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# A Correlational Study of the Extrinsic Variables That Influence Job Satisfaction in Social Services Workers

Delores B. Cauthen

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**WALDEN UNIVERSITY**  
**DISSERTATION APPROVAL**

**A CORRELATIONAL STUDY OF THE EXTRINSIC VARIABLES THAT INFLUENCE JOB SATISFACTION  
IN SOCIAL SERVICE WORKERS**

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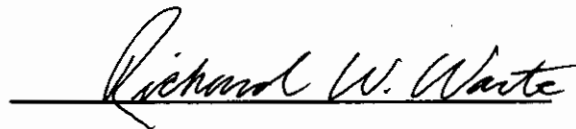
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**ABSTRACT**

**A CORRELATIONAL STUDY OF THE EXTRINSIC AND INTRINSIC  
VARIABLES THAT INFLUENCE JOB SATISFACTION IN  
SOCIAL SERVICE WORKERS**

**by Delores Cauthen**

**M.ED., University of South Carolina, 1976  
B.S., University of South Carolina, 1975**

A handwritten signature in cursive script, reading "Richard W. Waite", is written over a horizontal line.

**Richard Waite, Ph.D., Advisor  
Professor of Administration/Management**

**Dissertation Submitted In Partial Fulfillment of  
the Requirement for the Degree of Doctor  
of Philosophy**

**Walden University  
August, 1993**

## ABSTRACT

This correlational study examined the job satisfaction of seventy eight social service workers in a small unit of a large bureaucratic agency of the Department of Social Services. Extrinsic factors (education, job level, and organizational tenure) were correlated with job satisfaction. Job satisfaction was measured by the Minnesota Satisfaction Questionnaire. The results yielded three scores: intrinsic, extrinsic, and general satisfaction. Pearson's and Spearman's correlations were used. Intrinsic and extrinsic satisfaction were found to be moderately correlated ( $r=.40$ ). Although the employees' intrinsic and extrinsic percentile rankings were low, the general satisfaction ranking was in the average range.

Education, organizational tenure, and job level were not positively or negatively correlated with job satisfaction. Multiple regression analyses found that the extrinsic factors did not significantly predict general satisfaction. Variances for general job satisfaction and the extrinsic factors were .05 ( $r$  square = .05). Statistical analyses were not available for opportunity for advancement because an insufficient number of participants responded to the open-ended question.

The results of this study does support the Theory of Work Adjustment. There is a measurable comparison of individual

**vocational factors corresponding to the external elements of the work environment. Findings do not support the theory that extrinsic factors play a major role in general job satisfaction. However, intrinsic and extrinsic satisfaction are separate artifacts of the general state of satisfaction.**

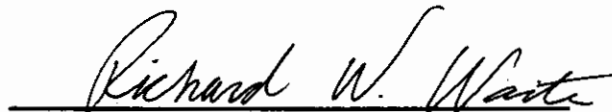
**Although research studies have found that extrinsic factors correlate with job satisfaction within educational settings and the private sector, this study has not supported that conclusion. Clearly, additional research needs to be investigated with this population of employees to tap and enhance job satisfiers.**

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This academic experience goes beyond the walls of Walden University. As I venture into new professional horizons, I will share my knowledge and expertise with others. This rewarding academic experience has truly prepared me to meet many educational challenges.



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## THE RESEARCH PROBLEM

### Introduction

For over sixty years, job satisfaction has been the focus of repeated studies and its relationship to the quality-of-work life. Job satisfaction has been treated as both independent and dependent variables. As an independent variable, job satisfaction is viewed as the cause of phenomena such as productivity and motivation. As a dependent variable, job satisfaction is seen as being caused by other conditions such as the nature of the job and individual characteristics. Locke (1984) viewed job satisfaction as a difference of the perceived relationship between what an individual wants from a job and an individual perception of what the job is offering. Hackman and Lawler (1971) found job satisfaction to be a result of the interaction of variable individual needs and individual perceptions of the job and its environment.

The lack of job satisfaction has been linked to heart disease, ulcers, mental illness, alcohol and drug abuse, violence, and suicide (Zanden, 1987). The financial and psychological costs to dissatisfied employees and organizations are enormous (Broski, et al., 1982).

There are a large number of ways to measure job satisfaction. It is clear that many studies are not measuring the same phenomena

(Wanous and Lawler, 1972). These studies have been severely criticized for this very reason. Direct measurements of job satisfaction assume that it is unidimensional in nature, but it appears very likely to be multidimensional with many factors involved (Kalleberg, 1974; Seashore and Taber, 1975).

Several theorists, such as Argyris (1957), Herzberg, Mausner, Synderman (1959), and Hulin and Smith (1965) have theorized that job satisfaction is a function of the correspondence between the individual and the work environment. Dawis and Lofquist (1984) defined correspondence as the degree to which an individual's work satisfaction and work environment requirements are met. The work environment requires that certain tasks be performed. The individual requires certain conditions such as adequate compensation, security, and good working conditions. To maintain this relationship between the individual and the work environment, each must continue to meet the other's requirements.

The Work Adjustment Project conducts a continuing series of research studies on the general problem of work adjustment. Dawis, England, and Lofquist (1964) conceptualized the framework of this research to determine the presence or the lack of correspondence between the employees' work personality and adjustment as the observed dependent outcome of job satisfaction. Dawis, Lofquist, and

Weiss (1968) hypothesized the Theory of Work Adjustment which is the basis for the continuous research project. This theory proposed that job satisfaction is a "function of the correspondence between the reinforcer system of abilities of the work environment and the individual's needs" (Borgen and Weiss, 2). Job satisfaction is measured according to the correspondence of reinforcer patterns of the work environment and the individual's vocational needs and factors in the work environment (Dawis, et al, 1966; Holland, 1985). Job satisfaction research has shown that workers can differentiate extrinsic and intrinsic components of work and achieve a general sense of job satisfaction in spite of dissatisfaction with specific components (Dawis, et al, 1966). The current research framework allows the measurement of individuals and work environments explicitly, independently, and on a comparable measurement scale. Consequently, this permits the correlation of job satisfaction to other variables in the work environment and has far reaching implications for the matching of employees in jobs and the need for employers to improve the quality of their employees' work life.

This study will outline the major conceptual models of job satisfaction, summarize the current trends in the literature related these models, and determine the correlation of demographic factors to job satisfaction in social service workers. Job satisfaction will be

correlated with the predictor variables of: education, job title, organizational tenure, and opportunity for advancement.

