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THE RELATIONSHIP BETWEEN ABSENTEEISM AND
JOB INVOLVEMENT, WORK ORIENTATION, JOB CHARACTERISTICS,
AND SATISFACTION WITH WORK

BY

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B.A., University of Central Florida, 1980

THESIS

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There has been a great deal of interest in the study of absenteeism by those who study behavior in organizations. For fifty years, behavioral scientists have attempted to explain absentee behavior in hopes of trying to predict absenteeism (Muchinsky, 1977). However, due to the different absentee measures that have been used, there are a great deal of inconsistencies in the literature (Hammer & Landau, 1981; Lyons, 1972; Muchinsky, 1977). Muchinsky (1977) cited one author who reported 41 different measures of absenteeism that have been used, and Muchinsky suggested that "absenteeism" is an ambiguous concept because of these different criterion measures.

Researchers usually use absentee measures to try to distinguish between voluntary and involuntary absences. However, researchers disagree on the best way to measure these two forms of absence. Some researchers have classified long-term absences as involuntary absences and short-term absences as voluntary absences. To measure involuntary absences, a total time lost absence measure has often been used; and to measure voluntary absences, a frequency of absence measure has often been used. However, when long-term absences are labeled as involuntary, there are voluntary absences included, and when short-term absences are labeled as voluntary, there are involuntary absences included (Hammer & Landau, 1981).

To reduce the amount of error caused by labeling short-term absences as voluntary, Hammer and Landau (1981) broke short-term absences into four forms. These four forms are (1) unnecessary

voluntary withdrawal (such as going to play golf); (2) necessary voluntary withdrawal (the employee stayed home because of the stress on the job); (3) unnecessary involuntary withdrawal (the employee stayed home because of a slight cold); (4) necessary involuntary withdrawal (the employee was unable to leave home because of a blizzard). These forms of short-term absences show how easy it is to make classification errors with short-term absences. Researchers should realize that short-term absences are not unquestionably the operational definition of voluntary absenteeism because of this contamination of raw data. By realizing this, the error of inferring a conceptual definition from the operational definition can be avoided (Hammer & Landau, 1981).

Latham and Pursell (1975) advocated taking a different approach and suggested measuring attendance instead of absenteeism to measure voluntary withdrawal. They argued that behavior, not the absence of behavior, should be studied. Latham and Pursell pointed out that absentee measures are loaded with error. In their own study with logging employees, Latham and Pursell found many errors in the recording of absences. The measuring of attendance instead of absenteeism, however, has obvious defects as well. Ilgen (1977) pointed out that on theoretical grounds, the attendance measure is unable to make distinctions between different forms of absenteeism. Therefore, using attendance to measure absenteeism results in measurement errors by treating all absences as the same, such as excused and unexcused absence.

Nicholson (1977) questioned the theoretical usefulness of categories such as excused and unexcused and voluntary and involuntary

absences that are dichotomized and mutually exclusive. He rejected the notion of voluntary absence altogether and pointed out that an individual's will to be absent may not be of psychological interest and that measurement of such an internal state would have to be ascertained by different methods (i.e., a physical to measure involuntary absence) than presently used. Nicholson believed that for most people, attendance is normal behavior and absence is the result of an event which interrupted this pattern of behavior. The impact of these events on an individual's behavior is dictated by an individual's attendance motivation. Therefore, Nicholson theorized that attendance motivation should be used to predict absence behavior. In order to focus on the events underlying the inception of absence, Nicholson believed absence should be the measured dependent variable which calls for a frequency type of absence measure. To use a time lost measure, not only would the factors for the initial absence need to be looked at, but factors affecting the act of returning to work would have to be examined as well (Nicholson, 1977).

The decision of what absence measure to use is not only affected by theoretical usefulness, but it is also affected by the reliability of these measures. In a study by Huse and Taylor (1958), the reliability of four measures was studied. The authors looked at frequency of absences, total days absences, attitudinal absence or total one and two day absences, and the number of three or more days absence which the authors called medical absence. This study showed the frequency measure to have the highest between-year correlation of two years and the total days absence measure to have the lowest

correlation. Nicholson, Chadwick-Jones, Brown, and Sheppard (1971) also looked at the reliability of measures of voluntary absence. These authors used the frequency, attitudinal and total days absence measures used in the previous study as well as several other measures. These measures included the number of days other than holidays, rest days, and certified sickness; the number of individuals absent on Monday minus the number of individuals absent on Friday for any week; and the difference between the number of individuals absent on the best and worst days for the week. The results of this study, similar to that of Huse and Taylor, showed the frequency measure to have the highest between-year correlation and the total days measure to have one of the lowest correlations. Of all of the measures, only the reliability coefficients of the frequency and attitudinal measure were significant. Even so, these correlations were not high--.43 and .38 respectively. This is not surprising since voluntary and involuntary absences can fluctuate with the seasons, economic conditions, and organizational stability (Hammer & Landau, 1981).

This methodological problem of low reliability is compounded by a more serious problem with the sample distributions. The large number of zero values in absentee data creates positively skewed and truncated sample distributions which in turn create methodological problems. For one, a non-normal sample distribution may affect the sample statistics, and these statistics may differ from the population statistics. This affects the significance tests which lose their power because of inflated confidence intervals. Another problem with skewed, truncated distributions is that these distributions restrict

the value of the correlation coefficient. Since many absentee studies use correlation analysis, this is a particularly difficult problem.

Many studies use regression analysis which assumes homogeneity of variance. However, the use of the regression model with non-normal sample distributions violates the assumption of homoscedasticity. Heteroscedasticity can result in overestimated or underestimated standard error of the regression weights. This in turn can result in meaningless significance tests of the regression weights. Heteroscedasticity can also mean extreme values in the distribution which adversely affects the regression line.

In their own study with furniture manufacturing employees, Hammer and Landau (1981) looked at the statistical properties of the sample distributions of frequency, hours lost, and days lost measure for voluntary and involuntary absenteeism. The authors defined voluntary absence as those absences for personal reasons or when no reasons were given, and involuntary absences as those absences for illness, disciplinary leaves, bereavement, jury duty and other reasons defined by the union contract as legitimate. All six of the sample distributions significantly deviated from normality, but both hours lost measures and the involuntary days lost measures went beyond the boundaries suggested for considerable skewness and leptokurtosis. These distributions also had extreme values which affect the mean and variance which in turn affect correlation and regression coefficient calculations. The authors suggest that because it had fewer problems that affect statistical analysis, frequency measures should be used to measure both voluntary and involuntary absenteeism (Hammer &

Landau, 1981). However, many past studies have not used a frequency measure and not only did this cause methodological problems in those studies, it also made generalizations difficult.

Lyons (1972) points out that comparing studies is both difficult and risky because of the variety of measures that have been used and the lack of information given in the studies. Part of this information that is often left out is the type of absentee policy used in the organizations which has been shown to affect absenteeism (Baum, 1978; Baum & Youngblood; 1975; Winkler, 1980). Another important factor that is often omitted from studies is whether or not paid sick leave is given. These problems have often been the case with studies that have examined the correlates of absenteeism.

Many variables have been investigated in studies that have examined possible correlates of absenteeism. The variables generally fall into the categories of personal characteristics, organizational factors, and attitudinal factors. Most of the studies involving the relationship between absenteeism and personal characteristics have looked at one or more of the personal characteristics of age, tenure, family size, and sex.

