic (higher order needs) could be satisfied, extrinsic factors of the job must be perceived as adequate. When reviewing the satisfaction data it was found that the pay satisfaction in the primary nurse setting was the lowest of the three, and that this difference was statistically significant ($p < .01$). The authors then suggested that due to the lack of pay satisfaction, the anticipated intrinsic outcomes of a more enriched job were not realized.

Although Weismen, et al. (1980) did not utilize the Job Characteristics Model, their study was based on a number of similar concepts. The sample was 800 hospital nurses employed in 105 units in two hospitals. Weismen, et al. examined which group of independent variables would predict job satisfaction. The dependent measures were the Job Descriptive Index (multifacet job satisfaction) and an overall job satisfaction measure developed by Brayfield and Rothe (1951, reliability .86). The four independent variables and the measures which comprised these variables were as follows: (1) individual characteristics included age, marital status, type of basic nursing education, length of employment in the hospital and a measure of internal/external locus of control; (2) structural attributes of nursing included type of unit (inpatient or

transient), method of nursing care organization, number of full time RN's on the unit and the proportion of RN's in their first hospital position; (3) job attributes included type of shift worked (rotating or permanent) and position level; and (4) perception of unit characteristics and attributes included measures of perceived autonomy, perception of head nurses' responsiveness, frequency of delegation of inappropriate tasks by physicians, frequency of communication with the head nurse, adequacy of time allocated to professional development and frequency of social contacts between staff nurses outside of working hours.

Because the findings were slightly different, data for the two hospitals were analyzed separately. The amount of variance in dependent measures accounted for by the independent variables was assessed by multiple regression. When the dependent measure was overall job satisfaction the following findings were reported. Individual characteristics in nurses employed at Hospital A accounted for 5.2% of the variance ($p < .01$); structural attributes and job attributes accounted for a non-significant amount of variance; and perception of unit attributes accounted for 11.8% of the variance ($p < .01$). At Hospital B the results were similar, in that individual differences accounted for 5.1% of the variance ($p < .01$), structural attributes accounted for 3.8% of the variance ($p < .05$), job attributes accounted for a non-significant amount of the variance, and perceptual measures of job and perception of unit attributes accounted for 17.4% of the variance ($p < .01$). When the dependent measure was multifacet job satisfaction, the same two independent variables accounted for statistically significant variance

at both hospitals. Individual characteristics accounted for 2.5% of the variance ($p < .05$) at Hospital A and 2.8% of the variance ($p < .05$) at Hospital B. At both hospitals structural attributes and job attributes accounted for a nonsignificant amount of the variance. And, perceptions of unit attributes accounted for the most variance (16.6% at Hospital A ($p < .01$) and 20.3% at Hospital B ($p < .01$)). Discussing their findings the authors pointed out that in both hospitals the perceptual measures of unit attributes was the most important category of predictors of job satisfaction. Within this independent variable group, two measures, that of perceived autonomy and frequency of delegation of appropriate tasks by physicians were the consistent predictors of job satisfaction. Weismen, et al. suggested that investigations of the two predictors lead to steps in devising management strategies to raise satisfaction levels. The perceptions of unit attributes which contributed most to prediction of job satisfaction are very similar to the job dimension in the Job Characteristics Model.

Summary

Turnover among nurses employed in hospitals is costly (Brief, 1976; Fein & Bishop, 1976; Kase & Swensen, 1976; National Commission, 1970). One factor associated with increased turnover among employees is dissatisfaction with the job (Greene, 1973; Porter & Steers, 1973; Quinn, et al., 1974). Recognizing the association between turnover and satisfaction, researchers (Bronson & Johnston, 1980; Cornin-Stubbs, 1977; Hurke, 1979) have attempted to identify factors which influence nurses'

job satisfaction.

A related but broader construct (Porter, et al., 1974) associated with the desire to remain on a particular job (Brief, et al., 1978; Joiner, et al., 1981; Steers, 1977) is organizational commitment. This construct has been examined by many researchers and a relationship to several personal or demographic variables noted. Porter, et al. (1974), Sheldon (1971), and Steers and Spencer (1977) found that older individuals were more organizationally committed than were younger individuals. Hrebiniak and Alutto (1972) found that females demonstrated more organizational commitment than did males, and married or separated individuals were younger individuals. Hrebiniak and Alutto (1972) found that females demonstrated more organizational commitment than did males, and married or separated individuals were more organizationally committed than single individuals. It was noted that the longer an individual remains at an organization the more committed he or she becomes (Hrebiniak & Alutto, 1972; Sheldon, 1971). Steers (1977) found that individuals who had higher levels of education were less likely to be committed to an organization. When studying the effects of commitment to a profession and commitment to the organization differing results were reported. Kirschenbaum and Goldberg (1976) and Sheldon (1971) reported that professional commitment did influence organizational commitment, but Hrebiniak and Alutto (1972) found in their sample of registered nurses that professional commitment had no significant effect on organizational commitment.

Job satisfaction and organizational commitment have also been related to two other variables; characteristics of the job and growth need strengths of the employees. Jobs that allow for skill variety, task identity, task

significance, autonomy, and feedback are associated with more job satisfaction (Brief, et al., 1978; Hackman & Lawler, 1971; Hackman & Oldham, 1981; Sims & Sziliagyí, 1976) and increase the individual's commitment to the organization (Brief, et al., 1978; Porter, et al., 1974; Steers, 1977; Steers & Spencer, 1977).

Jobs that have the five core characteristics are defined as "enriched jobs" (Hackman & Lawler, 1971; Hackman & Oldham, 1975; Hackman & Oldham, 1980; Sims & Sziliagyí, 1976). Theoretically enriched jobs are most satisfying to individuals who have high growth need strength; that is, individuals who seek personal growth and development, who are more internally motivated than externally motivated and seek self-actualization experiences. Research (Hackman & Lawler, 1971; Hackman & Oldham, 1975; Sims & Sziliagyí, 1976) has generally supported this proposition. However, contradicting the proposition that individuals with low growth need strength would "overstretched" and least satisfied with enriched jobs, Hackman & Oldham (1976) found that these individuals also were more satisfied with enriched jobs. It has been noted that individuals who demonstrate a need for achievement are more organizationally committed (Steers, 1977; Steers & Spencer, 1977) unless the job interferes with opportunities for advanced education (Hrebiniak & Alutto, 1972).

Methodological issues in measuring the constructs of organizational commitment, job characteristics, and growth need strengths are complex. These issues include the adequacy of the theories, the adequacy of the measures, and problems in the research design. The studies reviewed were based on the premise that a decrease in commitment occurred before the decision to leave the organization. This assumption was not tested; the sequences

could be reversed--the decision is made to leave the organization and then this is followed by a decrease in organizational commitment.

Evidence of the moderating effect of growth need strength on work motivation yielded mixed results. Oldham, et al. (1976) and Brief and Aldag (1975) pointed out that the unestablished validity of the construct could be a result of the relationship between variables being more complex than anticipated. Steers and Spencer (1977) suggested that the concept of growth need strength was too broad and the more specific concept of need for achievement should be used in research on job design.

Data analyzed were primarily responses from questionnaires; very little of the data originated from interviews or direct observations. Answers on the instruments could be easily faked as respondents try to be consistent in how they respond to various sections. The discriminability of the measure of organizational commitment and job satisfaction was not conclusive; correlations ranged from $r = .01$ to $r = .68$. Data were primarily from convenience samples; none were random. The studies used subjects recruited on a volunteer basis and self selection is a concern in achieving an accurate measurement. The respondents were predominantly female. Of the two studies found which involved all three constructs under investigation in the present study, only one utilized nurses as subjects.

Nurses comprised a portion of the sample for several studies. When studying organizational commitment, Hrebiniak & Alutto (1972) compared registered nurses to elementary and secondary teachers, and Steers (1977) included registered nurses in his category of hospital employees. Sims and Sziliagy (1976) collected data concerning the job characteristics

model and growth need strengths in a hospital setting where nurses participated as subjects. One study (Joiner, et al., 1981) utilized only registered nurses as the sample to study the effects of job characteristics model on satisfaction. Only two studies were found (Steers, 1977; Steers & Spence, 1977) which attempted to study the impact of the characteristics of the job and growth need strength on organizational commitment, and only one of these studies (Steers, 1977) utilized nurses as subjects.

On the basis of the literature review, it was noted that a paucity of research exists to assist nurse administrators in designing jobs. The literature also suggested that if jobs could be enriched, meaning that jobs designed to encourage an individual's growth and facilitated motivation, job satisfaction and organizational commitment could be increased. Moreover, there is need for further confirmation of the findings regarding organizational commitment, and its determining variables, characteristics of the job and growth need strength.

CHAPTER III

Conceptual Framework

Brief (1976) believed that before work redesign programs to decrease turnover and promote stability of staff are developed the relationship between the nurses' growth need strength, the characteristics of the job, and organizational commitment need to be examined. Information about nurses' attitudes toward the work environment and factors that influence those attitudes would be vital in structuring work so that the requirements of the job are met, the nurses' need for personal growth are fulfilled, and at the same time, the desired state of commitment to the organization and stability of the staff are achieved.

The theory of Work Adjustment proposed by Lofquist and Dawis (1969) offered a framework in which the concepts of organizational commitment, job characteristics, and growth need strength could be placed. The Work Adjustment Model is an interaction model which suggests that to achieve work adjustment both the person and the work environment must be considered. Lofquist and Dawis state that:

Work adjustment is based on the concept of correspondence between the individual and the environment. . . . Correspondence in terms of the individual fulfilling the requirements of the work environment, and the work environment fulfilling the requirements of the individual (p. 45).