### Statement of Problem

Social Service workers are considered to be important in the delivery of services to others within society. Nevertheless, they seem to experience a great deal of frustration with respect to job satisfaction. It seems crucial to determine why their frustration level is high and how certain factors such as education, job title, organizational tenure, and opportunity for advancement impact upon job satisfaction.

Given the recent interest in the quality-of-work life, job satisfaction has been the focus of much research and the impetus for many company sponsored job enrichment programs. For the most part, job satisfaction remains a part of a stream of research that is dependent upon the theory of human needs. Two major theories have dominated the contemporary scene: Maslow's Need Hierarchy Theory and Herzberg's Motivation-Hygiene Theory (Locke, 1976).

Social service workers are a segment of the public sector employee population within state government. Overall, various studies of public sector employees have been conducted over the years. Hoppock (1935), Kahn (1972), Robinson, Althanasious, and Head (1969) reported high discrepancy scores in their studies of job satisfaction



among social service employees. The discrepancy measure of job satisfaction indicated a marginally larger proportion of employees were more dissatisfied with their jobs than other non-discrepancy measures. This implies that a marginally larger proportion of social service workers perceived a greater difference in desired job satisfaction than actual job satisfaction. Thus, social service workers had higher levels of dissatisfaction than private sector employees.

Many recent studies have suggested positive correlations between work satisfaction and demographic factors or extrinsic factors of social service workers. Mottaz's (1987) results implied that age is positively correlated to work satisfaction of social service workers. This implies that older workers are more satisfied with their jobs. Glisson (1988) reported a study of social service workers who had a variety of skills and role ambiguity as being positive predictors of job satisfaction. Lindquist (1986) examined social service employees at a correctional institution. Age, years of service, role conflict, and marital status negatively influenced job satisfaction. These factors correlated with high levels of job dissatisfaction.

Several motivational theories have implied that employees' self-esteem and self-respect must be enhanced if employees are to achieve job satisfaction and to be productive. Maslow's Need Hierarchy

Theory stated that a person's lower order needs must be satisfied to assure the possibility of being a creative, self-actualized person (Maslow, 1954). Herzberg (1968) postulated the Motivator-Hygiene Theory. Those factors that produce job satisfaction are "motivator" factors because they satisfy employees' needs for achievement, advancement, recognition, work itself, responsibility, and self-actualization. Motivational factors are induced by the content of the job and are intrinsic to the job. These intrinsic factors are strong determinants of job satisfaction and positive long lasting work attitudes. In contrast, "hygiene" factors contribute to job dissatisfaction because of a human need to avoid pain or unpleasantness. Extrinsic factors such as age, pay, job title, and education are external to a job and contribute minimally to job satisfaction. According to Herzberg, these factors play no major role in job satisfaction.

#### Current Theoretical Foundations

According to Locke (1976), internal and external rewards provide the employee with wants or values that are appropriate or beneficial thereby resulting in job satisfaction. Job satisfaction, as the valence of the work role to the employee, reflects different values associated with different properties of work roles. Therefore, job satisfaction is viewed as the result of a positive appraisal of the job against one's

value standards (Locke, 1984).

Recent theoretical and empirical work have suggested important modifications of the simplistic assumption that job satisfaction causes performance models. The high performance model posits no direct connection between job satisfaction and subsequent productivity. Henne and Locke (1985) found that high degrees of job satisfaction are the results, not the causes of high performance when rewards such as pay and promotional opportunities are commensurate with performance.

#### Purpose of the Study

The purpose of this research was to identify the predictors or correlators of job satisfaction of social service workers in a state governmental agency. Job satisfaction was measured by the Minnesota Satisfaction Questionnaire (short form). The Minnesota Satisfaction Questionnaire measures an employee's satisfaction with his/her job. The results of the Minnesota Satisfaction Questionnaire yield three scores: intrinsic, extrinsic, and overall job satisfaction. Stratified random sampling was used to identify one hundred social services workers within the Department of Social Services.

#### Significance of the Study

Recent trends toward the quality-of-work life contribute a challenge to employees in the social service areas to achieve and

become productive employees. Our current era of tight resources and "cutback management strategies" provides more reason to challenge social service workers.

First, this research is justifiable because many studies have implied a relationship between job satisfaction and predictor variables. Seashore and Barnowe (1972) and From (1973) suggested a positive correlation with job satisfaction and the opportunity to exercise discretion, accept challenges, and to make decisions. In addition, studies have revealed a direct relationship between job satisfaction and work performance (Ivancevich, et al., 1980; Rahim, 1982).

Second, this investigation will reveal some unique problems of social service workers. In relation to other comparable professions with regard to educational preparation, social service workers are grossly underpaid. In addition, their educational levels and requirements are comparable and often exceed other corresponding professions. The social service profession is also a fast burnout profession which offers few tangible rewards. As employees, they are expected to be agents of positive change for human problems. Obviously, dissatisfied social service workers can experience more difficulty effecting positive change in clients than satisfied employees.

Third, the comparative nature of this study has far reaching

implications for the social service agency. Because society has so much non-continuity, alienation, rapid change, and rootlessness, there will be an increased need for those services that are provided by the social service worker (Backer, 1988). The social service agency has a challenge to seek innovative management strategies that tap the work satisfaction and productivity of employees.

Finally, extrinsic and especially demographic factors, may have a greater predictive value of job satisfaction than previous studies have stated. These factors may interact to determine the multidimensional characteristics of job satisfaction. More research is needed to study the impact of these predictor variables on job satisfaction.

#### Nature of the Study

A stratified random sample of one hundred social service workers were selected. This sample was considered representative of social service workers. The sampling method ensured bias free sampling procedures plus controls for the variables for stratification by using homogenous groupings of the extrinsic variables. Demographic data and the Minnesota Job Satisfaction Questionnaire were utilized to collect information regarding the subjects in the study (Appendix C). The Minnesota Satisfaction Questionnaire is standardized with validity and reliability scores of above .80 and have

been normed on one hundred and eighty-five occupational groups. The questionnaires were used to gather data and to draw inferences about the representative sample of social service workers. Job satisfaction, as an intrinsic and dependent variable, was correlated to extrinsic and demographic variables (education, job level, organizational tenure, and opportunity for advancement).