Absenteeism and Age

Like most of the other personal characteristics, the literature on the variable age reveals mixed findings. In his review of the literature, Muchinsky (1977) found many inconsistencies about the relationship between absenteeism and age. While some of the studies cited reported a positive relationship between the two variables

(Cooper & Fayne, 1965; de la Marc & Sergean, 1961), others reported no relationship (Naylor & Vincent, 1969, Schenet, 1945), and one study even reported a curvilinear relationship with younger and older workers absent more than middle-age workers (Jackson, 1944). Muchinsky concluded that more research is needed and that researchers need to report the measures of absenteeism used in their research. —★

Many studies have reported the absence measure used, and some have discovered differences within the study when more than one absence measure is used. Nicholson and Goodge (1976) found a significant negative relationship when a frequency of absence measure was used and no significant relationship when total days absence measure was used with female food processing employees. Nicholson, Brown and Chadwick-Jones (1977) conducted a study involving sixteen organizations which included clothing manufacturers, foundries, continuous processing plants, and bus companies. In this study, the authors used three measures of absenteeism. These measures were the total time lost, frequency of absences, and attitudinal absences. The results were fairly consistent with the frequency type absence measures. Both frequency and attitudinal measures showed absence negatively related to age. This was not true with the total days lost measure where no consistent relationship was observed. Johns (1978), however, found a small but significant negative relationship between absenteeism and age with both the frequency and total days measures in a consumer paper products plant.

In a somewhat different approach, Garrison and Muchinsky (1977) used total days absence with pay and absence without pay as measures

of absenteeism with clerical and computer attendant employees. Their results showed a positive relationship between age and absence with pay and a negative relationship between age and absence without pay. These studies on absenteeism and age show why Muchinsky indicated the need for reporting the type of absence measure used as well as the need for further research in this area.

Absenteeism and Tenure

The literature on the relationship between absenteeism and tenure, like the literature on the age and absenteeism relationship, indicates many conflicting results. Muchinsky (1977) pointed to several studies which revealed these conflicting results. Results of three studies cited indicated one negative relationship between the two variables (Jackson, 1944), one zero relationship (Hill & Trist, 1955), and the third study reported conflicting findings (Baumgartel & Sobol, 1959). The authors of this latter study found a negative relationship between the two variables for male blue collar employees and a positive relationship between the two variables for female blue collar employees and both male and female white collar employees.

Differences were also found in a study by Garrison and Muchinsky (1977) when different measures of absenteeism were used. In this study, the authors found a negative relationship between tenure and absenteeism without pay and a positive relationship between tenure and absenteeism with pay. However, the authors pointed out that

because of the absentee policy which gave more paid absences to longer tenured employees, there was probably some criterion contamination.

Nicholson et al. (1977) also found differences in the relationship between absenteeism and tenure when different absence measures were used. Their study showed a significant negative relationship between absenteeism and tenure when a frequency absentee measure was used and no relationship when a total days absence measure was used. The authors, however, through partial and multiple correlation, showed that tenure was not a viable predictor of absenteeism because of its covariation with age. Johns (1978) not only found a negative relationship between absenteeism and tenure with a frequency of absence measure, but with a total absence measure as well. However, Johns also found a high positive correlation between age and tenure and, like Nicholson et al. (1977), concluded that there was no point in further research of the tenure/absenteeism relationship.

Absenteeism and Family Size

The reported studies of the relationship between absenteeism and family size are few and inconsistent like the two correlates mentioned above. Naylor and Vincent (1959) reported female employees with dependents were absent more days than those without dependents in a large manufacturing company. A more recent study with a large majority of women reported no relationship between family size and absenteeism (Garrison & Muchinsky, 1977).

Absenteeism and Sex

Unlike the literature on the relationship between absenteeism and age, tenure, and family size, the literature on the relationship between absenteeism and sex shows consistent findings. Muchinsky (1977) cited one study where absenteeism was significantly higher among females than among males working in a factory. This was also true in Garrison and Muchinsky's (1977) study when an absence with pay measure was used. However, the absence without pay measure did not show any difference between males and females. Johns (1978) also used a frequency measure of absenteeism and reported a significantly higher number of absences for females than males. Since Johns also found women to be less satisfied and tending to hold less stimulating jobs, he further examined this relationship with analysis of covariance to see if these factors were affecting the sex/absentee relationship. After controlling for both factors, women still had significantly more absences than men. This type of statistical research is sorely needed in the area of absenteeism. —★

Johns also used stepwise multiple regression and found age and sex to be the best predictors of absenteeism measured by frequency among the personal characteristics of education, dependents, age, sex, and marital status. In another study with female manufacturing employees, Naylor and Vincent (1959) computed a multiple correlation of .42 with the personal characteristics of number of dependents, age, and marital status. Spencer and Steers (1980) also computed a multiple correlation between personal characteristics and absenteeism. They used the characteristics of tenure in the organization,

tenure in the position, age, sex, and education and found a multiple correlation of .35 with absenteeism for clerical and service employees in a large hospital. These studies all reported significant but small correlations which suggests that there are other variables involved.

Absenteeism and Organizational Variables

Another category of variables that has received considerable attention by absenteeism researchers are the organizational variables. Much of this attention has focused on the impact of the size of the work unit on employee absenteeism (Muchinsky, 1977). Muchinsky cited *size* eight studies that consistently showed that among blue collar employees, as the work group grows so does the absenteeism. This is not the case for white collar employees. Steers and Rhodes (1978), in their review of the absentee literature, cited three studies that found no relationship between work group size and absenteeism among white collar employees. Ingham (1970) took a slightly different approach by using organizational size and reported a positive relationship between the variable and absenteeism.

Several other organizational variables have been investigated besides size of the work unit. For example, Muchinsky (1977) cited three studies that found negative relationships between job autonomy and absenteeism. Baumgartel and Gobol (1959) reported a negative relationship between job responsibility and absenteeism by both blue collar and white collar employees. While many studies have looked at satisfaction with supervision and absenteeism (Steers & Rhodes, 1978), few have looked at actual leadership style and absenteeism (Johns,

1980). Johns cited one study in which a negative relationship was obtained between employees' absenteeism and their supervisors' consideration and suggested that future research should examine the details of the supervisor-subordinate relationship such as leader-reward behavior. Perceived leader-reward behavior was studied by Szilagyi (1980) with accounting employees. In this study, the author reported a negative relationship between absenteeism and the degree that subordinates perceived that rewards from their supervisors were contingent on their job performance.

Absenteeism and Job Satisfaction

Of all of the research done on the correlates of absenteeism, by far the attitudinal factors have received the most attention. Researchers have looked at the relationship between absenteeism and satisfaction with supervision, pay, promotion, work and co-workers, need satisfaction, intrinsic and extrinsic satisfaction, as well as overall job satisfaction. Several authors have concluded that there is no relationship between job satisfaction and absenteeism (Cheloha & Farr, 1980; Nicholson et al., 1976). Johns (1978) states that there is a relationship but questions the utility of this relationship because in his own study, job satisfaction measured by the JDI overall satisfaction scale did not add to the variance explained by personal characteristics. The problem with many of these generalizations is that they are sometimes made without looking at the job satisfaction measure and absentee measure used within the studies.

This review examines the studies by the absence measure used and the job satisfaction measure used to clarify the research findings.

The total time absence measure has frequently been used in absentee research. When this measure has been correlated with job satisfaction, very few studies have found a significant relationship between the two variables. Among studies finding significant relationships, Hirebiniak and Roteman (1973) used this measure of absenteeism and a need satisfaction measure (Porter, 1961) and found a correlation of .53 between job dissatisfaction and absenteeism among managers. Breugh (1981a) looked at the absenteeism of research scientists and used a job satisfaction measure by Hackman and Oldham (1975). They reported low negative correlations between absenteeism and work satisfaction (-.09) and satisfaction with supervision (-.13) but reported a multiple correlation of .51 with the total time measure.

Garrison and Muchinsky (1977) divided the total time absent into absence with pay and absence without pay. In this study, the authors used the five sub-scales and the total satisfaction scale of the Job Descriptive Index (JDI; Smith, Kendall, & Hulin, 1969) to measure job satisfaction. Of the six scales (satisfaction with pay, co-workers, supervision, promotions, work itself, and total satisfaction) only the satisfaction with work itself and total satisfaction scales correlated significantly with unpaid absence. None of the scales correlated significantly with paid absences. The authors also used multiple correlation analysis with biographical factors and the JDI scales. The best predictors for absence with pay were tenure, the JDI work itself scale, the JDI pay scale, and age with a multiple

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policy
implications

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Explanation
for pay.