Work adjustment is the result of the individual seeking to achieve and maintain correspondence with this work environment. A manifestation of the correspondent relationship between the individual and the work environment was described by Lofquist and Dawis as tenure in the job. When the

needs of the individual are at least minimally fulfilled the relationship continues. Lofquist and Dawis proposed that when the individual's needs correspond with the need satisfiers of the work environment and when the individual's abilities correspond with the ability requirements of the work environment, the individual is satisfactory to the employer and the employee is satisfied with the job. When both the employer and the employee are satisfied, it is proposed that the employee will develop organizational commitment, thus staying on the job and achieving tenure in the position. Mowday, et al. (1979) defined commitment as a state in which an "individual identifies with a particular organization and its goals" (p. 225).

Kasl (1973) summarized the Work Adjustment Model of Lofquist and Dawis by stating that:

This model integrates the following elements and processes: (a) the dimensions of the work environment which are job demands (requirements) and those which are resources (need satisfiers); (b) the dimensions of the person which are his abilities (resources) and those which are his needs; (c) the relation, in particular the discrepancies, between the demands and the resources in the environment, and the needs and the abilities of the person; (d) the consequences of these discrepancies, including attempts to alter them (p. 515).

One aspect of the individual not specifically addressed in the Work Adjustment Model were the differences of individuals in growth need strength. Hackman and Oldham (1980) describe a growth need strength as a "psychological need for personal accomplishment, for learning and for developing themselves beyond where they are now" (p. 85). Their research indicated that this need is related to how an individual will respond to a job high in motivating potential and thus might be an appropriate element to incorporate into the Work Adjustment Model. The concept of correspondence, from the Work Adjustment Model, suggests that the

individual with high growth needs would best "fit" in a work environment that had the resources to satisfy the need or had strong motivating potential.

Using nurses as the worker population, and selecting elements of the Work Adjustment Model, this study examined higher order need strength (the dimension of the person from the Work Adjustment Model), core characteristics of the job (the dimension of the work environment from the Work Adjustment Model), and organizational commitment (a consequence of a discrepancy between the person and the job in work adjustment). In summary, the conceptual framework which guided this study is stated as follows: For each individual there are characteristics of the job which more or less match the individual's personal needs. Individuals with high personal needs for growth (internal motivation) who hold jobs whose characteristics are congruent with their needs will express more organizational commitment than those individuals who experience a lack of fit.

Hypotheses

The hypotheses to be tested in this study are:

- Hypothesis 1: There will be statistically significant relationships between motivating potential scores, growth need strength, and organizational commitment.
- Hypothesis 2: Nurses reporting high growth need strength will achieve higher motivating potential scores than nurses reporting low growth need strength.
- Hypothesis 3: Nurses achieving high motivating potential scores will demonstrate more organizational commitment than nurses achieving low motivating potential scores.

Hypothesis 4: Nurses reporting high growth need strength will demonstrate more organizational commitment than nurses reporting low growth need strength.

Definitions

For the purposes of this study the major variables were defined as follows:

Organizational Commitment - an attitude reflecting the strength of an individual's identification with and involvement in a particular organization. Organizational commitment is characterized by at least three related factors:

- (1) a strong belief in and acceptance of the organization's goals 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 (Mowday, et al., 1979, p. 226).

The method by which organizational commitment was assessed was the responses of the nurse on the Organizational Commitment Questionnaire developed by Mowday, et al. (1979).

Motivating Potential Score - a single quantitative summary index of the degree to which the overall potential of a job prompts internal work motivation on the part of job incumbants. The method by which the motivating potential score was derived was the responses of the nurse on the Job Diagnostic Survey, sections 1 and 2. The motivating potential score (MPS) provided a measure of the degree to which (a) the job is high on at least one of the three job characteristics that leads to experienced job meaningfulness--skill variety, task identity, and task significance; (b) the job is high on autonomy, and (c) the job is high on feedback (Hackman & Oldham, 1976; Hackman, et al., 1975).

Growth Need Strength - a malleable individual difference characteristic

of an individual's desire to obtain growth from work, with the emphasis on higher order needs of personal growth and development and feelings of worthwhile accomplishment. These higher order needs form the groundwork for intrinsic motivation (Hackman & Lawler, 1971). The method by which growth need strength was assessed was the responses of the nurse on the Job Diagnostic Survey, sections 6 and 7.

CHAPTER IV

Methods

The general design of this research was a descriptive, correlational study (Polit & Hungler, 1978), which examined what effect job characteristics, the resulting motivating potential scores and employee growth need strength had on organizational commitment.

The independent or predictor variables were employee growth need strength and characteristics of the job. The dependent variable was organizational commitment of nurses in an acute care hospital. In addition, because these variables have been found to have an impact on organizational commitment, data were collected on five sociodemographic variables: (1) age; (2) sex; (3) educational level; (4) date of first nursing graduation; (5) tenure with the organization; and on mode of nursing care organization: functional, team, total patient care, primary nursing.

Instrumentation

Organizational Commitment Questionnaire

The Organizational Commitment Questionnaire is a self-report instrument consisting of fifteen items (Mowday, et al., 1979). Six of the fifteen items are negatively phrased and reversed in scoring to reduce response bias. Subjects respond on a seven-point Likert scale from strongly agree to strongly disagree. A score is obtained by summing the individual item scores and dividing by fifteen (see Appendix A).

Reliability. Mowday, et al. (1979) measured the reliability of the questionnaire by administering the instrument to 2563 employees in nine different work organizations. They reported a median coefficient alpha of .90, ranging from .82 to .93. In measuring the construct of commitment, the item analysis resulted in positive correlations ranging from .36 to .72, with a median correlation of .64. The data regarding test-retest reliability were established from two samples. For the first, from psychiatric technicians, test-retest reliabilities were $r = .53, .63,$ and $.75$. For the second sample, retail management trainees, the reliabilities were $r = .72$ and $.62$.

Construct Validity. The authors presented evidence of convergent of .63 to .74 with a median of .70 between the Organizational Commitment Questionnaire and the Sources of Organizational Attachment Questionnaire. According to the definition of organizational commitment by the authors, commitment should be related to intrinsic motivation. The linkage of commitment to intrinsic motivation resulted in a moderate relationship between the two variables ($r = .35$ to $.45$). In a study of retail employees, the independent commitment rating of the employee's superior and the Organizational Commitment Questionnaire score correlated at $r = .60$.

The ability of the Organizational Commitment Questionnaire to differentiate commitment from other similar constructs being measured was compared against three other attitude measures: job involvement, career satisfaction, and job satisfaction. The range of the correlations between organizational commitment and job involvement were $r = .30$ to

$r = .56$ across four samples. The range of the correlations between organizational commitment and the Job Descriptive Index were $r = .01$ to $.68$, with a median of $r = .41$. The correlation found to be the highest was between commitment and satisfaction with the work itself. The range of correlations between organizational commitment and career satisfaction were $r = .39$ to $r = .40$. Evidence of conclusive discriminant validity was not present.

Job Diagnostic Survey

The Job Diagnostic Survey (JDS), initially developed by Hackman and Lawler (1971) is an instrument designed to measure the characteristics of tasks and employees' affective reactions to those characteristics. The instrument has multiple sections and incorporates component of the Jobs Characteristics Model (Hackman & Oldham, 1976). With the total instrument, measurements on the following components are available: (1) Job Characteristics, (2) Critical Psychological States, (3) Affective Reactions to the Job, and (4) Individual Growth Need Strength. For the purposes of this study only two portions of the JDS were utilized, the Job Characteristics and the Individual Growth Need Strength portions (see Appendix B).

The Job Characteristics portion measures the individual's perception of the five core dimensions, i.e., skill variety, task identity, task significance, autonomy, and feedback from the job itself. Two supplementary dimensions which have been found to be helpful in understanding jobs and employee reactions to them are feedback from agents and dealing with others. Scores on the job characteristics portion of the JDS are obtained from items on two sections of the instrument. On the first section, subjects indicate the amount of each job characteristic they

perceive to be present in their job on a seven-point response scale. On the second section, subjects indicate the accuracy of a number of statements about characteristics of their job. Scores from these two sections are transposed into a motivating potential score.

Reliability and Validity. Hackman and Oldham (1975) report the following psychometric properties on the job characteristics scales. Internal consistency reliability scores range from .59 to .78. To test the objectivity of the ratings of the job dimension scales, data were collected not only from employees (658 employees working on 62 jobs in 7 organizations) but from supervisors' and researchers' observations. The ratings of each group, that is, employees, supervisors, and observers, were averaged for each job and correlations computed. The median of the correlations between employees and supervisors was .51; between employees and observers was .63; and between supervisors and observers was .46. Mean scores and standard deviations for each of the job dimension scales averaged across the 658 subjects were as follows: skill variety $\bar{X} = 4.49$, $S = 1.67$; task identity $\bar{X} = 4.87$, $S = 1.43$; task significance $\bar{X} = 5.49$, $S = 1.29$; autonomy $\bar{X} = 4.80$, $S = 1.43$; feedback from the job itself $\bar{X} = 4.98$, $S = 1.41$. Hackman and Oldham (1976) reported that after numerous correlational studies that the results provide "generally strong support for the validity of the job characteristics model" (p. 271).

Growth Need Strength (GNS)

The Growth Need Strength portion of the JDS measures the strength of

the respondent's desire to obtain growth from work. The GNS is conceptualized as a measure of malleable individual difference characteristics. Two separate measures of GNS may be obtained. In the "would like" section of the instrument subjects are asked to identify how much they would like to have the specified conditions present in their job. In the "job choice" section subjects are asked to indicate the kind of job they would most like to hold.

The GNS scale is comprised of 23 items and provides for a range of scores from 1 (would like to have minimum amount) to 7 (would like to have a maximum amount) on the first section. The range on the second section is from 1 to 5 (Strongly Prefer A is scored 1; Strongly Prefer B is scored 5). The scale scores are achieved by averaging the items.