### Research Questions

Six research questions were formulated to specify and explore the variables of interest. Additionally, the research questions specify a conjectured relationship between the intrinsic and extrinsic variables. The research questions direct an exploratory and interrogative approach toward the relationship of job satisfaction and the extrinsic factors. The questions are as follows:

1. What are the factors, as measured by the Minnesota Satisfaction Questionnaire that contribute to job satisfaction among social service workers? Which factors imply a negative or no correlation?

2. Are supervisors, managers and work support counselors more satisfied with their jobs than clerical, administrative, and other non-professional workers? Does a positive or negative correlation exist between job level and job satisfaction?

3. Are social service workers with higher educational levels

more satisfied with their jobs? Does a positive or negative correlation exist between educational level and job satisfaction?

4. Are those employees with more organizational tenure more satisfied with their jobs? Does a positive or negative correlation exist between organizational tenure and job satisfaction?

5. Are social workers with more opportunities for advancement more satisfied with their jobs? Does a positive or negative correlation exist between opportunities for advancement and job satisfaction?

6. Which extrinsic factors are the best predictors of job satisfaction among social service workers?

#### Summary

Job satisfaction has been the focus of research for many professional and non-professional occupations for many years. For the purposes of this study, job satisfaction is viewed as a dependent variable which is impacted by several extrinsic variables. Interest has been given to job satisfaction of social service workers as an unique population of workers. Social service workers must work with individuals with many human and social problems. Social service workers shoulder an enormous burden to find and coordinate ways to satisfy or alleviate these human and social needs. The quality-of-work life for social service workers must be enhanced, if clients are to

receive quality services. Education, job level, organizational tenure, and opportunity for advancement are examined to determine if negative, positive, or no correlation exists with the job satisfaction of social service workers.

The subsequent chapter reviews relevant literature pertaining to job satisfaction. The theoretical framework of job satisfaction is discussed. A definition and the purpose of a correlational study is addressed. A summary of the history of social service work is

presented. Correlational findings of extrinsic factors to job satisfaction are reported. The chapter concludes with a comprehensive discussion of correlational results of the job satisfaction of social service workers.



## II

### LITERATURE REVIEW

#### Overview

The review of the literature involved a search utilizing the Educational Research Information Center, Business Periodicals Index, Dissertation Abstracts International, and a computerized search of available book listings. First, a theoretical framework of motivation and its relation to job satisfaction is presented. A brief history of social services and its relevance to the contemporary work environment of the social service worker follows. Second, a discussion of correlational studies is presented. Third, an application of Herzberg's Two-Factor Theory along with the results of the relationships of job satisfaction and specified extrinsic variables are discussed. Fourth, a comprehensive presentation of various studies of social service employees and the public service agency is addressed. Finally, the review concludes with an inquiry of the correlation of education, job tenure, job level, and promotional opportunities to job satisfaction within an unique population of social service workers.

Relevant empirical literature has been guided by theory and measurement germane to overall job satisfaction. Historically, there has been an abundance of research to uncover a significant

relationship between job performance and job satisfaction. Recent studies and theories have been developed to assess the relationships of extrinsic factors to job satisfaction.

A considerable amount of confusion continues to prevail as to whether job satisfaction results from workers' attitudes and perceptions, from extrinsic aspects of the job itself, or whether it is an interplay of the subjective element of workers' attitudes and perceptions and the extrinsic factors related to the job.

### Theoretical Framework of the Study

Several theories of human motivation have laid the basic theoretical foundation of this study. These theories have provided the basic framework for the understanding of job satisfaction.

Abraham Maslow's (1954) conception of human motivation is based on a hierarchy of needs. Maslow considered five types of human needs to be arranged in a hierarchy. At the base of the pyramid, basic survival needs such as food, water, sleep, and elimination must be met. Once these physiological needs are met, the safety needs emerge. When the safety needs are met, more exclusively human needs such as, belongingness and love surface. The fourth level of need is self-esteem need which includes the need for self-approval and prestige. The fifth need is self-actualization. Self-actualization is the need to enhance individual and unique potentials. Relating this concept to the world

of work, as an employee's physiological and safety needs are satisfied, more human needs such as love, belongingness, self-esteem, and self-actualization can be met. If an employee's physiological and safety needs are not met, he/she will expend time and energy trying to meet them which could result in a stunting of the drives for esteem, belongingness, and self-esteem.

Frederick Herzberg (1966) formulated the two-factor hygiene theory. According to Herzberg, man's motivational nature is dual. Man has a need to avoid pain and a need to achieve and grow psychologically. Those stimuli that induce pain-avoidance are found externally in the job environment. These stimuli are referred to as "hygiene factors" which contribute to job dissatisfaction (Herzberg, 55, 1968). Hygiene factors consist of job maintenance activities such as company administration, supervision, interpersonal relationships, working conditions, salary, status, human relations, and communications. Herzberg postulated that these extrinsic factors are related to the work environment and are responsible for job dissatisfaction. Conversely, Herzberg postulated that there are certain characteristics of the job that are consistently related to job satisfaction. These intrinsic factors are stimuli for growth needs and are induced by the content of the job. These motivational factors include achievement, recognition, work itself, responsibility, and

advancement. These motivational factors are strong determinants of job satisfaction and positive and lasting job attitudes.

Herzberg (1968) conducted a principal study of 1685 employees with a representative sample which included professional, semi-professional, and unskilled workers. Results of the study indicated that seventy percent of the hygiene factors lead to job dissatisfaction because of a need to avoid unpleasantness or pain. Eighty one percent of motivational factors contributed to job satisfaction. The analysis of this data suggest that hygiene factors lead to job dissatisfaction because of a need for growth or self-actualization. Thus, job satisfaction was stimulated by motivational or growth factors, and job dissatisfaction was stimulated by external or hygiene factors.

According to Herzberg, providing increased pay, higher job status, and more liberal benefits will not necessarily motivate the employee and contribute to job satisfaction. Changing the job content and allowing the work to become more challenging and enriching allows the employee to assume responsibility. The employee needs an internal motivator that can sustain long term positive attitudes without external hygiene rewards. Therefore, a motivated employee will be predisposed to positive movement for a longer period of time and human satisfaction will result in more productivity.