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correlation of .33 ($p < .001$). Cross-validation with a hold out sample resulted in a multiple r of .13. The best predictors for absence without pay were the JDI total satisfaction scale, number of children, the JDI work itself scale, and age. This multiple correlation was .56 and cross validation with the hold out sample resulted in a multiple correlation of .31. These studies seem to indicate a negative relationship between job satisfaction and some of the measures of total time absence, but other studies do not support this relationship.

In several studies, no relationship was found between the JDI and total time absence (Cheloha & Farr, 1980; Johns, 1978; Watson, 1981). As mentioned earlier, Nicholson et al. (1976) did a study across 16 British organizations and found no relationship between total absenteeism and a British version of the JDI. The Minnesota Satisfaction Questionnaire (MSQ; Weiss, Davis, England, & Lofquist, 1967) has also been used to measure job satisfaction, and like the JDI, the correlation of the MSQ and total time absent has been found to be non-significant (Cheloha & Farr, 1980; Dittrick & Carrell, 1976; Ilgen & Hollenback, 1977). Metzner and Mann (1953) used the total time absence measure and their own measure of job satisfaction and reported no relationship between the variables. These studies contradict the studies talked about earlier and indicate no relationship between job satisfaction and absenteeism measured by total time absent.

Some of the studies that used a frequency absence measure seem to indicate this also. Breugh (1981b) reported no relationship between absenteeism as measured by a frequency measure and job satisfaction measured by a Hackman and Oldham (1975) job satisfaction

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Basis
for ignoring
job
satisfaction.

questionnaire. Nicholson et al. (1976) found no relationship between frequency of absence and the JDI. However, many other studies have reported a negative relationship when a frequency absence measure was used.

Several studies, which reported no relationship when a total time absence measure was used, reported changes in the results when a frequency absence measure was used. Metzner and Mann (1953) found no relationship between the two variables with a total time absence measure but found a negative relationship with a frequency absence measure. Johns (1978) also reported no relationship between job satisfaction and total time absent but reported a significant negative correlation between frequency of absence and the JDI overall satisfaction scale. However, out of the five sub-scales, only the supervision and work itself scales correlated significantly with frequency of absence. Another study that reported no relationship between total absence and the JDI was a study by Cheloha and Farr (1980). In this study, the authors looked at the five sub-scales of the JDI and reported that three of the five scales had significant correlations. However, after controlling for the effects of job involvement by using partial correlations, only the work itself scale was still significantly related to frequency of absence. The authors also looked at the extrinsic and intrinsic sub-scales of the MSQ and the extrinsic satisfaction scale related significantly to frequency of absence. However, this relationship was not significant after controlling for job involvement. This kind of statistical analysis beyond simple correlations is sorely needed in absenteeism research.

Waters and Roach used simple correlations but cross-validated their results by replicating the study. In their study with female clerical employees, Waters and Roach (1971, 1973) looked at the correlation between frequency of absence with several different measures of job satisfaction. One of the measures the authors used was the five scales of the JDI. Of the five scales, only the work itself scale was significantly related to frequency of absence in both studies. Another measure which the authors developed consisted of the ratings of 11 job factors on a satisfaction/dissatisfaction scale. Results from the two studies showed only the work itself job factor significantly correlating with frequency of absence. The job factors, salary and sense of achievement, also correlated significantly but the correlations were low. The last measures the authors used were three overall measures they developed; one for satisfaction/dissatisfaction, a second for satisfaction, and a third for dissatisfaction. The results of the two studies showed the satisfaction measure to significantly correlate with absence, the satisfaction/dissatisfaction having a low but significant correlation, and the dissatisfaction measure showing no correlation with frequency of absence.

Fitzgibbons and Mock (1980) also replicated their own study of job satisfaction and absenteeism. In this study, absenteeism was broken down into excused, unexcused, and sickness absence and measured by frequency of absence. The authors looked at intrinsic satisfaction measured by a questionnaire by Seashore, Lawler, Mirvis, and Cammann (in press). In the first period of the study, excused and sickness absence negatively correlated significantly with intrinsic satisfaction

while unexcused absence did not. Other studies have used absence measures other than the total days or frequency absence measures.

Newman (1974) dichotomized absence as having an unexcused absence or not having an excused absence over a two-month period. In this study with nursing home employees, Newman used the five JDI sub-scales and the General Motors Faces Scales (Kunin, 1955), a measure of the satisfaction towards the job in general, to measure job satisfaction. Of the five JDI scales, only the work itself scale correlated significantly ($r=-.19$, $p<.05$) with absenteeism while the Faces scale proved to have a much higher correlation ($r=-.31$, $p<.01$) between the two variables. Another approach that was different from many of the studies mentioned earlier was used by Nicholson, Wall, and Lischeron (1977) with steelworkers in England. These authors used a self-report of absence and correlated this with a 6 scale British version of the JDI. The results showed that the work itself scale correlated $-.37$ ($p<.001$), and a stepwise regression analysis showed that the other scales did not add to the variance explained. This study, like other studies, seems to indicate that when absenteeism is measured by frequency of absence and job satisfaction is measured by the JDI, satisfaction with work itself is related to absenteeism. However, when a total time absence measure is used, there does not appear to be a consistent relationship. } concluding statement

Absenteeism and Job Involvement

Recently, the attitudinal variable job involvement has received attention from researchers. Job involvement has been defined in many

ways but the "psychological importance of work to an individual" (Johns, 1980) is the definition most consistent with the literature (Rabinowitz & Hall, 1977). In their review of the literature, Rabinowitz and Hall (1977) report that job involvement is related to three general variables. These variables are personal characteristics, situational characteristics, and work outcomes. Absenteeism is reported as a work outcome. Like the job satisfaction literature, the job involvement literature reports mixed findings.

Siegal (1973) used Lodahl and Kejner's (1965) measure of job involvement and a total time absence measure and reported no relationship between the two variables. Saal (1978) also used Lodahl and Kejner's job involvement measure but broke the total time absence measure down and only used total unexcused absences. His study revealed a significant negative relationship between the two variables. Breugh (1981b) used a total time and a frequency absence measure and correlated these measures with a job involvement measure by Lawler and Hall (1970). This study reported no relationship between the variables when the total time absence measure was used but reported a significant relationship when the frequency absence measure was used. Cheloha and Farr (1980) also used frequency and total time absence measures, but like Siegal, used the Lodahl and Kejner job involvement measure. The results of their study show both absence measures to correlate significantly with job involvement. The authors further studied the relationship by using part correlations and found a significant correlation after the effects of job satisfaction were removed. Beehr and Gupta (1978) broke down frequency of absence into

excused and unexcused absences and used a self-report of frequency of absence as well. The results of their study showed a positive correlation with low job involvement measured by a single interview item by Patchen (1965) and all three absenteeism measures. Nicholson, Wall, and Lischeron (1977) also used a self-report of absenteeism by asking how many one-day absences the respondents had for the past year. The authors used a different approach in looking at job involvement by measuring the perceived influence on decision making at different levels of the organization. The results of this study show a multiple correlation of .46 with the local influence items and frequency of absence, and a multiple correlation of .56 with the items of local, medium, and distant influence and frequency of absence. The authors conclude from their study that influence on decision making or job involvement and satisfaction with the work itself (discussed earlier) contribute to the predictability of absence. This study, along with the other studies that have examined the absenteeism/job involvement relationship, indicates that job involvement is related to absenteeism when absenteeism is measured by frequency of absence.

Summary

The literature on absenteeism has often been confounded because of the variety of absence measures used. The different measures vary on theoretical usefulness and on their statistical properties. The frequency of absence measure has been found to be the most statistically sound as well as the most theoretically useful. The absenteeism studies have generally focused on the categories of personal

characteristics, organizational variables, or attitudinal variables when looking at the relationship between absenteeism and other variables. The literature on personal characteristic variables is mixed with no variables showing a clear relationship with absenteeism. Many of the studies of organizational variables examined the relationship between the size of the organization and absenteeism. The literature indicates a positive relationship between these variables with blue collar employees. Another variable, autonomy, was found to be negatively related to absenteeism. The attitudinal variable job satisfaction has received the most attention of all of the variables. The literature on absenteeism and job satisfaction reveals many mixed findings due to the variety of absence and job satisfaction measures used. However, when a frequency of absence measure is used, there appears to be a relationship between absenteeism and satisfaction with work itself. Another attitudinal variable, job involvement, appears to be related to absenteeism when a frequency of absence measure is used.