Reliability. The reported internal consistency reliability was .88 on the "would like" format and .71 on the "job choice" format. The mean score on the GNS for the 658 subjects in the Hackman and Oldham (1975) study was 5.62, and the S was 1.28. Even though the mean scores obtained on the GNS scale fall well above the midpoint, this scale has been repeatedly utilized in research studies (Hackman & Lawler, 1971; Brief & Alda, 1975; Hackman & Oldham, 1975; Sims & Sziliagyi, 1976) and significant differences have been found between groups of individuals classified as having high or low GNS on numerous variables such as general job satisfaction, job involvement, and absenteeism.

Validity. The validity of the Growth Need Strength measure is unestablished. The authors state that:

some studies find that the concept, as measured by the JDS, does operate as specified; others do not . . . it is unclear if the findings reflect a fault of the theory; an inadequacy of the measure or problems in research methodology (Hackman & Oldham, 1980, p. 341).

Motivating Potential Score. The motivating potential score is a mathematical computation derived from information taken from the job characteristics portion of the JDS. The formula is as follows:

$$\text{Motivating Potential Score (MPS)} = \frac{(\text{Skill Variety} + \text{Task Identity} + \text{Task Significance})}{3} \times \text{Autonomy} \times \text{Feedback}$$

Hackman and Oldham (1976) reported concern about the MPS because the formula includes two multiplicative terms, and that multiplicative operations could compound the effects of measurement unreliability. To determine if this concern was valid they tested three models and correlated these models with the three dependent measures of internal motivation, general satisfaction and growth satisfaction. The authors concluded that the results did not meaningfully differentiate between the models; thus neither confirming or disconfirming the adequacy of the multiplicity model.

Setting of the Study

The site of this study was a large, metropolitan hospital in the Northwest.

Selection of the Sample

The population was 170 fulltime nurses (64-80 hours per pay period) employed by the Department of Nursing of the hospital. All subjects in the population were mailed one instrument. The 98 nurses (57.6%) who

responded were considered to be the sample.

Protection of Human Subjects

The proposal was submitted to and approved by the Human Subjects Review Committee of the Oregon Health Sciences University. (See Appendix E).

Administrative Approval

Approval to conduct the study was gained from the Research Committee of the participating medical center. (See Appendix F).

Procedures for Data Collection

(1) After receiving approval from the participating data collection site, the investigator contacted the subjects by letter. The letter included a brief description of the proposed investigation, the instruments which subjects were asked to complete and a stamped envelope addressed to the researcher.

(2) Subjects were informed that participation in the study was voluntary and were assured of confidentiality of responses. The return of the completed questionnaires was considered to be consent to participate.

(3) At the end of a two-week period all subjects were sent a followup letter asking them to complete the previously mailed questionnaire if they had not done so. The letter also expressed appreciation to those who had returned the questionnaire.

Procedures for Data Analysis

Data were analyzed using the Statistical Package for the Social Sciences. To understand the effects of job characteristics and employee growth need strength on organizational commitment (Hypothesis 1), the data were

subjected to stepwise multiple regression analysis. Hypotheses 2-4 were tested using Pearson's Product Moment Correlation.

CHAPTER V

Results

The results are presented in the following format: overview; descriptive data on sociodemographic variables; data related to independent and dependent variables; and hypothesis testing. Data are presented in aggregate form thus assuring the anonymity of individual subjects or work groups.

Overview

One hundred and seventy full-time staff nurses were contacted by a mailed questionnaire and asked to participate in the study. Ninety-eight nurses responded with a completed questionnaire (return rate = 57.6%). Data were collected on sociodemographic variables; information on organizational commitment, the effect of job characteristics, the resulting motivating potential scores, and employee growth need strength were elicited through use of instruments from the literature.

Descriptive Data on Sociodemographic Variables

From the review of the literature, five sociodemographic variables were identified as having a relationship with organizational commitment. The five variables were: sex, age, educational level; length of nursing experience (date of graduation); tenure with the organization; and mode of nursing care organization (functional, team, total patient care, or primary nursing).

The sample consisted of 98 staff nurses working 64-80 hours per pay

period in an acute care medical center. Eighty-eight percent ($n = 87$) were female, 8.2% ($n = 8$) male; and 3.1% ($n = 3$) did not report their sex. Age of the respondents ranged from a minimum of 22 years to a maximum of 64 years. The mean age was 30.6 years ($S = 8.8$), median = 27.4 years, and mode = 24 years. Four subjects failed to report their ages (see Appendix G for frequency distribution). Data on highest level of educational preparation were categorized in four levels: diploma, associate degree, bachelor's of science in nursing, and other. Of the 98 subjects, 23 (23.0%) reported having a diploma; 31 (31.6%) an associate degree; 43 (43.9%) a bachelor's of science degree in nursing; and 1 (1.0%) reported a bachelor's in another discipline.

Subjects were asked to report the year of their graduation. The mean length of time since graduation was 4.5 years ($S = 2.8$), median = 3.8, and mode = 9 years. As indicated in Appendix H, the frequency distribution on this variable had a bimodal distribution. The mean number of years employed with the organization was 3.7 years ($S = 2.5$), median = 3.1, and mode = 3.0 (see Appendix I for frequency distribution). Slightly over one-half of the subjects worked full-time; 58 (59.2%) worked 80 hours per pay period; 25 (25.5%) worked 71 hours and 15 (15.3%) worked 64 hours. Two-thirds of the subjects perceived the type of nursing care organization on their units as total patient care ($n = 64$, 65.3%), while 1 (1%) reported functional nursing; 28 (28.6%) reported team nursing and 5 (5.5%) reported primary nursing.

While this was a convenience sample, data on the sociodemographic variables of the population of nurses employed at the hospital were obtained as a comparison. Information was available on the following variables:

sex, age, level of educational preparation, and tenure with organization.

The population was 305 staff nurses employed on-call, part-time, and full-time. The population included 20 (7%) males, as compared to 8 (8%) males in the study sample. The comparison of age in years, presented in Table 1, describes the findings for the sample and the population. Age in years was divided into intervals of ten years. Individuals in interval one (22-32 years) were overly represented in the study sample when compared to the population. Individuals in the three remaining intervals were an under representation of the population.

Information on level of educational preparation was available for 248 nurses in the population. Level of educational preparation, presented in Table 2, was divided into four categories: diploma, associate degree in nursing, bachelor's degree in nursing, and bachelor's in another discipline. Nurses with bachelor's and associate degrees were over represented in the sample. Information on level of educational preparation was attainable for 248 nurses out of the 305 in the population. Because the size of the population was smaller for this variable, it was not possible to determine if the resulting variations in the study sample were a function of missing data, age of respondents or some other unexplained variable.

The last variable available for comparison was tenure with the organization. Individuals with tenure of fewer than four years made up a larger percentage of the study sample than that found in the population. This finding is probably a result of the greater number of young nurses responding to the study. The comparison is presented in Table 3.

Table 1
 Comparison of Age Between the Population
 (n = 305) and the Study Sample (n = 98)

Age in Years	Population	Study Sample
22-32	57% (n = 174)	70.4% (n = 69)
33-43	23.3% (n = 71)	15.3% (n = 15)
44-54	10.5% (n = 32)	6% (n = 6)
55-65	9.5% (n = 29)	4% (n = 4)

$$\chi^2 = 7.8 \quad df = 3$$

$$p < .05$$

Table 2
 Comparison of Educational Preparation Between
 the Population (n = 248) and Study Sample (n = 98)

	Population	Study Sample
Diploma	34% (n = 85)	23.5% (n = 23)
ADN	29% (n = 73)	31.6% (n = 31)
BSN	36% (n = 90)	43.9% (n = 43)
BSN Other	0 (n = 0)	1% (n = 1)

$$\chi^2 = 5.59, p > .05, df = 2$$

Table 3
 Comparison of Tenure with the Organization Between
 Population (n = 305) and Study Sample (n = 98)

Tenure	Population	Study Sample
Less than one year	13.7% (n = 42)	20.4% (n = 20)
1 Year	13.4% (n = 41)	14.3% (n = 14)
2 Years	21.6% (n = 66)	25.5% (n = 25)
3 Years	11.5% (n = 35)	16.3% (n = 16)
4 Years	7.5% (n = 23)	2.0% (n = 2)
5 Years	5.2% (n = 16)	3.1% (n = 3)
6 Years	4.9% (n = 15)	5.1% (n = 5)
7 Years	3.6% (n = 11)	0.0% (n = 0)
8 Years Plus	21.9% (n = 67)	13.3% (n = 13)

$$\chi^2 = 12.59, p < .05, df = 6$$

Chi square was used to test the representatives of the study sample with the known population values. The observed frequencies and percentages for age, level of educational preparation and tenure with the organization are shown in Tables 1, 2, and 3. Cells with less than five percent (except ages 58-65) were collapsed prior to testing the goodness of fit (BSN and BSN other; 4 and 5 years; 6 and 7 years). The population percentages obtained are also shown. These population percentages were used to obtain the expected frequencies. The values of χ^2 were 10.5 for age, 5.5 for level of educational preparation, and 15.1 for tenure of the organization. The population values were statistically different from the study sample for age and tenure with the organization but not for level of educational preparation.

Data on Independent and Dependent Variables

The independent variables utilized in the analysis were characteristics of the job and growth need strengths. Both independent variables were measured by utilizing selected sections (section one, two, six, and seven) of the Job Diagnostic Survey. Computation yielded a motivating potential score and growth need strength score for each subject. The dependent variable was organizational commitment, measured by the Organizational Commitment Questionnaire. Data collected on both the independent and dependent variables are presented in Table 4 (see Appendix J for item scores).