Victor Vroom (1964) developed a theory of motivation based on

**an employee's psychological needs which influence the employee's choices. He identified three motivational variables: 1) the choices workers made within their work roles; 2) the degree of job satisfaction achieved within the employees' work roles; and 3) the level of job performance. Vroom theorized that a direct relationship existed between job satisfaction and the extent to which a job provides employee benefit outcomes such as pay, respect, and trust from the supervisor. Variety in stimulation, promotional opportunities, teamwork, control of work pace and methods, and the influence of decision-making skills impact the employees' work.**

**Vroom postulated that a simple relationship does not exist between job satisfaction and job performance. He theorized that the three motivational variables impacted the worker's behavior in his/her work roles. Those jobs that permitted worker discretion to exercise responsibility and initiative enhanced the development of higher order needs and provided more job satisfaction than those that hinder the worker's higher order needs.**

**These theories of human motivation provide the basic conceptual framework for job satisfaction and job dissatisfaction. However, limited research has been conducted on the unique environment of social service workers. Young's (1984) findings have demonstrated that Herzberg's two-factor theory holds up well within educational**

settings. Because of the limited research on the job satisfaction of social service workers, it is questionable if a positive, negative, or moderate correlation exists between extrinsic factors and job satisfaction of social service workers. The question remains whether Herzberg's theory is applicable for the relationship of job satisfaction and extrinsic factors of social service workers in a small unit of a bureaucratic public agency.

### A History of Social Services

The origins of man's concern for his/her fellowman began early in man's history of tribal instincts, primitive religions, and institutions. Highly developed societies of Egypt and Babylon have been credited for the beginnings of the institutionalization of social service welfare (Landon, 1986).

America's contemporary social service system is based on distinctly British cultural foundations. The Elizabethian Poor Law of 1601 marked a milestone in social service welfare (Landon, 1986). The end of feudalism and increased mobility made it essential to develop a uniform, cohesive plan for coping with poverty. Thus, this law set the tone for the philosophy of a social service system in America.

Many demographic changes in today's society have demanded an increased need for social services. Increasing unemployment, declining educational and vocational skills, advanced technology, a

more computerized society, a declining birth rate, and increased longevity contribute to many unique social problems and the need for quality social services. The social service profession must become deeply involved in coordinating, planning, and pushing for social change.

### A Contemporary History of Social Service Studies

The social service worker has an enormous task to effect positive social change and provide quality services to clients. However, the dissatisfied, unchallenged, and demoralized social service worker will experience more challenge and difficulty with the implementation of positive and useful services to clients.

A review of several of the most recent studies of the Dissertation Abstracts International reflects the conclusion that social service workers' job satisfaction levels are related to their commitment to effect positive change in clients. Welch (1991) explored job satisfaction in the local and state offices of social service agencies. Extrinsic variables such as job role, job function, job task, and job resources were used to organize interpretive data about work. Welch explored intrinsic variables and organized them into internal personal attributes that people bring to a job such as relational and action-oriented dispositions, belief systems, values, and adaptive strategies. The findings revealed that the extrinsic variables actually facilitate

the work experience but do not contribute directly to job satisfaction. The personal internal features are positively correlated with enjoyment of the job and challenges of work and job satisfaction.

Martin (1991) conducted a correlational study of job satisfaction of 200 family and psychiatric social service workers. The amount of praise delivered by supervisors, promotional opportunities, and salary level were positively correlated with job satisfaction. The findings yield interesting future implications for social service agencies' administrators and managers. Correlates of job satisfaction must be positive to enhance the work commitment of employees and to result in the delivery of positive quality services to clients.

Tsai (1990) designed an exploratory descriptive study to examine social service workers' perceptions of a selected set of organizational factors and their relationship to overall job satisfaction. The Pearson correlation and regression analysis were the statistical procedures used. Agency policies, salary level, and working conditions correlated negatively with the workers' absence frequency. Agency policies, work climate, promotional opportunities, supervision, fringe benefits, job security, and pay correlated positively with overall job satisfaction. The identical negative factors attributed to avoidance behavior while the identical positive factors attributed to a higher job satisfaction level. The findings present implications for the social



service worker's need for challenge, respect, and autonomy in the work environment. This implication is significant for future research and management of social service agencies to enhance job satisfaction and productivity.

### Correlational Research

Correlational research is defined as the measurement of a relationship that shows the degree of association between specific variables (Kerlinger, 1986). Therefore, the correlation of job satisfaction and each extrinsic factor reflects the strength and direction of the relationship.

The correlational research method permits the researcher to predict future behavior and to determine the relationship among several variables within the study. However, the establishment of a correlation does not imply a cause and effect relationship between the dependent variable (job satisfaction) and the independent variables (education, tenure, job level, and promotional opportunities). Correlational studies are the beginning steps in determining cause and effect relationships. The establishment of correlation is essential to continue and stimulate further cause and effect relationships within the area of job satisfaction.

### An Application of Herzberg's Two Factor Theory and Implications for Job Restructuring

**Maidani (1991) conducted a study to test the applicability of Herzberg's Two-Factor Theory of Job Satisfaction among public sector employees. The study was conducted using private and public sector employees for comparison results. The t-test technique was applied. Results indicated that both sectors tended to emphasize the intrinsic or motivator factors of employment. Although the public sector employees tended to value extrinsic or hygiene factors, their job satisfaction was not directly attributable to hygiene or extrinsic factors.**

**Yankelovich and Immerwahr (1984) suggested that jobs need to be restructured so that work provides greater psychic rewards. The goal is to stress motivators that are not financial in nature. Too many U.S. workers are convinced that there is little connection between their salary and the quality of their work (Yankelovich et al., 1984). Yankelovich asserted that "a failure to recognize individual differences in work efforts, like a perceived indifference to quality or products or services, sends a message that employers do not highly value effectiveness and commitment" (Yankelovich, 65).**

#### **Age, Gender, Organizational Level and Tenure**

**Research studies have implied a positive relationship with job satisfaction and age. Benge and Copwell, (1947) Hoppock, (1960) found an overall increase in the degree of job satisfaction with an increase**

in age. Herzberg, Mausner, Peterson, and Copwell (1957) implied that a positive linear relationship existed between the age of workers and workers' levels of job satisfaction. Their research applied to both professional and blue collar workers. Job satisfaction appeared to be consistently higher for younger employees immediately after employment began. After the first few years on the job, job satisfaction dropped significantly, but rose slowly if the workers remained with the job.

Katz (1978) found that job satisfaction was closely related to the experience and age of the individual. From the teens to the late thirties, job satisfaction generally increased. From the late thirties to the early fifties, job satisfaction decreased because of unachieved goals. However, job satisfaction increased from the early fifties to retirement. Individuals began to view their work experiences and their respective roles in the world more objectively.