Nicholson's Theory

The literature on absenteeism reports many contradictory findings as the previous review indicates. Part of the resulting confusion has been the lack of a guiding theory. Nicholson's (1977) theory in Figure 1 proposes to fill this gap.

As mentioned earlier, Nicholson's theory focuses on the events which interrupt attendance. Nicholson placed these events on a

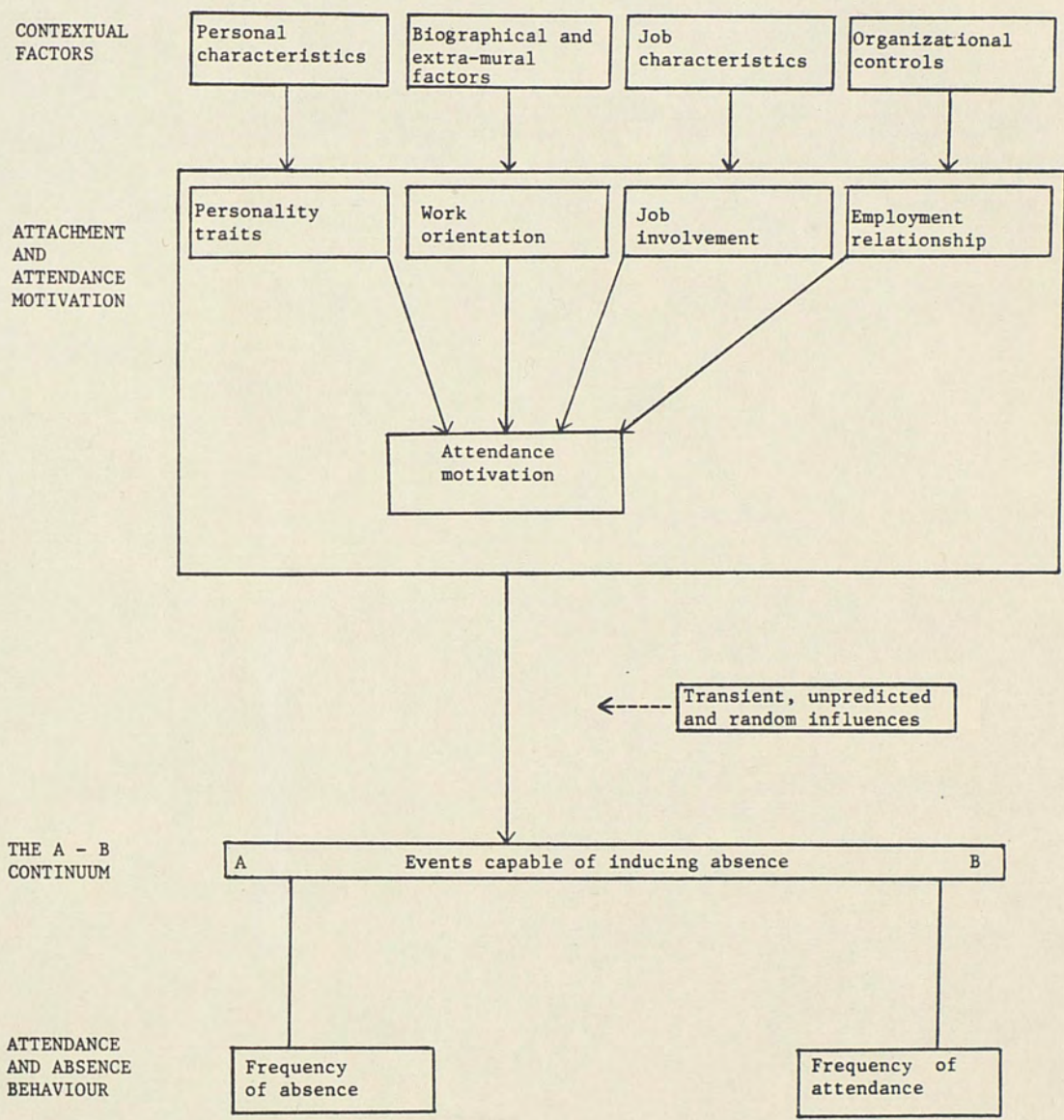


Figure 1. The Attendance Motivation Model

continuum ranging from those events which the individual does have control over to those events which an individual does not have control over. The level or event on the continuum that would result in an absence for an individual would be determined by an individual's attendance motivation. To measure attendance motivation, frequency of absence is used so the inception of the absence can be assessed. The major influences on attendance motivation are personality traits, orientation to work, employment relationship and job involvement. Nicholson linked the strengthening of personality traits such as stability, rigidity, and perseverance with age and then pointed to the inverse relationship between age and absenteeism (Johns, 1978; Nicholson, 1976, 1977). Another study found personality variables related to absenteeism (Bernardin, 1977). Work orientation is broken down into the person's need system and expectations about work. The findings of Hackman and Lawler (1971) support part of this theory with their findings that higher order needs are negatively related to absenteeism. In a similar study, Hackman and Oldham (1976) found no such relationship but blame these results on the use of a total days absence measure. Hirebiniak and Roteman (1973) looked at need satisfaction and found a negative relationship between the variable and absenteeism. The influence of employment relationships on absenteeism has clearly been demonstrated by the influence of reward systems (Knight, 1974; Lawler & Hackman, 1969; Pedalino & Gamboa, 1974; Stephens & Burroughs, 1978; Yukl, Wexley & Seymore, 1972) and punishment systems (Baum, 1978; Nicholson, 1976; Winkler, 1980). The job involvement variable has also been found to relate to absenteeism

in the literature. The research clearly shows a negative relationship between frequency of absence and job involvement (Beehr & Gupta, 1978; Breugh, 1981b; Cheloha & Farr, 1980; Nicholson et al., 1977). In Nicholson's model, the job involvement variable is influenced by job characteristics. Several of the variables, skill variety, task identity, and autonomy, have been found to relate to absenteeism (Hackman & Lawler, 1971). ★

In the previous discussion, the terms "attendance motivation" and "absenteeism" were used somewhat interchangeably. From a theoretical standpoint, the terms are separate but related entities. However, if attendance motivation and absenteeism are measured by frequency of absence, then the two terms are measured the same way. Given that the two terms are measured the same way, this study will focus on the term absenteeism as measured by frequency of absence unless Nicholson's theory is referred to, in which case, the term attendance motivation will be used.

Statement of the Problem

Many authors have commented on the lack of a guiding theory in absenteeism research (Cheloha & Farr, 1980; Muchinsky, 1977; Nicholson, 1977). The result of this has been a great deal of confusion in the absenteeism literature. Nicholson's model is an example of a recent attempt to construct a comprehensive model to explain this phenomenon. One would expect that employees would be less likely to be absent from work if they were involved in their jobs and if their work-related needs and expectations were met. These

work-related needs and expectations are referred to as "work orientation" in Nicholson's model. This appears to be supported by the literature, but there are several unanswered questions since there has not been systematic testing of Nicholson's model. One question is whether or not these variables do interact as Nicholson suggested. Will the combination of these variables add to the prediction of absenteeism given the interaction of these variables (Hackman & Lawler, 1971)? Another question is whether or not job involvement moderates the relationship between job characteristics and absenteeism as Nicholson's model suggests. In other words, is the correlation between the job characteristics and absenteeism due to the relationship between job involvement and absenteeism and job involvement and the job characteristics? Hackman & Lawler's (1971) study reported significant correlations between job involvement and the job characteristics of skill variety, task identity, and autonomy. However, there are no studies that indicate that job involvement moderates the relationship between absenteeism and the job characteristics mentioned above. Finally, should satisfaction with work itself be included in a theory of absenteeism?