Validity of Organizational Commitment Questionnaire

Subjects were asked to respond to three statements concerning their perception of their intent to remain with the organization. The statements

Table 4
 Range, Mean, Standard Deviation and Reliability Coefficient
 For Independent and Dependent Variables
 of Hospital Staff Nurses (N = 98)

Instrument	Number of Items	Scores Low	Scores High	Mean	S.D.	Cronbach Alpha
Organizational Commitment Questionnaire	15	2.4	6.8	4.6	.88	.88
Job Diagnostic Survey-- Motivating Potential Score	18	20.4	274.5	127.2	56.5	.82
Growth Need Strength Score	18	3.1	6.4	4.9	.59	.77

were included as a construct validity check of the organizational commitment questionnaire. The first statement was: If I had to quit work for awhile, I would return to this hospital. Statement 2 was: I would like to stay with this hospital for a long time. Statement 3 was: If I were completely free to choose, I would prefer to continue working in this hospital. Responses from the three statements are summarized in Table 5. The correlations between these statements and the organizational commitment score are presented in Table 6. As identified all correlations were significant at the .001 level. Thus the organizational commitment questionnaire was judged to be valid in this study; however, other variables, such as the influence of the economy, was not measured, and would no doubt have an impact on the individual's desire to stay.

Reliability of the Measures

Each instrument was analyzed for internal consistency using Cronbach's Alpha. The Organizational Commitment Questionnaire had a coefficient of internal consistency of .88. This result compared favorably with previously reported studies (Mowday, Steers & Porter, 1979) in which internal consistency ranged from .82 to .93. The Job Diagnostic Survey and the resulting motivating potential scores (MPS) and growth need strength scores (GNS) in this study had an internal consistency coefficient of .82 (MPS) and .77 (GNS). The results are in accord with reported values from the Hackman and Oldham (1976) study of the Jobs Characteristics Model. Hackman and Oldham reported reliability coefficients ranging from .59 to .78 for the MPS scale, .88 for the "would like" scale, and .71 for the "job choice" scale. The two scales,

Table 5
 Summary of Intent to Remain With the
 Organization Statements
 Hospital Staff Nurses (N = 98)

	Yes	No	Not Sure
Statement 1, Return	63.3% (n = 62)	3.1% (n = 3)	33% (n = 33)
Statement 2, Stay	49% (n = 48)	12.2% (n = 12)	38.8% (n = 38)
Statement 3, Continue	82.7% (n = 81)	17.3% (n = 17)	a

^a Not Sure not an option on this item

Table 6
 Correlation Matrix Between Intent To Remain Statements
 and Organizational Commitment Scores
 Hospital Staff Nurses (n = 98)

	1	2	3	4
1. Organizational Commitment Scores	--			
2. Return	.60**	--		
3. Stay	.58**	.52**	--	
4. Continue	.58**	.60**	.51**	--

** p < .001

"would like" and "job choice," taken together make up the growth need strength scale.

Hypothesis Testing

The hypotheses of the study sought to identify significant relationships among the characteristics of the job, employee growth need strength, and organizational commitment among hospital staff nurses. The results of testing each hypothesis are presented separately.

Hypothesis 1: There will be statistically significant relationships between motivating potential scores, growth need strength, and organizational commitment.

To test the above hypothesis data were subjected to stepwise multiple regression, which provides analysis of the unique and combined influence of the independent variables upon the dependent variable. All variables in the study were entered in the regression. However, to minimize capitalization on chance due to a fairly high ratio of number of independent variables to sample size, two procedures were used. First, for entry the variables were grouped into two sets. Second, the criterion for entry of items within the sets was established at the .05 level of significance. Cohen and Cohen (1975) advocate such an approach if such an ordering can be judged by research and theory (p. 97-104).

The specific order in which the variables were entered were as follows. First, the sociodemographic and job related factors were entered. From this block level of educational preparation was the only variable retained. In addition, level of educational preparation is slightly inversely related ($r = -.24$) to age (see Table 8). At this

stage of the analysis over 5% of the variance in organizational commitment score was explained.

The second block contained the motivating potential score and the growth need strength scores--only the motivating potential score met the .05 criterion and was entered. It explains an additional 20% of the variance in organizational commitment score. This contribution of motivating potential score to organizational commitment score needs to take into account the relationship between motivating potential score and growth need strength score ($r = .26$). It clearly shows, however, after controlling for the contributions of the sociodemographic variables in explaining organizational commitment scores, that motivating potential scores contribute significantly to the reduction in error in predicting organizational commitment scores (see Table 7).

An indication of the replicability of the findings is given by the adjusted multiple R squared (R^2). As can be seen in Table 7, the shrinkage for this sample is never above .02.

The variables of sex, age, length of time since graduation, hours worked per pay period, mode of nursing care organization, tenure with the organization, and employee growth need strength scores did not contribute enough variance to reach statistical significance and thus did not enter into the regression equation.

Hypothesis 2: Nurses with high growth need strength scores will achieve higher motivating potential scores than nurses with low growth need scores.

To test this hypothesis Pearson Product Moment correlation were computed for all variables. As shown in Table 8 the correlation ($r = .26$)

Table 7
 Stepwise Multiple Regression Analysis for Explaining Organizational Commitment Scores
 of Hospital Staff Nurses (n=91)[†] From a Selected Subset of Independent Variables

Step	Variable	Multiple R ²	R ²	ΔR^2	F	ΔF	df
1	Level of Educational Preparation	.22	.05 (.04) ^a	.05	4.63*	4.63*	1, 89
2	Motivating Potential Score	.50	.25 (.23) ^a	.20***	14.76***	23.71***	2, 88

[†] 7 of the original cases (n=98) were deleted because of missing data

^a The adjusted R² is presented in parentheses

* p < .05

** p < .01

*** p < .001

Table 8

Pearson r Correlation Coefficients of All Variables Hospital Staff Nurses (N = 98)

	Sex	Age	Educ.	Grad.	Tenure	Hours	Mode	OCS	MPS
Sociodemographic Variables									
Sex									
Age	.03								
Level of Education Preparation	-.16	-.24*							
Length of Time Since Graduation	-.09	.46**	-.02						
Job Related Variables									
Tenure	-.03	.54**	.13	.66**					
Hours Worked Per Pay Period	.02	-.20*	.04	.01	-.11				
Nursing Mode	.14	-.14	.05	-.06	-.08	-.07			
Organizational Commitment Score (OCS)	-.09	.20*	-.21*	.02	-.01	-.24*	.11		
Motivating Potential Score (MPS)	.01	.00	-.08	-.07	-.10	.01	.06	.43**	
Growth Need Strength Score	.00	-.27*	.07	-.05	-.19	-.08	.27*	.07	.26*

* p < .05; ** p < .01; Note: Number of cases varies 89-98.

between motivating potential score and growth need strength scores was statistically significant at the .05 level. While the relationship was statistically significant, the correlation between the two variables accounted for only 6.7% of the variance.

Hypothesis 3: Nurses achieving high motivating potential scores will have higher organizational commitment scores than nurses achieving low motivating potential scores.

As shown in Table 8, the Pearson correlations between motivating potential scores and organizational commitment scores were statistically significant ($r = .43, p < .01$). The correlation between the scores accounted for 18.5% of the variance.

Hypothesis 4: Nurses reporting high growth need strength will demonstrate higher organizational commitment scores than nurses reporting low growth need strength.

As shown on Table 8, the Pearson r between growth need strength and organizational commitment demonstrated a non-significant relationship ($r = .07$).

Summary

The results of this study are summarized as follows:

1. Low but statistically significant relationships were demonstrated between the organizational commitment scores and age, level of educational preparation (inversely), hours worked per pay period (inversely), and motivating potential scores.
2. A statistically significant relationship was demonstrated between motivating potential scores and growth need strength scores but not

between growth need strength and organizational commitment scores.

3. Results of a stepwise multiple regression analysis demonstrated a significant relationship between level of educational preparation, tenure with the organization, and motivating potential scores and the dependent variable organizational commitment score. The multiple correlation was .50 and accounted for 25% of the total variance in organizational commitment scores.

CHAPTER VI

Discussion, Recommendations and Summary

This chapter has two major sections, discussion of the findings and recommendations for further study. The first portion of the chapter is organized using the following format: discussion of dependent and independent variables; relationship between the sociodemographic variables and organizational commitment, relationship between job characteristics, including the motivating potential score, and organizational commitment, relationship between growth need strength and motivating potential score, relationship between growth need strength and organizational commitment. The final portion of the section discusses findings incidental to hypothesis testing.

Discussion of Scores on the Dependent and Independent Variables

Organizational Commitment Scores

In this study the mean score for organizational commitment was 4.61 ($S = .88$). The possible scores ranged from one to seven, with a score of seven demonstrating the most organizational commitment. Compared to the findings of Mowday et al. (1979), this score was slightly lower than those reported for hospital employees ($\bar{X} = 5.1$), bank employees ($\bar{X} = 5.2$), auto company managers ($\bar{X} = 5.3$), and retail management trainees ($\bar{X} = 6.1$). The scores were very similar to those of classified university employees ($\bar{X} = 4.6$), scientists and engineers ($\bar{X} = 4.5$),

telephone company employees ($\bar{X} = 4.7$), and public employees ($\bar{X} = 4.5$). One dimension that may be important in this observation is that the categories of employees who ranked higher than the sample were comprised mainly of, or included responses from, individuals in managerial positions, or individuals who perceived themselves as accountable for a majority of their work, such as the bank employees; the present sample included only staff nurses who may not perceive the same level of personal accountability. Although the mean for the study sample was slightly lower than some reported from the literature, the organizational commitment scores were substantially correlated with the statements of intent to remain with the organization (see Table 6).

Motivating Potential Scores

The mean motivating potential score for subjects in this study was 127.2. Hackman and Oldham (1980) reported mean motivating potential scores for several occupations as shown in Table 9.

The mean motivating potential score in this study was among the lower of those reported. However, any interpretation of this finding must be cautious. The number of subjects in this study was small ($n = 98$) and the Hackman et al. findings were based on data collected from 6930 employees, largely from nonprofessional occupations.

Growth Need Strength Scores

The mean growth need score for the subjects in this study was 4.9, with a range from 3.0 to 6.4. The mean growth need strength score in this sample was somewhat lower than reported in the literature. For example, Hackman and Oldham (1975) reported mean scores in a sample of

Table 9
Mean Scores for Motivating Potential
of Selected Occupations

Job Category	MPS Score
Professional/technical	154
Managerial	156
Clerical	106
Sales	146
Service	152
Processing	105
Machine trades	136
Bench work	110
Structural work	141

Note: From Work Redesign by J. R. Hackman and G. R. Oldham,
Reading, Mass.: Addison-Wesley Co., 1980, 317.