Herzberg, Mausner, Peterson, and Copwell (1957) also found a positive linear relationship with organizational tenure and organizational level to job satisfaction. Employees with a few years of tenure tend to have higher degrees of job dissatisfaction. However, as the organizational tenure increased, employees tended to experience a positive increase in the job satisfaction level.

Hulin and Smith (1965; 1969) contraindicated the positive linear

or U-shaped curvi-linear relationship of job satisfaction. They concluded that the positive linear relationship that Herzberg found was probably due to the worker's ability to better adjust his/her expectations to the actual benefits of the job. The more the workers adjusted to the actual returns of the job, the level of job satisfaction correspondingly increased. The increased age of the worker may have a relationship to the longer organizational tenure and allow the individual to more accurately forecast possible job frustrations and then to avoid these problems.

Recent studies have suggested mixed correlations between work satisfaction and age. Mottaz's (1987) results implied that age is positively correlated to work satisfaction of social service workers. Lindquist (1986) investigated social service workers at a correctional institute and found a negative correlation of age and organizational tenure to job satisfaction. Weaver (1974) found that there was no predictable relationship between the age of the employee and the degree of job satisfaction.

Dissertation abstracts for the last twelve years have revealed correlations between extrinsic factors and job satisfaction. Seeskim (1981) concluded that age, pay, job level, and educational attainment were independently predictive of job satisfaction scores. Komar (1981) assessed the relationship of workers' ages and sex to job satisfaction.

The findings implied that older workers and especially older males had higher levels of job satisfaction. Snead (1991) confirmed that organizational tenure and job level have a positive correlation with job satisfaction.

Posner (1992) conducted an investigation of 1,634 management and professional employees which revealed that the impact of demographic factors did not adversely affect positive job attitudes. Age, gender, ethnic background, organizational level, and organizational tenure were positively correlated to job satisfaction. The person's organizational values were directly related to job satisfaction. Thus, the longer the worker's length of employment and the higher the worker's job level, the higher the level of job satisfaction was assessed to be. This implies a positive correlation between organization tenure, job level, and job satisfaction.

Wright and Hamilton (1978) implied that younger workers were more dissatisfied with their jobs than older workers. This association is attributed to the fact that young workers have jobs with lesser financial rewards and benefits than experienced employees. Younger workers are less adept at avoiding possible job frustrations and dissatisfactions. They also noted that younger individuals are motivated more by financial and promotional opportunities whereas older workers place greater emphasis on fringe benefits and

retirement. The higher up on the scale of employment the more positive one feels about his/her job. Levels of positions were positive correlators of the degree of job satisfaction for younger workers. Weaver (1980) confirmed these results of correlation of job satisfaction to age.

### Education and Income

There has been a popular consensus or belief that the higher the level of income, the more motivated and productive the employee will

be. If a job has undesirable traits, a high level of pay will compensate for the trait and contribute to motivation and increased work performance. Research findings have demonstrated the opposite of that opinion. Herzberg, Mausner, Petersen, and Copwell (1957) found that high levels of pay did not motivate the employee if he/she was not intrinsically challenged with responsibilities and achievement.

The rapid societal changes of this increasingly technical and complex society demand that workers have higher cognitive and problem solving skills and higher levels of flexibility. There is a need for higher and higher educational levels of employees. For many organizations, education has become a lifelong process and a challenge for its competitive employees.

Weaver's (1980) study noted that college graduates were more satisfied with their jobs than employees with lower educational levels. Klein and Maher (1966) found in their studies that a positive correlation existed between higher educational levels and job satisfaction. Compared to the non-college worker, they found that college workers were more satisfied with pay and external opportunities but less satisfied with the intrinsic qualities of the job. Quinn and de Mandilovich (1980) found a positive significant relationship between educational level and job satisfaction. Additionally, they found that it was possible to become overly educated for a particular job. If the job demands and job skills do not maintain pace with the educational level, the individual will become less satisfied with his/her job.

The level of income of social service workers has not been commensurate with other occupational groups. Meinert (1975) concluded that professionals are usually compensated at generous levels in relation to job responsibilities or remunerations. The findings of this study implied that social service workers are only moderately satisfied with their level of income and dissatisfied with the recognition and accomplishments received from the organization for their efforts. Field (1984) confirmed a positive correlation of income and job satisfaction.

**Studies of Social Service Employees and Public  
Service Agencies**

A national survey was conducted under a United States Department of Labor grant during the 1986 and 1987 calendar years (Kovach, 1990). Over 150 private and public agencies were used from a national cross section of Standard Metropolitan Areas. Employees were from all organizational levels (unskilled, skilled, managerial, and professional). The findings generally support the conclusion that private sector employees are significantly more satisfied with their jobs than public sector or governmental employees.

Idson (1990) empirically investigated the relationship of the size of an organization and the degree of flexibility to workers' satisfaction. Findings imply that employees' job satisfaction levels in bureaucratic organizations correlate negatively with observed lowered levels of job satisfaction. The results suggest considerations and implications for employees in large bureaucratic agencies such as the Department of Social Services. The placement of employees into smaller units can permit increased autonomy, increased flexibility, more challenge, and control, and higher worker satisfaction.

Pender (1987) found a preponderance of female employees in the social services field, and he also found that his research question was confirmed that a positive correlation did not exist between job



satisfaction and job function. Field (1984) found that job satisfaction among social service workers was related to salary. Hart's (1990) investigation of social service workers yielded research findings that pay for performance is positively related to job satisfaction.

An article, "Occupational Tedium in the Social Services" in the Journal of Social Work emphasized that occupational tedium among social service workers was found to depend more on a worker's interpersonal relations with colleagues and clients than on intrinsic work conditions (Pines, 1978). The body of research findings confirm and negate the positive correlation of intrinsic motivational factors of job satisfaction.

Kirkcaldy & Siefen (1991) findings confirmed the significance of job satisfaction to extrinsic variables. Social services employees in the mental health profession had job satisfaction levels that correlated with three demographic factors. Results revealed that men, married employees, and those employees with longer organizational tenure were positively correlated with higher levels of job satisfaction.

Two hundred social service workers from seven social service agencies were surveyed to determine the correlation of organizational and individual factors to job satisfaction. Martin (1991) found that all groups of social service workers revealed a strong positive correlation with praise from supervisors, promotional opportunities, and salary

satisfaction to job satisfaction.