One would expect that if employees were satisfied with their jobs, they would be less likely to avoid the job through absenteeism. However, as the previous review indicates, such a relationship has only been found with satisfaction with work itself and not with satisfaction with co-workers, supervisors, pay, and promotion. However, given the high relationship between the two variables (Rabinowitz & Hall, 1977), is it possible that job involvement moderates the job

satisfaction/absenteeism relationship and vice versa? As mentioned earlier, Cheloha and Farr (1980) investigated this possibility and reported that of the five JDI sub-scales, only satisfaction with work itself had a significant partial correlation with frequency of absence after the effects of job involvement were removed. The authors also reported that partial correlations between job involvement and frequency of absence, controlling for the effects of the five JDI sub-scales, resulted in significant correlations. Therefore, it appears that satisfaction with work itself does explain variance beyond the variance explained by job involvement.

The purpose of this study is to test part of Nicholson's model and to attempt to answer the questions mentioned above involving job involvement, work orientation, job characteristics, and satisfaction with work itself. More specifically, it is hypothesized that adding job involvement and work orientation will increase the amount of variance explained by either of the variables individually. It is also hypothesized that job involvement moderates the relationship between job characteristics and absenteeism. Finally, it is hypothesized that adding satisfaction with work itself to job involvement and work orientation will increase the accuracy of the prediction of absenteeism.

Method

Subjects. The subjects were 84 full-time nursing employees that had been employed for at least 15 months. They consisted of 79 females and 5 males with a mean age of 40.03. The subjects included 32 registered nurses, 21 licensed practical nurses, 15 nursing assistants, 8 unit clerks, and 8 nursing technical personnel. Forty-seven of the employees worked in general medical/surgical units and 38 of the employees worked in specialty units. The educational level of the subjects varied greatly. Seven of the subjects had some high school, 11 had a high school degree, 16 had some business or technical school experience, 20 had some college, 18 had a business or technical school degree, and 13 had a college degree.

Procedure. This study was carried out in a hospital setting in which employees are given one day of paid sick leave a month. Employees are entitled to use paid sick leave that is accrued after a 90-day probation period if the day missed is considered excused. Excused absences are defined as those days that are missed due to illness.

Each of the subjects received an envelope containing a cover letter from the personnel director and several questionnaires. The cover letter explained the purpose of the study and explained that individual responses would not be reported to the hospital. The questionnaires were counterbalanced except for the one asking demographic information, which was last. The first measure was the job involvement measure by Lodahl and Kejner (1965). This 20-item

measure asked participants to rate on a four-point scale their degree of agreement on statements related to job involvement. The second measure was the satisfaction with work itself section of the JDI (Smith et al., 1965). This measure asked participants to respond to 18 items related to work by stating if the item described their work, did not describe their work, or if they could not decide. The next three questionnaires were taken from the Job Diagnostic Survey (JDS, Hackman & Oldham, 1980). The first questionnaire measured the job characteristics of skill variety, task identity, task significance, autonomy, and feedback. The first part of this section consists of five statements (one for each job characteristic) that have a seven-point scale following each statement. These scales give different degrees of how the statements described the job. The second part of this section consisted of ten statements (two for each job characteristic) that had a seven-point scale following each statement. These scales ask for the degree of accuracy that the statements have in describing the participant's job. The second questionnaire from the JDS was the 'would like' section. This 11-item section describes the needs that the participants would like to have met at work. Each item has a seven-point scale asking for the degree that they would like to have each need met. This section was used to measure the expectations that an individual has about work related needs. The last questionnaire from the JDS was the 'job choice' section. This section involves choosing on a five-point scale between jobs that characterize growth needs and those that characterize other needs such as pay. This section was used to measure work-related needs. Finally, the

subjects were asked to complete a demographic questionnaire asking for their name, age, sex, job title, unit, and shift. Absenteeism was calculated by measuring the frequency of excused and unexcused absences for the last 12 months. The following table shows the predictor variables, predictor measures, and criterion variables mentioned above.

Table 1

Predictor Variables, Predictor Measures, and Criterion Variables		
Predictor Variables	Predictor Measures	Criterion Variables
Job Involvement	Job Involvement (Lodahl & Kejner, 1965)	Absenteeism
Job Satisfaction	Work Itself (JDI, Smith et al., 1965)	Absenteeism
Skill Variety	Skill Variety (JDS, Hackman & Oldham, 1980)	Job Involvement
Task Identity	Task Identity (JDS, Hackman & Oldham, 1980)	Job Involvement
Task Significance	Task Significance (JDS, Hackman & Oldham, 1980)	Job Involvement
Autonomy	Autonomy (JDS, Hackman & Oldham, 1980)	Job Involvement
Feedback	Feedback (JDS, Hackman & Oldham, 1980)	Job Involvement
Work Orientation Individuals' need system	Job Choice (JDS, Hackman & Oldham, 1980)	Absenteeism
Expectations about work needs	Would Like (JDS, Hackman & Oldham, 1980)	Absenteeism

Method of Data Analysis. A matrix of simple correlations was computed with absenteeism and the independent variables mentioned above, along with a combination of the five job characteristics called the motivating potential score (MPS, Hackman & Oldham, 1980). The motivating potential score is constructed by first dividing by three the sum of skill variety, task identity and task significance. This number is then multiplied by autonomy and feedback which results in the MPS. Partial correlations were computed between absenteeism and the five job characteristics and the motivating potential score controlling for job involvement. Partial correlations were also computed between absenteeism and job involvement controlling for the five job characteristics and the motivating potential score. Finally, three multiple correlations were computed with absenteeism. These multiple correlations were then corrected by the shrinkage formula because of the small sample size. The first was a multiple correlation with the JDS 'would like' measure and the JDS 'job choice' measure. The second multiple correlation was with the two JDS measures mentioned above and the job involvement measures. The last multiple correlation was the JDS 'would like' measure, the JDS 'job choice' measure, the job involvement measure, and the JDI satisfaction with work itself measure.

Results

The results of the simple correlations are listed in Table 2. As indicated in the table, the variables satisfaction with work, autonomy, growth needs, and skill variety significantly correlated with absenteeism. Both job satisfaction and autonomy correlated negatively with absenteeism. This indicated that employees with more satisfaction with work and more autonomy at work were absent less frequently. On the other hand, growth needs and skill variety correlated positively indicating that employees with high growth needs and greater levels of skill variety associated with their jobs were absent more frequently. As in previous research (Breugh, 1981; Cheloha & Farr, 1980), job involvement and job satisfaction measures were moderately correlated. This indicates that employees that have high job involvement also have high satisfaction with work. This was the only significant correlation with job involvement. Satisfaction with work, however, also significantly correlated positively with skill variety, task significance, autonomy, and the MPS, which indicates that employees with higher levels of these variables are more satisfied with their work. The results also indicate that employees with high growth needs also have greater expectations about work related needs, greater skill variety, greater autonomy, and a higher motivating potential score (MPS). Those employees with higher expectations also have higher levels of skill variety, task significance, autonomy,

Table 2

Simple Correlation Matrix

	1	2	3	4	5	6	7	8	9	10
1. Frequency of Absence	.0231									
2. Job Involvement	-.1848*	.3716**								
3. Satisfaction w/Work	.2189*	-.0898	.1576							
4. Growth Needs	.0732	.1186	.1505	.3942**						
5. Expectations	.2300*	.0606	.2204*	.2249*	.4044**					
6. Skill Variety	.0330	.0887	.1134	.1562	.0202	.0228				
7. Task Identity	.0005	-.0555	.2123*	.1272	.2968*	.1682	.0459			
8. Task Significance	-.1927*	.0086	.2858**	.2164*	.1882*	.3397**	.1827	.3023*		
9. Autonomy	.0374	.1323	.1527	-.0567	.1975*	.2016*	.2233*	.4355**	.2090*	
10. Feedback	-.1829	.0912	.2849**	.2104*	.3411**	.4001**	.4113**	.5377**	.7681**	.7081**
11. MPS										

MPS=Motivating Potential Score

*p<.05

**p<.01

feedback and MPS. Skill variety also correlated positively with autonomy and feedback indicating that employees with high levels of skill variety had more autonomy and feedback. Employees with more perceived feedback also had more task identity, task significance and autonomy in their jobs. Those employees with more autonomy also had more task significance in their jobs. All of the job characteristics positively correlated with the MPS which is expected since these variables are all included in the MPS formula.