658 employees working on 62 different jobs was $\bar{X} = 5.6$, and Sims and Szilagyi (1976), using a slightly adapted instrument found a mean score of 6.48 among a sample of paramedical or support personnel at a medical center. From the samples drawn by Hackman and Oldham, the group means vary for each subset of job categories. This finding is difficult to interpret; it is unclear whether the individual had different needs for growth and on that basis selected a particular occupation or whether certain occupations promote growth needs. Moreover, the developers of the instrument state that validity of the growth need strength measure is unestablished. Perhaps this results in the wide fluctuation of scores.

Relationship Between Sociodemographic Variables and Organizational Commitment

The sociodemographic variables are discussed using the order in which they appear on the correlation matrix (see Table 8). The correlations are presented on a graph in Figure 3 comparing the three major variables with sociodemographic variables.

Sex

Previous research (Hrebiniak & Alutto, 1972) indicated that females are more organizationally committed than males. In this study the Pearson correlation between sex and organizational commitment was near zero. This finding can probably be explained by the small number ($n = 8$) of males in the study and consequent limited variability.

Age

Porter et al. (1974) found that older individuals were more organizationally committed than younger individuals. In the present study a

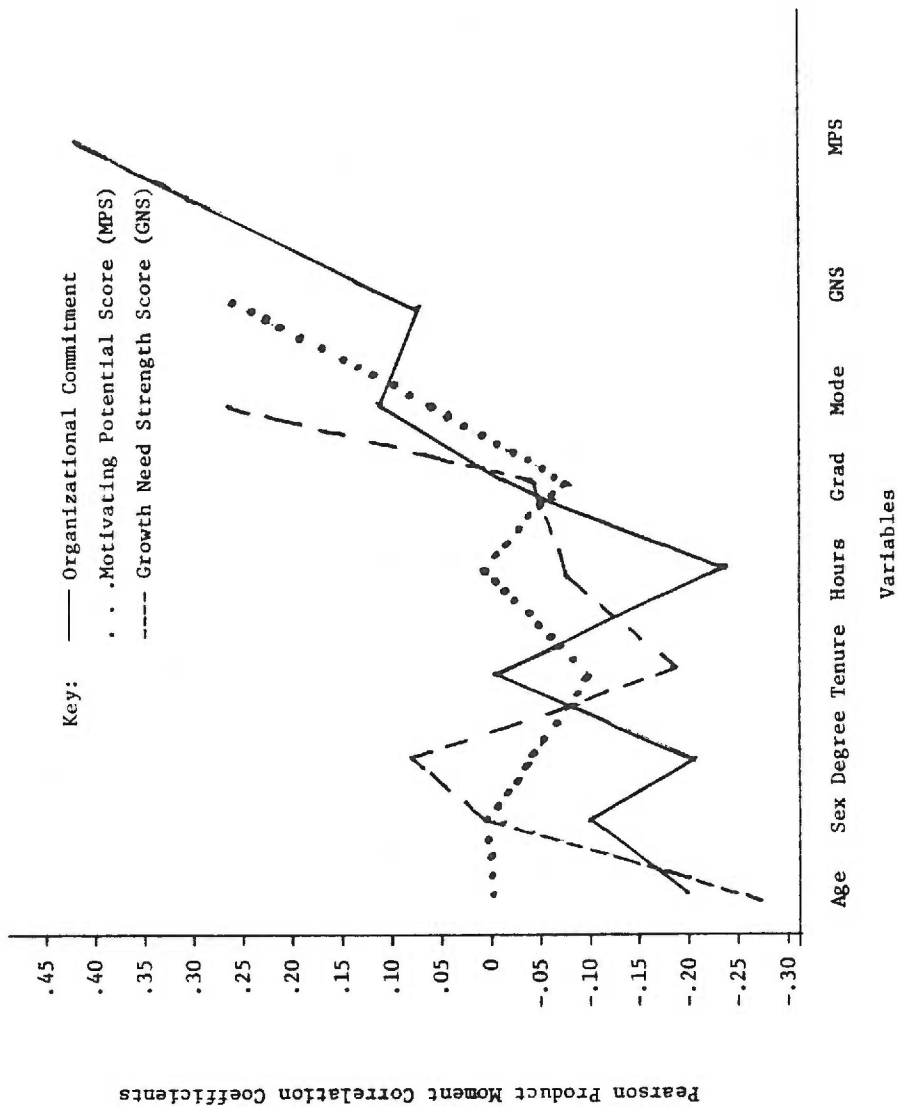


Figure 3. Pearson Product Moment Correlation Coefficients of Organizational Commitment, Motivating Potential Scores, and Growth Need Strength Scores with the Sociodemographic Variables of Hospital Staff Nurses*

*n varies, due to missing data.

statistically significant relationship ($r = .20$, $p < .02$) was demonstrated between age and organizational commitment. The older the individual the higher score that individual tended to achieve on the Organizational Commitment Questionnaire.

Level of Educational Preparation

The correlation between level of educational preparation and organizational commitment demonstrated a statistically significant relationship ($r = -.21$, $p < .01$) in the expected direction, with individuals having higher educational background professing somewhat less organizational commitment. This result compared favorably with previously reported findings (Steers, 1977).

Length of Time Since Graduation

In this study there was a non-significant relationship ($r = .02$) between length of time since graduation and organizational commitment. It would be anticipated that since length of time since graduation correlated with age ($r = .35$, $p < .001$) and, since age was correlated with organizational commitment, that similar results might be anticipated. Length of time since graduation was also positively correlated ($r = .66$, $p < .01$) with tenure, but as will be discussed in the next section, tenure was not related to organizational commitment. While the nurses who had been in nursing a longer time period, thereby possibly being more committed to the profession, might not be as committed to the organization, one can only speculate on this finding as no measure of professional commitment was made in this study. A more likely explanation is that since there was very little variability in the length of

time since graduation no trends could emerge.

Tenure

Researchers (Hrebiniak & Alutto, 1972; Sheldon, 1971) had also found that individuals who had remained at an organization a longer period of time were more organizationally committed than those with shorter tenure. In this study tenure with the organization was not correlated with organizational commitment. Perhaps a relationship was not demonstrated because the age of the study sample was younger and therefore had less time worked; 78% of the study sample had worked fewer than four years with the organization.

Hours Worked Per Pay Period

In the research reviewed no comment was found regarding the association between number of hours worked per pay period and organizational commitment. In this study it was found that the organizational commitment score was inversely related to the number of hours worked per pay period ($r = -.24$, $p < .05$). The organizational commitment score was higher when the individual worked fewer hours. This finding is probably related to the observation that there was a significant correlation ($r = -.20$, $p < .05$) between fewer hours worked and increasing age, and as previously stated older subjects were found to be more organizationally committed. On the other hand, the individual who works fewer hours may be more committed to the organization because the organization extends to employees the opportunity to work less hours.

Mode

The correlation ($r = .11$) between the four modes of nursing care

organization, i.e., functional, team, total patient care, or primary nursing and organizational commitment was not significant. The ordering of the variables is based on the assumption that autonomy of the nurse increased from functional to primary nursing. The direction of the correlation is as would be anticipated, that individuals who engaged in primary nursing would demonstrate more organizational commitment, but the number of subjects (6) in two categories, functional and primary nursing, was too small and the correlation was too weak to allow further discussion. Moreover, Weisman, et al. (1981) found that primary nursing did not have a significant effect on the turnover process in their study of evaluating reasons for nursing turnover.

Relationship Between Job Characteristics Including Motivating Potential Scores and Organizational Commitment

Many studies (Brief, et al., 1978; Hackman & Lawler, 1971; Hackman & Oldham, 1981; Sims & Sziliagyi, 1976) supported the premise that jobs high in motivating potential would provide employees more job satisfaction and thus increase an individual's commitment to the organization. The results of this study supported this premise. In the stepwise multiple regression the highest percentage of variance accounted for in organizational commitment was the motivating potential score. This relationship was further demonstrated by the bivariate correlation ($r = .43$, $p < .01$) which suggested that nurses achieving high motivating potential scores would demonstrate more organizational commitment than nurses achieving low motivating potential scores.

Relationship Between Growth Need Strength and Motivating Potential Scores

Hackman and Lawler (1971); Hackman and Oldham (1975); and Sims and

Sziliagy (1976) suggest that jobs high in motivating potential would be most satisfying to individuals who have high growth need strengths. Growth need strength and motivating potential scores were related at a statistically significant level ($r = .26, p < .01$). The low but statistically significant relationship between motivating potential scores and growth need strength support previous research results (Hackman & Oldham, 1975). Either the individual with high growth need strength found the job higher in motivating potential or because the job was highly motivating the need for personal growth and development was fostered.

Relationship Between Growth Need Strength and Organizational Commitment

It had been predicted in this study that individuals who had higher growth need strength scores would be more organizationally committed. However the results of the correlation ($r = .07$) did not support that prediction. Understanding of this observation may be related to differing explanations. One, the dimension of growth need strength may be unimportant in the assessment of organizational commitment, or two, the instrument may not have accurately measured the needs for personal growth and development, or, three, organizational commitment may not represent a broader concept of satisfaction, as proposed in this study (see below).

In this study the majority of individuals tended to achieve similar growth need strength scores, ones that represented a preference for "enriched jobs." The Work Adjustment Model by Lofquist and Dawis (1969) suggests that the degree of correspondence or the fit between employee needs and the work environment must be of a sufficient degree to lead to "satisfactoriness" (both the employee and the organization are satisfied) or,

perhaps in the broader context, committed to the organization. A relationship between growth need strength and organizational commitment as specified in the Work Adjustment Model was not demonstrated in this study. This could reflect a fault of the model itself or it may be that organizational commitment is not an outcome of correspondence. In other words, organizational commitment is not a broader concept that includes "satisfactoriness."