Martin (1991) examined Social Service supervisors and caseworkers or counselors. Results showed that the relationships of individual characteristics and work environment characteristics such as company policy administration and the supervisory dimension were positively correlated with job satisfaction. Job dissatisfaction is prevalent among supervisors but significantly higher among counselors or caseworkers. Individual factors and work environment factors such as policy dimensions and personal growth dimensions are cited as the most unsatisfying aspects of social service work.

Harril (1981) hypothesized that the negative treatment of social service workers by the organization contributed to the level of job satisfaction and resulted in negative treatment toward social service clients by the workers. A qualitative methodological study concluded that social service workers perceived their job dissatisfaction and job insecurity as due to: 1) civil service regulations, temporary job status, an unfair reward system; 2) limited job training; the lack of involvement in agency policy which impacted the employees; 3) inadequate work environments for interviewing and counseling; and 4) unproductive inter-agency communication. Herzberg's Motivational Theory provided a rationale for the findings that these extrinsic work environmental factors contributed to job

**dissatisfaction.**

**The previously outlined studies and theories have strengths and weaknesses. Nevertheless, many of the studies imply that several extrinsic factors have a predictive value for job satisfaction. Maslow's and Herzberg's theories on job satisfaction appear to be out of step with the findings of many of these studies. Locke's and Henne's theoretical model posited that pay, promotional opportunities, and high performance are predictive correlators of job satisfaction. Locke's and Henne's theoretical model implied that a positive correlation exists between extrinsic factors and job satisfaction.**

**Important questions remain as to the degree of correlation of education, tenure, job level, and promotional opportunities to job satisfaction within the unique population of social service workers in a small unit of a large bureaucratic governmental agency. Research findings have revealed the applicability of Herzberg's Two-Factor Theory in private and educational settings. Therefore, it is important to determine if extrinsic or intrinsic factors contribute to job satisfaction among social service workers, and which factors imply a positive, negative or no correlation to job satisfaction of social service workers.**

#### **Gap in Literature**

**Numerous studies on job satisfaction have been undertaken.**

**There is no one conclusive model on job satisfaction. It is complex and multi-faceted. For the purposes of this study, job satisfaction is perceived as a correspondence between the subjective elements of the worker and elements of the work environment itself. The interaction of these elements resulted in empirical and inferential measurements (Dawis, et al., 1967).**

**The special contribution of this study is to examine the associational relationship of extrinsic factors that may contribute to job satisfaction of a small unit of social service workers in a large bureaucratic agency. Herzberg, Maslow, Argyris, and Dawis agree that achievement, autonomy, challenge, and responsibility contribute to the motivation and job satisfaction of workers. The role of extrinsic factors, such as pay, job level or status, or tenure play in job satisfaction is inconclusive.**

**Social service workers are an unique population of employees in a multi-problem, and fast burnout profession. In comparison to other professions such as business, sales, and the sciences, the financial rewards and other benefits are low. It is essential to learn more about the role, the degree, and magnitude of the correlation of these factors in the job and to enhance the quality-of-work life for social service workers. Therefore, scholarly research is essential to continue to enhance job enrichment for these workers.**

## Summary

The review of the literature implies results that both confirm and negate the correlation of job satisfaction to the extrinsic factors. Herzberg's Two-Factor Theory has supported the conclusion that job satisfaction is positively correlated with intrinsic factors such as achievement, autonomy, challenge, and responsibility whereas, job dissatisfaction is negatively correlated with extrinsic factors such as education, organizational tenure, job level, and promotional opportunities. Further research is essential to determine the role that job satisfaction and these extrinsic factors play in social service workers within a small unit of a bureaucratic state governmental agency.

The subsequent chapter on Methodology discusses a non-experimental (correlational study). The Pearson Product-Moment Correlation was used to determine the associational relationships between the extrinsic (predictor) variables of education and tenure and the dependent variable, job satisfaction. The Spearman Rank-Order Correlation was computed to determine the relationship of the extrinsic (predictor) variable of job level to the dependent variable, job satisfaction. Multiple regression techniques were used to determine the effect of job satisfaction if all of the demographic variables were held constant.

**professionals and non-professionals.**

**A sample of professional and non-professional social service workers were the participants in the study. The Minnesota Satisfaction Questionnaire is a reliable and validated job satisfaction measurement instrument and was used to correlate job satisfaction and extrinsic or demographic factors.**

### III

## METHODOLOGY

### Overview

Previous research has sought to delineate extrinsic factors that correlate significantly with the multidimensional variable of job satisfaction. The lack of job satisfaction contributes to low morale, decreased work performance, high absenteeism, and high turnover rates (Ivancevich, et al., 1980). Dissatisfied and unchallenged social service workers experience more difficulty providing quality services to clients than the satisfied and challenged employee. An unique group of social service workers were selected to examine the relationship of extrinsic factors to the dependent variable, job satisfaction. The independent or predictor variables were educational level, job level, organizational tenure, and the opportunity for advancement.

### Research Design

A non-experimental (correlational study) design was used to measure the degree of associational relationships between the predictor variables and the dependent variable, job satisfaction. The Minnesota Satisfaction Questionnaire (Appendix I) is a job satisfaction survey distributed to a stratified random sample of social service workers (N=100). The correlation of job satisfaction and

the extrinsic factors were used to reflect the strength and direction of the relationship.

Correlational statistics were used to analyze the data. The Pearson Product-Moment Correlation Coefficient and the Spearman Rank-Order Correlation Coefficient were used to determine the positive or negative magnitude of the relationship of the variables. Multiple regression techniques were used to measure the variability of job satisfaction as a result of changes in the extrinsic variables.

The correlational research design does not imply the cause and effect relationship of the experimental design. Research questions were used in an exploratory nature to answer questions concerning the degree of relationships and as stimuli for further cause and effect research designs.

#### Definition of Terms

- 1) Educational level - the number of formal years of training.
- 2) Extrinsic satisfaction score - a measurement of job satisfaction as measured by the Minnesota Job Satisfaction Questionnaire. The score is a correspondence of work satisfaction with factors in the environment such as remuneration, educational level, job level, organizational tenure, and promotional opportunities (Weiss, Dawis, and England, 1967).
- 3) Gender - male or female.



4) **General Satisfaction Score** - the overall job satisfaction score as measured by the Minnesota Satisfaction Questionnaire (Weiss, Dawis, and England, 1967).