The results of the partial correlations between frequency of absence and the job characteristics and the MPS controlling for job involvement are listed in Table 3.

Table 3

Partial Correlation Between Frequency of Absence and the Job Characteristics and the MPS Controlling for Job Involvement

Job Characteristics and MPS	Frequency of Absence
Skill Variety	.2194*
Task Identity	.0332
Task Significance	.0008
Autonomy	-.1898*
Feedback	.0350
MPS	-.2061*

* $p < .05$

As indicated in the table, the partial correlations between absenteeism and skill variety, task significance, and the MPS controlling for job involvement were significant. This shows that employees with higher skill variety were absent more frequently while employees with high autonomy and MPS were absent less frequently.

The results of the partial correlations between frequency of absence and job involvement controlling for the job characteristics and the MPS are listed in Table 4.

Table 4

Partial Correlation Between Frequency of Absence and Job Involvement Controlling for the Job Characteristics and the MPS	
Job Characteristics and MPS Controlled	Frequency of Absence
Skill Variety	.1045
Task Identity	-.0197
Task Significance	.0237
Autonomy	-.0225
Feedback	-.0174
MPS	-.1671

* $p < .05$

None of these partial correlations in Table 4 was significant. These results support the simple correlations that showed that job involvement was not related to absenteeism.

The results of the multiple correlations are listed in Table 5.

Table 5

Variables	Multiple Correlations with Absenteeism	
	R	R'
Work Orientation (Growth needs and expectations)	.1908*	.1122
Work Orientation (Growth needs and expectations) and Job Involvement	.2243*	.1230
Work Orientation (Growth needs and expectations), Job Involvement and Satisfaction with Work	.1091	.0640

R' Shrinkage formula used on the multiple correlation

* $p < .05$

It was expected that the multiple correlation would be higher as additional variables were added to the formula. However, after the shrinkage formula was utilized, none of the multiple correlations were significant.

Additional analysis was undertaken to clarify the above results since there were several unexpected findings. First, the means and standard deviations were computed for several variables by job title. Of the variables frequency of absence, job involvement, job satisfaction, growth needs, expectations, and skill variety, only frequency of absence appeared to show differences between the means. The means and standard deviations for frequency of absence by job title are given in Table 6.

Table 6

Mean and Standard Deviation of Frequency of Absence by Job Title

Job Title	\bar{X}	s
RN (N=32)	3.69	2.14
LPN (N=21)	4.19	2.61
Nursing Assistant (N=15)	5.06	3.35
Unit Clerks (N=8)	6.25	2.96
Technicians (N=8)	6.87	3.52
Total (N=84)	4.61	2.84

A t-test was performed between the means, and none of the means were significantly different. Next, two correlation matrices for RNs and LPNs were constructed to see if there were differences between the two groups. Each correlation matrix included the variables

absenteeism, job involvement, satisfaction with work, growth needs, and expectations. The correlation matrix for RNs is given in Table 7.

Table 7

Correlation Matrix for RNs

	1	2	3	4
1. Absenteeism				
2. Job Involvement	-.1951			
3. Satisfaction with Work	-.2502	.3475*		
4. Growth Needs	.1704	.0058	-.1523	
5. Expectations	.0015	-.0356	.0812	.2229

* $p < .05$

The only significant correlation in Table 7 was the positive correlation between job involvement and satisfaction with work. Table 8 gives the correlation matrix for LPNs.

Table 8

Correlation Matrix for LPNs

	1	2	3	4
1. Absenteeism				
2. Job Involvement	.2613			
3. Satisfaction with Work	.2904	.4919**		
4. Growth Needs	.3462	-.2597	.1523	
5. Expectations	.2595	.1466	.0920	.4849*

* $p < .05$

** $p < .01$

Among these correlations, there was also a positive correlation between job involvement and satisfaction with work. Furthermore, there was a positive correlation between growth needs and expectations.

Finally, a frequency distribution was constructed for frequency of absence scores. This was done to see if the sample distribution deviated significantly from normal, considering the methodological problems with skewed and truncated sample distributions (Hammer & Landau, 1981). Both skewness and kurtosis are within acceptable boundaries. The distribution is given below in Figure 2.

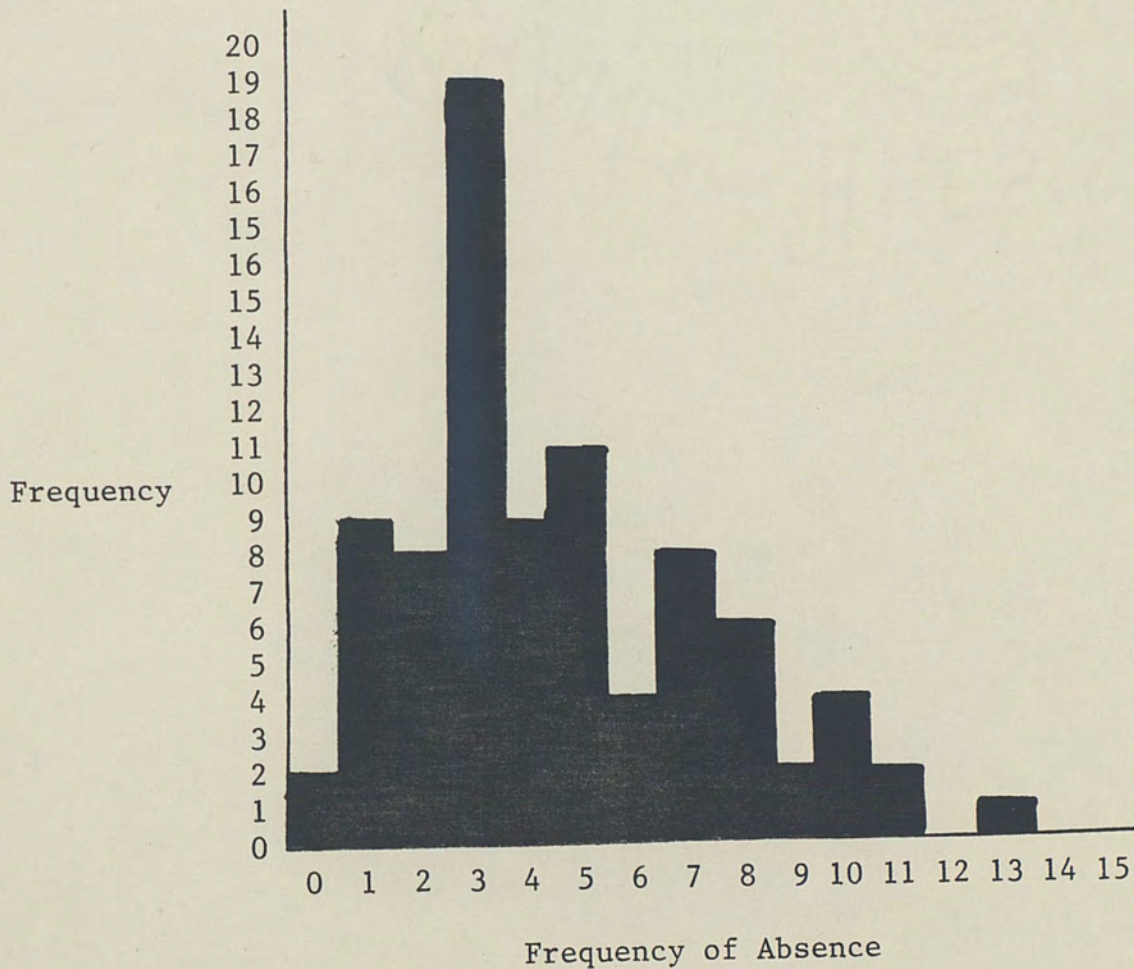


Figure 2. Absenteeism Frequency Distribution

Discussion

The results of this study are, for the most part, not consistent with the previous findings. The results also give little support to Nicholson's Attendance Motivation Model. It is unclear as to why the results turned out as they did. Some possible explanations are given.