The non-significant relationship between organizational commitment and growth need strength is likely accounted for by the lack of instrument validity. The instrument requires subjects to rate the amount of a job characteristic they would like to be present in any job. All of the characteristics (see raw data in Appendix J), except quick promotions, were rated above 5.7 on a seven point scale; the mean "would like" score was 5.83 ($S = .74$). The instrument requires subjects to indicate characteristics of the job they would most like to hold or their preferred "job choice." The responses ranged from 1.3 to 4.4 with a mean of 3.9. The score of four represents a neutral position on the "job choice" scale. The findings suggest that all of the characteristics, except quick promotion, on the "would like" section were highly preferred; these preferences connote "enriched jobs." However, when asked to make a "job choice" selection, most respondents choose a more neutral position. This inconsistency lends support to doubt about the validity of the instrument. Another explanation may be that growth need strength does not accurately represent characteristics of the individual. How individuals perceive their need for growth changes at different times makes one time measurement difficult.

Findings Incidental to Hypothesis Testing

In examining the correlations produced by the Pearson Product Moment correlation, observations of interest, not related to the hypothesis of the study and not discussed elsewhere, were noted.

For example, the relationship found between the mode of nursing care organization and the motivating potential score. Based upon the Job Characteristics Model it would be anticipated that the individuals who engaged in primary nursing, considered to be an enriched job, would have the highest motivating potential score. The correlation between mode and motivating potential score was not statistically significant ($r = .06$), however in examining the data interesting trends emerged. The motivating potential scores (MPS) in this sample are as follows: the one nurse who perceived herself as engaging in functional nursing had an MPS of 274.5; the 28 nurses who identified that they practiced team nursing had an MPS of 115.6; the 64 nurses who identified that they carried out total patient care had an MPS of 127.3; and the five nurses who said they practiced primary nursing had a score of 163.6. Joiner, et al. (1981) found that the mean MPS for team nursing was 138, total patient care 157, and primary nursing 165. It is recognized that caution is needed when comparing the results of this study with Joiner's findings. Alexander, et al., (1981) compared primary and nonprimary units with respect to staff nurses' mean job satisfaction, absenteeism rates, and turnover rates. The authors found no significant differences in nurses' job satisfaction between primary and nonprimary nursing units. However, at one hospital nurses on primary units did have lower rates of resignation and absenteeism than nurses on non-primary units. In this study, moreover, the

organizational commitment score increases as the motivating potential score increases.

Conclusions Related to Conceptual Framework

The theory of Work Adjustment proposed by Lofquist and Dawis (1969) suggests that to achieve work adjustment both the person and the work environment must be considered. The concept of Work Adjustment was found to be an appropriate framework for the measurement of job characteristics and organizational commitment for the present study. The concept of correspondence, from the Work Adjustment Model, suggests that the individual with high growth needs would best "fit" in a work environment that had the resources to satisfy the need or had strong motivating potential. The dimension of growth need strength was related to the motivating potential of the Job. However, growth need strength was completely unrelated to organizational commitment.

Implications for Nursing

This study indicated that organizational commitment for nurses is influenced by a number of variables. The one variable which accounted for the most variance was that of the motivating potential score (MPS). The MPS is the result of mathematical computations using the scores of the five job core characteristics (skill variety, task identity, task significance, autonomy, and feedback). Four of these job characteristics factors can be directly manipulated by individuals in nursing administration. Nursing administrators can work toward enriching the job of the staff nurse. Enriched jobs include activities high in skill variety, task identity (completion of a whole and identifiable piece of work), autonomy (freedom, independence, discretion to the individual . . . in

scheduling the work and in determining the procedures to be used in carrying it out). These three features are among the characteristics of an enriched job and may be associated with primary nursing. This premise appeared to be supported by data from Joiner's et al. study (1981). Nursing administrators could use this tentative finding to explore the relationship of primary nursing to organizational commitment, perhaps reducing turnover due to that aspect of the work.

The fourth component in the MPS is job feedback (providing the individual with direct and clear information about the effectiveness of his or her performance). Feedback from the job can be increased by designing systems in which feedback mechanisms are an integral part. Nurse managers can be reminded or taught the importance of continuing feedback, both positive and negative. Evaluation systems can be designed which focus on continual growth promoting feedback, not just evaluation for the administrative purposes of job continuance, salary adjustment, or discipline.

The fifth component of the MPS equation, task significance, may not be as easily manipulated by nursing administrators. By the time the nurse is hired she/he will probably already determine that the job has a substantial impact on the lives of other people in the world at large. However, nurse administrators can structure jobs so that the significance of the task to the people in the organization and to the goals of the organization are highly visible. This latter visibility could be accomplished by providing feedback of the results of the employee's work, by promoting personal accountability for work outcomes, and by providing opportunities to use and test personal skills and abilities; all of the

above are aspects of meaningful work.

Age was also significantly correlated with organizational commitment. This finding may not have as direct an implication for nursing except that in a society in which the older individual is not always as appreciated as much as the younger individual, to point out that it is older individuals who demonstrate the most commitment, might make nursing administrators welcome the more mature individuals into the organization. Nursing administrators, within the bounds of non-discrimination and when applicants are equally qualified, should not judge individuals for positions based on age related factors.

There was an inverse relationship between level of educational preparation and organizational commitment. This finding may have an implication for nursing education and nursing practice. Perhaps faculty in institutions of higher education should place more emphasis on the importance of commitment to an organization, that is when individuals seek employment in an institution they should be certain that their goals match the goals of the organization. On the other hand, it may be that individuals in nursing practice should provide structures which recognize that nurses of various preparations have different needs in an organization and not use the graduates in stereotyped roles.

In this study nurses who worked shorter hours demonstrated higher organizational commitment scores. While the finding could be related to the age of the individual, i.e., older individuals choose to work shorter hours, the finding might also emphasize the need to continue pursuing the importance of flexible time and job sharing.

Recommendations for Further Study

Based on the results of this study, the following recommendations are suggested.

1. The relationship between organizational commitment and job characteristics should be studied using a larger, randomly selected sample of nurses from a variety of hospitals. Limited confidence can be placed in the results of this study in that only 57.6% of the population responded.
2. Future studies should examine the effect of commitment to the profession and aspects of external motivation (pay, working conditions, fringe benefits) on the organizational commitment of nurses.
3. This study examined the variables which lead to organizational commitment among nurses. Future studies also need to examine the relationship of organizational commitment to outcome variables, such as employee turnover and increased quality of care.
4. A study which includes additional aspects of the conceptual framework should be undertaken. This study examined the individuals' growth needs and characteristics of the job to satisfy those needs. Not examined were the requirements or demands of the job and the abilities of the individual nor the consequences of discrepancies or match, other than organizational commitment.
5. A study of organizational commitment should be repeated to include nurses in managerial positions in the sample, allowing a comparison of the results from this study to those to determine if individuals who have more autonomous jobs are more organizationally committed.
6. The analysis of the data should be expanded to study correlations between the scores on the core job characteristics (autonomy, task

identity, task variety, task significance, and feedback) and organizational commitment.

7. Continued research on organizational commitment should be completed using a different measure of growth need strength. Theoretically, it follows that individuals with high growth need strength would benefit most from enriched jobs, however, when the validity of the instrument is questionable no conclusions can be drawn.

8. Further study needs to be completed examining the relationship between modes of nursing care organization, motivating potential scores, and organizational commitment. Joiner, et al. (1981) suggests that there is a relationship. Alexander, et al. (1981) suggests that primary nursing has minimal effects on job satisfaction and turnover. Because the mode of nursing care organization could be managed by nurse administrators, this relationship needs to be clarified.

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APPENDIX A

Organizational Commitment Questionnaire

ORGANIZATIONAL QUESTIONNAIRE

Instructions: Read each statement, then circle the number that corresponds with how you feel about the statement. The organization referred to in the questions is your hospital.

1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.

1	2	3	4	5	6	7
Strongly Disagree			Neither Disagree Nor Agree			Strongly Agree

2. I talk up this organization to my friends as a great organization to work for.

1	2	3	4	5	6	7
Strongly Disagree			Neither Disagree Nor Agree			Strongly Agree

3. I feel very little loyalty to this organization.

1	2	3	4	5	6	7
Strongly Disagree			Neither Disagree Nor Agree			Strongly Agree

4. I would accept almost any type of job assignment in order to keep working for this organization.

1	2	3	4	5	6	7
Strongly Disagree			Neither Disagree Nor Agree			Strongly Agree

5. I find that my values and the organization's values are very similar.

1	2	3	4	5	6	7
Strongly Disagree			Neither Disagree Nor Agree			Strongly Agree

6. I am proud to tell others that I am part of this organization.

1	2	3	4	5	6	7
Strongly Disagree			Neither Disagree Nor Agree			Strongly Agree

7. 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
Strongly Disagree			Neither Disagree Nor Agree			Strongly Agree

8. This organization really inspires the very best in me in the way of job performance.

1	2	3	4	5	6	7
Strongly Disagree			Neither Disagree Nor Agree			Strongly Agree

9. It would take very little change in my present circumstances to cause me to leave this organization.

1	2	3	4	5	6	7
Strongly Disagree			Neither Disagree Nor Agree			Strongly Agree

10. 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
Strongly Disagree			Neither Disagree Nor Agree			Strongly Agree

11. There's not too much to be gained by sticking with this organization indefinitely.

1	2	3	4	5	6	7
Strongly Disagree			Neither Disagree Nor Agree			Strongly Agree

12. 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
Strongly Disagree			Neither Disagree Nor Agree			Strongly Agree

13. I really care about the fate of this organization.

1	2	3	4	5	6	7
Strongly Disagree			Neither Disagree Nor Agree			Strongly Agree

14. For me this is the best of all possible organizations for which to work.

1	2	3	4	5	6	7
Strongly Disagree			Neither Disagree Nor Agree			Strongly Agree

15. Deciding to work for this organization was a definite mistake on my part.

1	2	3	4	5	6	7
Strongly Disagree			Neither Disagree Nor Agree			Strongly Agree

APPENDIX B
Job Diagnostic Survey

JOB DIAGNOSTIC SURVEY

Section One

This part of the questionnaire asks you to describe your job, as objectively as you can. Please do not use this part of the questionnaire to show how much you like or dislike your job. Try to make your descriptions as accurate and as objective as you possibly can.