5) **Intrinsic satisfaction** - a measurement of job satisfaction as measured by the Minnesota Job Satisfaction Questionnaire. The score is a measurement of individual needs and abilities such as ability utilization, achievement, creativity, moral values, recognition, and autonomy (Weiss, Dawis, and England, 1967).

6) **Job level** - professional or non-professional positions.

7) **Job satisfaction** - the predispositions or attitudes toward one's work as measured by the Minnesota Job Satisfaction Questionnaire.

8) **Non-professional employees** - those employees that have less than a Bachelor's degree. Those employees were employed in positions such as Youth Counselor, Peer Counselor, Teen Companion, Administrative Specialist (Clerical), and Supply Specialist.

9) **Occupational Reinforcers** - those dynamic variables (includes extrinsic and intrinsic variables) which can be directly observed or inferred to measure the degree of job satisfaction. The Minnesota Satisfaction Questionnaire measures the occupational reinforcers. The occupational reinforcers are twenty factors on a scale and include factors such as achievement, security, challenge,

compensation, and responsibility (Table 2) (Weiss, Dawis, and England, 1967).

10) **Opportunity for advancement - opportunities for promotions or increases in pay.**

11) **Organizational tenure - the number of years that an employee had at the Department of Social Services.**

12) **Professional Employees - those employees with a Bachelor's degree or higher. Those employees who were employed in positions such as Youth Coordinator, Work Support Specialist, Work Support Supervisor, Social Service Specialists, Project Administrators, Social worker, Child Care Specialist, Training Specialists, and Assessment Specialists. These employees supervise others to some degree and may have minimum or substantial impact on the performance appraisal of lower level employees.**

13) **Race - Black, White, or other.**

14) **Social Service Workers - human service workers which assist clients with essential support services that are related to child care, employment, education, housing, food stamps, medical assistance and many other subsistence services. They perform professional duties such as supervision of employees, give orders, advise clients, counsel clients, coordinate program services, and provide outreach services in the community. Non-professionals perform duties such as**

typing, answering the telephone, greet clients, input data into the computer, sort the mail, maintain supplies, and advise clients in a peer or modeling capacity.

15) Work Support Unit - an unit within the South Carolina Department of Social Services. The offices were located in twenty three counties and the workers were responsible for providing services to deserving clients within the state of South Carolina. Workers in this unit provided training and employment services to recipients of Aid for Dependent Children and Food Stamps.

#### Assumptions

This study purported several inherent assumptions. They were as follows:

1. Social service employees provided essential services within their profession.
2. The demographic and societal changes demand that organizations re-evaluate their retention policies and job enhancement strategies.
3. The employees surveyed were representative of employees within the agency.
4. The employees participating in the study provided honest

and objective answers to the questions asked.

### Scope and Limitations

This research study examined employees in clerical, social work aide, counselor aide, and supply clerks (non-professionals) and social workers, counselors, supervisory, managerial, and administrative positions (professionals) within the Work Support Unit at the South Carolina Department of Social Services. These employees were located at the county level and provided direct services to clients with a diverse range of problems. These problems contributed to economic, employment, housing, physical, and emotional barriers for the client population that was served by the social service workers.

Professionals in the Work Support Unit were not considered as social workers in the strictest professional sense. The professionals were not usually members of the National Association of Social Work. Although many of the professional employers provided services similar to those of a licensed social worker, they were not required to have a national or state social worker's license as a prerequisite for employment at the South Carolina Department of Social Services.

Certain limitations were inherent in the study. First, it did not examine job satisfaction of all social service workers at the Department of Social Services. This study focused on one social service agency within the South Carolina state government. One must

**exercise caution whenever generalizing results to other state governmental agencies in South Carolina and different geographical regions.**

**The gender composition of the social service workers (Work Support Unit) was 87% females and 13% males. The racial composition was 74% black and 26% white. The researcher was not be able to use race or gender as extrinsic factors in a stratified random sample because of the disproportionate number of females and blacks. The percentages of males and whites were far less than 50%. The researcher must use extreme caution when attempting to make inferences from a racial or gender perspective. Therefore, the results were not generalizable to all whites and all males.**

#### **A Change in Instrumentation**

**There was one important change in the instrumentation. Initially, the Minnesota Job Description Questionnaire (MJDQ) was mailed in conjunction with the MSQ. A sample of the MJDQ is included in Appendix J. The MJDQ evaluates employees' perceptions of jobs in terms of expected or perceived characteristic or patterns of an occupation and is used for research purposes. (Keyser, 1991). The MJDQ is an open-ended self administered instrument with rank order multiple choice responses. Like the MSQ, it measures the identical work characteristics.**

However, Vocational Psychology Research was in the process of revising the scoring system of the MJDQ and the results of the MJDQ were not immediately available. Although the participants took the MJDQ, the results of this instrument were not scored.

The author discussed the MSQ and MJDQ with Dr. David Weiss, the co-designer of both instruments. Both instruments measure job satisfaction but the MJDQ is specifically designed to discriminate specific occupational reinforcer patterns. Although many of the professionals perform the same or similar duties as social workers, the total group of social services workers include a much broader spectrum of work duties and vocational needs. In addition, the theoretical validity of the MSQ and MJDQ studies is based on the Theory of Work Adjustment. However, the predictive validity of job satisfaction is much higher for the MSQ than the MJDQ. (Borgen, et al., 1968) Therefore, the researcher concluded that the MSQ was a reliable instrument which served the intended purpose of measuring job satisfaction of social service workers.

## **PROCEDURES**

### **Population Sample**

Stratified random sampling was used to assure that a representative sample of social service workers were selected. The total population of Work Support employees across the state of South

Carolina was 253. Eighty subjects were needed to perform correlational statistics for four groupings of the predictor variables. An adequate sample required twenty subjects per group which consisted of eighty participants. To control for a possible lower response rate and invalid surveys, one hundred surveys were sent out to one hundred employees. The age variability of the participants was from 18-54 and the occupational levels ranged from clerical to supervisory and administrator positions (non-professional and professional).

The names of the employees were selected randomly from a list of 253 names which was provided by the Executive Director of the Work Support Unit. A stratified sample of credentials was categorized for job titles (non-professional and professional) and the educational levels. These two categories were mutually exclusive.

There was a proportionate number of non-professional and professionals. An equally proportionate number of employees with less than a Bachelor's degree was balanced with employees with a Bachelor's degree or higher. Fifty professionals, fifty non-professionals, fifty employees with less than a Bachelor's degree, and fifty employees with a Bachelor's degree or higher were randomly selected according to the strata.