The first hypothesis stated that adding job involvement and work orientation will increase the amount of variance explained by either of the variables individually. The multiple correlation of absenteeism and work orientation (growth needs and expectations about work needs) was not significant and adding job involvement did not result in a significant multiple correlation. These correlations did not support the first hypothesis or Nicholson's model. This was not surprising since only one of the three simple correlations, growth needs, was significant. The other work orientation variable, expectations, did not correlate with absenteeism. The additional analysis revealed virtually no correlation between the variables for RNs and a moderate but non-significant correlation between the variables for LPNs. This may indicate a possible relationship between expectations and absenteeism for LPNs. This possible difference between the two groups may be the result of LPNs perceptions of being unable to attain these needs. For example, one of the needs mentioned in the survey was the opportunity to exercise independent thought and action on the job.

LPNs are very limited in this area while RNs have much more flexibility. However, further research is needed in this area.

Job involvement was the other variable that revealed little relationship with absenteeism. The additional analysis also revealed differences between RNs and LPNs with these variables, although correlations for both groups were not significant. The RNs showed a negative correlation between absenteeism and job involvement, which is what the literature indicates (Beehr & Gupta, 1978; Breugh, 1981b; Cheloha & Farr, 1980; Nicholson et al., 1977). The LPNs on the other hand, showed a positive relationship between the variables. One possible explanation for this discrepancy may be due to recent organizational changes.

In the time before the survey was conducted, it became apparent that the philosophy in nursing administration was changing in regard to the LPN. It was felt that LPNs were not needed and positions left vacant by resigning LPNs were filled by RNs. At the same time, LPN duties were increased and made similar to RN duties. Furthermore, bulletin board notices and newsletter articles urged LPNs to take advantage of educational opportunities to become RNs. It may be that because of the perceived organizational changes, the LPNs that had low absenteeism, who normally would be highly involved in their jobs, reported low job involvement.

Another possible explanation is that because of low motivating potential in the LPN job, growth needs are moderating the relationship between job involvement and absenteeism (Hackman & Oldham, 1980).

This would mean that LPNs with high growth needs would have low job involvement and high absenteeism. This conclusion is supported by the negative correlation between growth needs and absenteeism. However, given the small sample size, these correlations are not significant.

The second hypothesis stated that job involvement moderates the relationship between job characteristics and absenteeism. This hypothesis, and again Nicholson's model, was not supported. This was indicated by the failure of job involvement to moderate the relationship of these variables in the partial correlations. This was not surprising given the zero correlations between job involvement and the job characteristics and the MPS. These correlations were not consistent with the available literature (Hackman & Lawler, 1971). This may have been due to a moderating effect of growth needs (Hackman & Oldham, 1980). The moderate correlations between growth needs and skill variety, autonomy, and the MPS lend support to this conclusion. There may also have been differences between RNs and LPNs confounding these correlations as evidenced with other correlations.

It was expected that there would be a negative relationship between absenteeism and skill variety, task identity, autonomy, and the MPS (Hackman & Lawler, 1971; Hackman & Oldham, 1976). However, only one of the variables, autonomy, correlated significantly. The lack of a negative relationship between absenteeism and task identity is not surprising given the nature of the jobs since no single person gives complete patient care for one patient (Hackman & Oldham, 1980).

The positive correlation between absenteeism and skill variety contradicts the available research (Hackman & Lawler, 1971; Hackman & Oldham, 1976). It may be that with the organizational changes, LPNs have had an increase in skill variety. This has resulted in what Hammer and Landau (1981) call "necessary voluntary withdrawal."

The final hypothesis stated that adding satisfaction with work to job involvement and work orientation would increase the prediction of absenteeism. This hypothesis was not supported as indicated by the non-significant multiple correlation of the variables mentioned above. This may have been due to the non-significant simple correlations between absenteeism and job involvement and expectations. Also, the correlation between absenteeism and satisfaction with work showed differences for RNs and LPNs. Although they were not significant, the correlation between absenteeism and job satisfaction for RNs was negative while the correlation for LPNs was positive. This difference between RNs and LPNs may have resulted from the organizational changes mentioned earlier. However, further analysis would be needed to make further conclusions regarding these results.

Nicholson's model of absenteeism was not supported by the results. As mentioned earlier, job involvement did not moderate the relationship between the job characteristics and absenteeism. Also, job involvement and work orientation did not relate significantly to absenteeism. These correlations, which may have been influenced by differential job level variables, could also be due to other contextual factors mentioned in Nicholson's model (personal characteristics, biographical factors, and organizational controls). One area that

could be researched further is supervisory influence on absenteeism (Johns, 1980; Szilagyi, 1980). Another area of further research which may have influenced this study is the sick leave provided for employees and the organization's absenteeism policy. ★

It may be that satisfaction with work may still need to be included in a theory of absenteeism. A multiple correlation between absenteeism, growth needs, and satisfaction with work revealed a correlation of .27 ($p < .05$) using the shrinkage formula. However, if job involvement was shown to relate to absenteeism as it was for RNs, would satisfaction with work add to the variances explained by job involvement (Cheloha & Farr, 1980)? Further research is needed in this area.

The results of this study were moderated by the job level of employees and other factors. The number of subjects also influenced this study. A larger sample size may have resulted in more significant correlations. Further research will need to examine the factors mentioned in this study as well as other contextual factors in comparative settings. This research is needed to develop and to validate useful absence and attendance motivation models of behavior.

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Appendix
Survey Instrument

Dear Survey Participants:

The following survey consists of several different questionnaires asking you how you feel about your job. The major purpose of the research is for Greg Richardson's Master's Thesis titled, "The Relationship Between Absenteeism and Job Involvement, Work Orientation, Job Characteristics and Job Satisfaction." Let me assure you that there will be complete confidentiality of your individual responses. The only person who will look at individual responses will be Greg and he will destroy these questionnaires when his study is completed. The hospital is interested in your responses as a group and we hope to improve the meaningfulness of nursing jobs from information gained from this survey. This survey is voluntary and it is important that the questions are answered honestly.

Thank you for your cooperation.

This survey is designed to study how people feel and react to their jobs.

On the following pages you will find several different kinds of questions about your job. Specific instructions are given at the start of each section. Please read them carefully. Move through the questionnaire quickly.

The questions are designed to obtain your perceptions of you job and your reactions to it.

There are no trick questions. Your individual answers will be kept completely confidential. Please answer each item as honestly and frankly as possible.

Thank you for your cooperation.

I consent to participating in the research.

DATE

PARTICIPANT SIGNATURE

Each of the statements below is something that a person might say about his or her job. You are to indicate your own personal feelings about your job by marking how much you agree with each of the statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I'll stay overtime to finish a job, even if I'm not paid for it.	1	2	3	4
2. You can measure a person pretty well by how good a job he does.	1	2	3	4
3. The major satisfaction in my life comes from my job.	1	2	3	4
4. For me, mornings at work really fly by.	1	2	3	4
5. I usually show up for work a little early, to get things ready.	1	2	3	4
6. The most important things that happen to me involve my work.	1	2	3	4
7. Sometimes I lie awake at night thinking ahead to the next day's work.	1	2	3	4
8. I'm really a perfectionist about my work.	1	2	3	4
9. I feel depressed when I fail at something connected with my job.	1	2	3	4
10. I have other activities more important than my work.	1	2	3	4
11. I live, eat, and breathe my job.	1	2	3	4
12. I would probably keep working even if I didn't need the money.	1	2	3	4
13. Quite often I feel like staying home from work instead of coming in.	1	2	3	4
14. To me, my work is only a small part of who I am.	1	2	3	4

	Strongly Agree	Agree	Disagree	Strongly Disagree
15. I am very much involved personally in my work.	1	2	3	4
16. I avoid taking on extra duties and responsibilities in my work.	1	2	3	4
17. I used to be more ambitious about my work than I am now.	1	2	3	4
18. Most things in life are more important than work.	1	2	3	4
19. I used to care more about my work, but now other things are more important to me.	1	2	3	4
20. Sometimes I'd like to kick myself for the mistakes I make in my work.	1	2	3	4

Place Y beside an item if the item describes the particular aspect of your job
(the work itself).