You are to circle the number which is the most accurate description of your job.

1. To what extent does your job require you to work closely with other people (either clients, or people in related jobs in your own organization)?

1	2	3	4	5	6	7
Very little; dealing with other people is not at all necessary in doing the job.			Moderately; some dealing with others is necessary			Very much; dealing with other people is an absolutely essential and crucial part of doing the job.

2. How much autonomy is there in your job? That is, to what extent does your job permit you to decide on your own how to go about doing the work?

1	2	3	4	5	6	7
Very little; the job gives me almost no personal "say" about how and when the work is done.			Moderate autonomy; many things are standardized and not under my control, but I can make some decisions about the work.			Very much; the job gives me almost complete responsibility for deciding how and when the work is done.

3. To what extent does your job involve doing a "whole" and identifiable piece of work? That is, is the job a complete piece of work that has an obvious beginning and end? Or is it only a small part of the overall piece of work which is finished by other people?

1	2	3	4	5	6	7
My job is only a tiny part of the overall piece of work; the results of my activities cannot be seen in the final product or service.			My job is a moderate-sized "chunk" of the overall piece of work; my own contribution can be seen in the final outcome.			My job involves doing the whole piece of work, from start to finish; the results of my activities are easily seen in the final product or service.

4. How much variety is there in your job? That is, to what extent does the job require you to do many different things at work, using a variety of your skills and talents?

1	2	3	4	5	6	7
Very little; the job re- quires me to do the same routine things over and over again.			Moderate variety.			Very much; the job requires me to do many different things, using a number of different skills and talents.

5. In general, how significant or important is your job? That is, are the results of your work likely to significantly affect the lives or well-being of other people?

1	2	3	4	5	6	7
Not very significant; the outcomes of my work are not likely to have important effects on other people.			Moderately sig- nificant.			Highly significant; the outcomes of my work can affect other people in very important ways.

6. To what extent do managers or co-workers let you know how well you are doing on your job?

1	2	3	4	5	6	7
Very little; people almost never let me know how well I am doing.			Moderately; sometimes people may give me "feedback"; other times they may not.			Very much; managers or co-workers provide me with almost constant "feedback" about how well I am doing.

7. To what extent does doing the job itself provide you with information about your work performance? That is, does the actual work itself provide clues about how well you are doing--aside from any "feedback" co-workers or supervisors may provide?

1	2	3	4	5	6	7
Very little; the job itself is set up so I could work for- ever without finding out how well I am doing.			Moderately; sometimes doing the job provides "feed- back" to me; sometimes it does not.			Very much; the job is set up so that I get almost constant "feedback" as I work about how well I am doing.

Section Two

Listed below are a number of statements which could be used to describe a job. You are to indicate whether each statement is an accurate or an inaccurate description of your job. Once again, please try to be as objective as you can in deciding how accurately each statement describes your job--regardless of whether you like or dislike your job.

Write a number in the blank beside each statement, based on the following scale:

1-----	2-----	3-----	4-----	5-----	6-----	7-----
Very Inaccurate	Mostly Inaccurate	Slightly Inaccurate	Uncertain	Slightly Accurate	Mostly Accurate	Very Accurate

1. The job requires me to use a number of complex or high-level skills.
2. The job requires a lot of cooperative work with other people.
3. The job is arranged so that I do not have the chance to do an entire piece of work from beginning to end.
4. Just doing the work required by the job provides many chances for me to figure out how well I am doing.
5. The job is quite simple and repetitive.
6. The job can be done adequately by a person working alone--without talking or checking with other people.
7. The supervisors and co-workers on this job almost never give me any "feedback" about how well I am doing in my work.
8. This job is one where a lot of other people can be affected by how well the work gets done.
9. The job denies me any chance to use my personal initiative or judgment in carrying out the work.
10. Supervisors often let me know how well they think I am performing the job.
11. The job provides me the chance to completely finish the pieces of work I begin.
12. The job itself provides very few clues about whether or not I am performing well.

_____ 13. The job gives me considerable opportunity for independence and freedom in how I do the work.

_____ 14. The job itself is not very significant or important in the broader scheme of things.

Section Six

Listed below are a number of characteristics which could be present on any job. People differ about how much they would like to have each one present in their own jobs. I am interested in learning how much you personally would like to have each one present in your job.

Using the scale below, please indicate the degree to which you would like to have each characteristic present in your job.

NOTE: The numbers on this scale are different from those used in previous scales.

4-----5-----6-----7-----8-----9-----10			
<table border="0" style="width: 100%;"> <tr> <td style="width: 33%; vertical-align: top;"> Would like having this only a moderate amount (or less) </td> <td style="width: 33%; vertical-align: top;"> Would like having this very much </td> <td style="width: 33%; vertical-align: top;"> Would like having this extremely much </td> </tr> </table>	Would like having this only a moderate amount (or less)	Would like having this very much	Would like having this extremely much
Would like having this only a moderate amount (or less)	Would like having this very much	Would like having this extremely much	

_____ 1. High respect and fair treatment from my supervisor.

_____ 2. Stimulating and challenging work.

_____ 3. Chances to exercise independent thought and action in my job.

_____ 4. Great job security.

_____ 5. Very friendly co-workers.

_____ 6. Opportunities to learn new things from my work.

_____ 7. High salary and good fringe benefits.

_____ 8. Opportunities to be creative and imaginative in my work.

_____ 9. Quick promotions.

_____ 10. Opportunities for personal growth and development in my job.

_____ 11. A sense of worthwhile accomplishment in my work.

Section Seven

People differ in the kinds of jobs they would most like to hold. The questions in this section give you a chance to say just what it is about a job that is most important to you.

For each question, two different kinds of jobs are briefly described. You are to indicate which of the jobs you personally would prefer--if you had to make a choice between them.

In answering each question, assume that everything else about the job is the same. Pay attention only to the characteristics actually listed.

You are to circle the number which is most accurate.

JOB A			JOB B	
1. A job where the pay is very good.			A job where there is considerable opportunity to be creative and innovative.	
1	2	3	4	5
Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B
2. A job where you are often required to make important decisions.			A job with many pleasant people to work with.	
1	2	3	4	5
Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B
3. A job in which greater responsibility is given to those who do the best work.			A job in which greater responsibility is given to loyal employees who have the most seniority	
1	2	3	4	5
Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B
4. A job in an organization which is in financial trouble--might have to close down within the year.			A job in which you are not allowed to have any say whatever in how your work is scheduled, or in the procedures to be used in carrying it out.	
1	2	3	4	5
Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B

JOB A

JOB B

5. A very routine job.

A job where your co-workers are not very friendly.

1 2 3
Strongly Slightly Neutral
Prefer A Prefer A

4 5
Slightly Strongly
Prefer B Prefer B

6. A job with a supervisor who is often very critical of you and your work in front of other people.

A job which prevents you from using a number of skills that you worked hard to develop.

1 2 3
Strongly Slightly Neutral
Prefer A Prefer A

4 5
Slightly Strongly
Prefer B Prefer B

7. A job with a supervisor who respects you and treats you fairly.

A job which provides constant opportunities for you to learn new and interesting things.

1 2 3
Strongly Slightly Neutral
Prefer A Prefer A

4 5
Slightly Strongly
Prefer B Prefer B

8. A job where there is a real chance you could be laid off.

A job with very little chance to do challenging work.

1 2 3
Strongly Slightly Neutral
Prefer A Prefer A

4 5
Slightly Strongly
Prefer B Prefer B

9. A job in which there is a chance for you to develop new skills and advance in the organization.

A job which provides lots of vacation time and an excellent fringe benefit package.

1 2 3
Strongly Slightly Neutral
Prefer A Prefer A

4 5
Slightly Strongly
Prefer B Prefer B

10. A job with little freedom and independence to do your to do your work in the way you think best.

A job where the working conditions are poor.

1 2 3
Strongly Slightly Neutral
Prefer A Prefer A

4 5
Slightly Strongly
Prefer B Prefer B

11. A job with very satisfying teamwork.

1	2	3
Strongly Prefer A	Slightly Prefer A	Neutral

A job which requires you to be completely isolated from co-workers.

4	5
Slightly Prefer B	Strongly Prefer B

12. A job which offers little or no challenge.

1	2	3
Strongly Prefer A	Slightly Prefer A	Neutral

A job which requires you to be completely isolated from co-workers.

4	5
Slightly Prefer B	Strongly Prefer B

SOCIODEMOGRAPHIC DATA

SEX: (1) Female
(2) Male

DATE OF BIRTH: Month _____ Day _____ Year _____

EDUCATION: What is the highest nursing degree you have achieved?
Please identify the year you graduated.

	Year
(1) Associate Degree in Nursing	_____
(2) Diploma in Nursing	_____
(3) Baccalaureate in Nursing (BSN)	_____
(4) Other _____	_____

EMPLOYMENT

INFORMATION: How long have you been employed at this hospital?

Date of employment: _____

How many hours per pay period do you work? _____

Please circle one choice for each of the following questions:

If I had to quit work for a while, I would return to this hospital?

(1) Yes (2) No (3) Not sure

I would like to stay with this hospital for a long time.

(1) Yes (2) No (3) Not sure

If I were completely free to choose, I would prefer to continue working in this hospital.

(1) Yes (2) No

What mode of nursing care delivery is predominantly practiced on the unit on which you are employed?