Place N beside an item if the item does not describe the particular aspect of your job.

Place ? beside an item if you cannot decide.

WORK

- Fascinating
- Routine
- Satisfying
- Boring
- Good
- Creative
- Respected
- Hot
- Pleasant
- Useful
- Tiresome
- Healthful
- Challenging
- On your feet
- Frustrating
- Simple
- Endless
- Gives sense of accomplishment

This part of the survey 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. Instead, try to make your descriptions as accurate and as objective as you can.

A sample question is given below.

A. To what extent does your job require you to work with mechanical equipment?

1-----2-----3-----4-----5-----6-----7

Very little; the job requires almost no contact with mechanical equipment of any kind.

Moderately

Very much, the job requires almost constant work with mechanical equipment.

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

If, for example, your job requires you to work with mechanical equipment a good deal of the time but, also requires some paperwork - you might circle the number six, as was done in the example above.

If you do not understand these instructions, please ask for assistance. If you do understand them, you may begin.

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 or by automatic machines?

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 requires 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 significant.

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 forever without finding out how well I am doing.

Moderately; sometimes doing the job provides "feedback" to me; sometimes it does not.

Very much; the job is set up so that I get almost constant "feedback" as I am doing.

Listed below are a number of statements which could be used to describe a job.

You are to indicate whether each statement is 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 you job - regardless of whether you like or dislike your job.

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

How accurate is the statement in describing your job?

1	2	3	4	5	6	7
Very	Mostly	Slightly	Uncertain	Slightly	Mostly	Very
Inaccurate	Inaccurate	Inaccurate		Accurate	Accurate	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 arrange 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.
- _____ 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 judgement 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.

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. We are 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.

4	5	6	7	8	9	10
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.

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 jobs is the same. Pay attention only to the characteristics actually listed.

Two examples are given below

JOB A			JOB B		
A job requiring work with mechanical equipment most of the day			A job requiring work with other people most of the day		
1-----	-----2-----	-----3-----	-----4-----	-----5	
Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B	

If you like working with people and working with equipment equally well, you would circle 3, as has been done in the example.

* * * * *

Here is another example. This one asks for a harder choice - between two jobs which both have some undesirable features.

JOB A			JOB B		
A job requiring you to expose yourself to considerable physical danger.			A job located 200 miles from your home and family.		
1-----	-----2-----	-----3-----	-----4-----	-----5	
Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B	

If you would slightly prefer risking physical danger to working far from your home, you would circle 2, as has been done in the example.

Please ask for assistance if you do not understand exactly how to do these questions.

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-----
-----2-----	-----3-----
-----3-----	-----4-----
-----4-----	-----5
Strongly Prefer A	Slightly Prefer A
Slightly Prefer A	Neutral
Neutral	Slightly Prefer B
Slightly Prefer B	Strongly Prefer B
Strongly Prefer B	Strongly Prefer B

- | JOB A | JOB B |
|--|---|
| <p>2. A job where you are often required to make important decisions.</p> <p style="text-align: center;">1-----2-----3-----4-----5</p> <p>Strongly Slightly Neutral Slightly Strongly
Prefer A Prefer A Prefer B Prefer B</p> | <p>A job with many pleasant people to work with.</p> <p style="text-align: center;">1-----2-----3-----4-----5</p> <p>Strongly Slightly Neutral Slightly Strongly
Prefer A Prefer A Prefer B Prefer B</p> |
| <p>3. A job in which greater responsibility is given to those who do the best work.</p> <p style="text-align: center;">1-----2-----3-----4-----5</p> <p>Strongly Slightly Neutral Slightly Strongly
Prefer A Prefer A Prefer B Prefer B</p> | <p>A job in which greater responsibility is given to loyal employees who have the most seniority.</p> <p style="text-align: center;">1-----2-----3-----4-----5</p> <p>Strongly Slightly Neutral Slightly Strongly
Prefer A Prefer A Prefer B Prefer B</p> |
| <p>4. A job in an organization which is in financial trouble - and might have to close down within the year.</p> <p style="text-align: center;">1-----2-----3-----4-----5</p> <p>Strongly Slightly Neutral Slightly Strongly
Prefer A Prefer A Prefer B Prefer B</p> | <p>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.</p> <p style="text-align: center;">1-----2-----3-----4-----5</p> <p>Strongly Slightly Neutral Slightly Strongly
Prefer A Prefer A Prefer B Prefer B</p> |
| <p>5. A very routine job.</p> <p style="text-align: center;">1-----2-----3-----4-----5</p> <p>Strongly Slightly Neutral Slightly Strongly
Prefer A Prefer A Prefer B Prefer B</p> | <p>A job where your co-workers are not very friendly.</p> <p style="text-align: center;">1-----2-----3-----4-----5</p> <p>Strongly Slightly Neutral Slightly Strongly
Prefer A Prefer A Prefer B Prefer B</p> |
| <p>6. A job with a supervisor who is often very critical of you and your work in front of other people.</p> <p style="text-align: center;">1-----2-----3-----4-----5</p> <p>Strongly Slightly Neutral Slightly Strongly
Prefer A Prefer A Prefer B Prefer B</p> | <p>A job which prevents you from using a number of skills that you worked hard to develop.</p> <p style="text-align: center;">1-----2-----3-----4-----5</p> <p>Strongly Slightly Neutral Slightly Strongly
Prefer A Prefer A Prefer B Prefer B</p> |
| <p>7. A job with a supervisor who respects you and treats you fairly.</p> <p style="text-align: center;">1-----2-----3-----4-----5</p> <p>Strongly Slightly Neutral Slightly Strongly
Prefer A Prefer A Prefer B Prefer B</p> | <p>A job which provides constant opportunities for you to learn new and interesting things.</p> <p style="text-align: center;">1-----2-----3-----4-----5</p> <p>Strongly Slightly Neutral Slightly Strongly
Prefer A Prefer A Prefer B Prefer B</p> |

JOB A

JOB B

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

A job with very little chance to do do challenging work.

1-----2-----3-----4-----5
 Strongly Slightly Neutral Slightly Strongly
 Prefer A Prefer A Prefer B Prefer B

9. A job in which there is a real 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-----4-----5
 Strongly Slightly Neutral Slightly Strongly
 Prefer A Prefer A Prefer B Prefer B

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

A job where the working conditions are poor.

1-----2-----3-----4-----5
 Strongly Slightly Neutral Slightly Strongly
 Prefer A Prefer A Prefer B Prefer B

11. A job with very satisfying teamwork.

A job which allows you to use your skills and abilities to the fullest extent.

1-----2-----3-----4-----5
 Strongly Slightly Neutral Slightly Strongly
 Prefer A Prefer A Prefer B Prefer B

12. A job which offers little or no challenge.

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

1-----2-----3-----4-----5
 Strongly Slightly Neutral Slightly Strongly
 Prefer A Prefer A Prefer B Prefer B

BIOGRAPHICAL INFORMATION

*No dependents
No Workers Comp.*

1. Sex: Male _____ Female _____
2. Age: _____
3. Education (check one):
 - _____ Grade School
 - _____ Some High School
 - _____ High School Degree
 - _____ Some Business College or Technical School Experience
 - _____ Some College Experience (other than business or technical school)
 - _____ Business College or Technical School Degree
 - _____ College Degree
 - _____ Master's or Higher Degree
4. Job Title (check one):
 - _____ RN
 - _____ LPN
 - _____ Nursing Assistant
 - _____ Unit Secretary
 - _____ Tech
5. What area do you work in?
 - _____ Medical/Surgical
 - _____ Specialty Unit