(1) Functional
(2) Team
(3) Total patient care
(4) Primary nursing
(5) Modular

APPENDIX C
Cover Letter to Subjects

THE OREGON HEALTH SCIENCES UNIVERSITY

School of Nursing
Community Health Care Systems

3181 S.W. Sam Jackson Park Road Portland, Oregon 97201 (503) 225-7709

November 29, 1982


This letter introduces a study that will be used to determine how you feel about your involvement with your place of employment, your feelings about the characteristics of your job, and your desire to obtain growth from your work. This study is to constitute my thesis in partial fulfillment of the requirements for a master's degree at Oregon Health Sciences University, under the direction of Dr. Caroline M. White, Professor, Chairperson, Community Health Care Systems. The results of this study will help in gaining information for planning jobs for nurses.

I met directly with your Director of Nursing, and she has given me permission to distribute these questionnaires to full-time (64-80 hours per pay period) staff nurses in the Department of Nursing. Participation in this study is completely voluntary and all your answers will be anonymous. Participants will not be identified in any way and your answers will be reported as summarized information.

The questionnaire will take approximately 30 to 45 minutes to complete. In order that the results represent the thinking of staff nurses, it is important that each questionnaire be completed and returned. Your completion and mailing of this questionnaire will demonstrate your willingness to participate. If you wish to discuss any of the questions with me, I will be available to talk with you (225-7817).

Please return the questionnaire in the stamped envelope within 5 days.

Your help with this study is greatly appreciated. I will send results of the study when it is completed to your library so that you can review the findings, if interested.


Carolyn Sue Witt, R.N., B.S.N.
Investigator
Oregon Health Sciences University
Portland, Oregon



APPENDIX D

Follow-Up Letter to Subjects

THE OREGON HEALTH SCIENCES UNIVERSITY

School of Nursing
Community Health Care Systems

3181 S.W. Sam Jackson Park Road Portland, Oregon 97201 (503) 225-7709

Last week you received a questionnaire concerning your feelings about your job and your place of employment.

If you have already completed and returned it, I surely wish to thank you. If not, please do so today. Because the questionnaire was sent only to full-time nurses your opinion is extremely important to the accuracy of the study.

Sincerely,

Carolyn Sue Witt, RN, B.S.N.
Master's Candidate
Oregon Health Sciences University



APPENDIX E

Human Subjects Review Approval

THE OREGON HEALTH SCIENCES UNIVERSITY

Research Services

3181 S.W. Sam Jackson Park Road Portland, Oregon 97201 (503) 225-7784

November 10, 1982

Carolyn Sue Witt
4946 S. W. Barbur Blvd, Apt., I-1
Portland, Oregon 97201


Re: The Correlation of Job Characteristics and Growth Need Strengths with
Organizational Commitment Among Hospital Nurses

Dear Ms. Witt;

This confirms receipt of the above entitled proposal claiming exemption based upon 45 CFR 46.101B Category 3. The proposal has been reviewed and determined to fit the exemption category listed. The proposal is herewith passed.

Thank you for your cooperation.

Sincerely,



Michael A. Wall, M.D., Chairman
Committee on Human Research

FES:db



APPENDIX F

Data Collection Site Approval

PROVIDENCE
MEDICAL CENTER

N. E. 49TH & GLISAN STREET
PORTLAND, OREGON 97213
PHONE (503) 234-8211



SERVING IN THE WEST SINCE 1856


29 November 1982

Caroline Sue Witt, RN, BSN
4946 SW Barbur Blvd., Apt. 1-1
Portland, OR 97201

Dear Ms. Witt:

This letter verifies that your request to conduct your thesis study entitled, "Correlation of Job Characteristics and Growth Needs Strengths with Organizational Commitment Among Hospital Nurses" has been approved. I am looking forward to reviewing the results of your study, and would be most pleased if you would be able to attend a meeting of our Nursing Research Committee to report on your conclusions at the end of your study. If I can be of further assistance, please let me know.

Sincerely,


Arlene Austinson, RN, MN
Director
Department of Nursing

AA/ja

APPENDIX G

Frequency Distribution of Age in Years of Subjects

Frequency Distribution Age in Years

Hospital Staff Nurses (N = 98)

Years	N	Percentage of Sample
22-27	48	49.0
28-33	23	23.5
34-39	10	10.2
40-45	6	6.1
46-51	2	2.0
52-57	4	4.1
58-64	1	1.0
Not identified	4	4.1

APPENDIX H

Frequency Distribution of Year of Graduation of Subjects

Frequency Distribution of Year of Graduation

Hospital Staff Nurses (N = 98)

Years	N	Percent of Sample
1982	15	15.3
1981	12	12.2
1980	14	14.3
1979	16	16.3
1978	3	3.1
1977	8	8.2
1976	4	4.1
1975	1	1.0
1974 and Earlier	16	1.4
Not Identified	6	6.1

APPENDIX I

Frequency of Distribution of Tenure With the Organization

Frequency Distribution of Tenure With the Organization
Hospital Staff Nurses (N = 98)

Years	N	Percentage of Sample
Less Than One	20	20.4
1 Year	14	14.3
2 Year	25	25.5
3 Year	16	16.3
4 Year	2	2.0
5 Year	3	3.1
6 Year	5	5.1
7 Year	0	0.0
8 Year Plus	13	13.3

APPENDIX J

Means and Standard Deviations and Item Scores
of Subjects on Instruments

Means and Standard Deviations on Organizational Commitment

Questionnaires Item Scores

Hospital Staff Nurses (N = 98)

Item	Mean	S.D.
1. Willing to make effort for organization	4.98	1.11
2. Great organization	5.01	1.20
*3. Little loyalty	4.96	1.70
4. Take any job to stay	2.53	1.42
5. Similar values	4.23	1.44
6. Proud to be a part of organization	5.44	1.12
*7. Any organization if similar work	3.66	1.68
8. Inspires best performance	4.00	1.42
*9. Little change to leave	4.85	1.55
10. Glad to be in the organization	5.16	1.27
*11. Little to be gained by staying	4.57	1.79
*12. Difficult to agree with policies	3.70	1.71
13. Care about organization	5.37	1.15
14. Best of all possible organizations	4.18	1.55
*15. Definite mistake to work for organization	6.08	1.31

*Reversed scored items

Means and Standard Deviations on Characteristics
of the Job (JDS, Section One)
Hospital Staff Nurses (N = 98)

Item	Mean	S.D.
Dealing with Others	6.8	.56
Autonomy	4.8	1.17
Task Identity	4.1	1.28
Task Variety	5.0	1.56
Task Significance	6.1	1.01
Feedback from Agent	4.0	1.63
Feedback from Job	5.6	1.12

Means and Standard Deviations on Characteristics of the Job

(JDS, Section Two)

Hospital Staff Nurses (N = 98)

Item	Mean	S.D.
Use of complex skills	5.6	1.12
Degree of cooperative work	6.3	1.14
Chance to do entire piece of work	3.9	1.75
Chance to rate performance from job feedback	4.5	1.40
Not a simple job	5.6	1.30
Could not work alone	5.8	1.50
Feedback from supervisor and co-workers	4.2	1.80
People are affected by how well job gets done	5.9	1.20
Use of judgement and initiative	5.6	1.20
Supervisor feedback	3.1	1.90
Chance to finish work	3.9	1.50
Job itself gives clues to performance	4.9	1.30
Independent/freedom in how work is done	4.5	1.40
Significant job	5.8	1.40

Means and Standard Deviations on Desire for Presence
of Characteristics in Job (JDS, Section Six)
Hospital Staff Nurses (N = 98)

Item	Mean	S.D.
High respect	5.8	1.40
Challenging work	6.0	1.33
Independent thought	5.9	1.28
Job security	5.9	1.38
Friendly co-workers	5.8	1.47
Learn new things	6.3	.90
High salary	5.7	1.65
Opportunities to be Creative/imaginative	5.8	1.35
Quick promotions	3.9	1.93
Personal growth and development	6.0	1.25
Sense of accomplishment	6.5	.94
Would like score	5.83	.74

Means and Standard Deviations on Job Choice

Preference (JDS, Section Seven)

Hospital Staff Nurses (N = 98)

Item	Mean	S.D.
Pay or creativity	3.1	1.27
Important decisions or pleasant people	2.7	1.22
Responsibility given to best worker or most senior worker	4.4	.87
Financial extengency or no participation	3.4	1.11
Routine job or unfriendly co-workers	2.5	.82
Criticism from supervisor or can't use skills	2.6	.88
Respect and fair treatment or opportunities for learning	3.4	1.05
Chance of layoff or little challenge in work	2.8	.86
Little freedom/independence in work or poor working conditions	2.8	.84
Teamwork or isolated from co-workers	1.3	.69
No challenge or isolated from co-workers	2.9	.90
Job choice score	3.9	.76

Abstract

The purpose of this study was to identify the relationship between employee growth need strengths, characteristics of the job, and organizational commitment of nurses employed in hospital settings. A sample of 98 registered nurses employed full-time (64-80 hours per pay period) at a metropolitan hospital responded to a 10-page, mailed questionnaire (return rate equals 57.8%). This questionnaire consisted of six parts: Organizational Commitment Questionnaire; Job Diagnostic Survey, parts one, two, six, and seven; and Sociodemographic data. Data was analyzed using stepwise multiple regression and Pearson Product Moment Correlation using SPSS program.

Results of analyses demonstrated low but statistically significant relationships between organizational commitment scores, age, level of educational preparation (inversely), hours worked per pay period (inversely) and motivating potential scores. A statistically significant relationship was demonstrated between motivating potential scores and growth need strength scores but not between growth need strength scores and organizational commitment scores. Results of a stepwise multiple regression analysis demonstrated a significant relationship between level of educational preparation and motivating potential scores with organizational commitment scores. The findings supported the need for further empirical investigation of the relationship between specific job core characteristics and organizational commitment. Moreover, continued investigation of the relationship between organizational commitment and growth need strength should be completed using a different measure of growth need strength with established validity.