The credential categories of organizational tenure and

promotional opportunities were not mutually exclusive which would have confounded the strata. The number of employees with higher organizational tenure (fifteen years or more) was substantially less than those employees with lower organizational tenure (less than five years). The percentage of higher organizational tenure was disproportionate to the percentage of lower organizational tenure. Opportunity for advancement was not easily available from the participants' records. However, the Minnesota Satisfaction Questionnaire measures the opportunity for advancement and statistical analysis was to be used to correlate this factor with job satisfaction.

One hundred surveys, one hundred demographic data sheets, one hundred cover letters, and one hundred permission letters from the Executive Director of Work Support were mailed to the participants. A total of eighty-three (83%) questionnaires were returned. Four participants returned only the demographic data which made the surveys invalid. Two respondents completed and returned only the test booklets. However, the surveys were usable because the MSQ had the essential demographic data concerning the job title, educational level, and organizational tenure on the back of the test booklets. Seventy nine surveys were sent to Vocational Psychological Research for scoring but one survey was invalidated for



twelve unanswered questions. A total of seventy eight surveys were valid and used in the study.

### Instrumentation and Questionnaire

The Minnesota Satisfaction Questionnaire (short form) was used to correlate credentials and demographic factors with job satisfaction. It was administered by mail and permission was obtained from the Vocational Psychology Research-Work Adjustment Project at the University of Minnesota. The MSQ is designed for a cross section of occupations and normed on one hundred and eighty five occupations.

The MSQ is scaled for twenty items which measures work related attributes or needs: ability utilization, achievement, activity, advancement, authority, company policy and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision-human relations, supervision-technical, variety and working conditions. The MSQ yields three scores: extrinsic satisfaction and intrinsic satisfaction, and general satisfaction.

The MSQ scale items measures twenty work-related attributes. These attributes are described in The Manual for the Minnesota Satisfaction Questionnaire (Weiss, et al., 1967). The descriptive statements are as follows:

1. Ability utilization - the chance to do something that

**makes use of individual abilities.**

**2. Achievement - the feeling of accomplishment that one gets from a job.**

**3. Activity - to be able to keep busy all the time.**

**4. Advancement - the chance that one has for promotions or pay increases on his/her job.**

**5. Authority - the chance to tell other people what to do.**

**6. Company policies and practices - the way company policies are put into practice.**

**7. Compensation - the amount of pay and the amount of work one does.**

**8. Co-workers - the way one's co-workers get along with each other.**

**9. Creativity - the chance to try one's own methods of doing the job.**

**10. Independence - the chance to work alone on the job.**

**11. Moral values - an individual is able to do things that don't go against his/her conscience.**

**12. Recognition - the praise that one gets for doing a good job.**

**13. Responsibility - the freedom to use one's judgment.**

**14. Security - the way that an individual's job provides**

for steady employment.

15. **Social service - the chance to do things for other people.**

16. **Social status - the chance to be "somebody" in the community.**

17. **Supervision (human relations) - the way an individual's boss handles him/her.**

18. **Supervision (technical) - the competence of an individual's supervisor in making decisions.**

19. **Variety - the chance to do different things from time to time.**

20. **Working conditions - the working conditions.**

The MSQ measures the degree to which vocational needs and values are measured on the job. It evaluates employees' satisfaction with their jobs and is widely used in occupational research. A short form of the MSQ was used and a sample of the questionnaire is included in Appendix I.

The MSQ is designed for individuals with a minimum of a fifth grade reading level and should not take longer than fifteen minutes to complete. It is a multiple choice test with an open-ended feature. The test booklet has blank spaces and the participant can discuss positive and negative reinforcers on the job.

The MSQ can be hand or computered scored. The raw scores were converted to percentile scores by using the appropriate normed occupational group. (Weiss, 1967) A percentile score of 75 or higher represented a high degree of job satisfaction. Percentile scores of 25 or lower represented a low degree of job satisfaction and scores in the middle range of percentiles (26-74) represented an average degree of job satisfaction.

### Data Collection Procedures

The MSQ booklets, a demographic data sheet, a permission letter from the Executive Director of Work Support, and a cover letter which explained the purpose of the study and assurance of confidentiality were mailed to the participants. A stamped return envelopes was also mailed to the sample subjects (N=100) on May 22, 1993. The participants were asked to return the MSQ by May 31, 1993. On June 7, 1993, forty eight surveys were returned. During the week of June 7, 1993, twelve Work Support offices were randomly called and participants were asked to return their surveys if they had not returned them. Two employees stated that they did not receive the surveys. Two extra surveys were mailed. Approximately two weeks later, (June 21, 1993) seventy six surveys were received. By June 28, 1993 eighty three surveys were received, and the surveys were sent to Vocational Psychology Research for scoring and the results. Since an

eighty percent response rate was obtained, a telephone or demographic card was not made or sent to a random 5% of the non-respondents to estimate response bias.

### Data Analysis

In general, the Hoyt correlation reliability coefficient for the MSQ is high (Appendix E.) The general satisfaction score ranges from .82-.95 (Keyser, 1991). Test and re-test correlation coefficients for general satisfaction ranged or averaged .89 for one week and averaged .70 for one year. Canonical correlation analysis (collective correlation of all variables) yielded maximum coefficients of .97 over the one week interval and .89 for the one year interval. Concurrent validity was based on the normative scale of the occupational groups, and was determined by research studies which have supported the Theory of Work Adjustment (Borgen, Weiss, England, 1967). In regard to concurrent validity, job satisfaction is the function of the correspondence between the individual's vocational needs and the reinforcer system of the job. The general satisfaction score of concurrent validity is 75.6, as determined by the powers of the test. As Appendix G indicates, occupational group differences in mean satisfaction scores were statistically significant for the intrinsic, extrinsic, and job satisfaction scale.

Construct validity of the MSQ was derived from performing

according to theoretical expectations. Evidence was derived from construct validation studies based on the Theory of Work Adjustment. The major prediction of these studies was that employment satisfaction is a function of the correspondence between the individual's needs and the occupational reinforcers of the job (Weiss, et al., 1967).

Correlational statistics were utilized in this research study. The Pearson Product-Moment Correlation was used to correlate independent variables (educational level, and organizational tenure) with the dependent variable (general job satisfaction). A Pearson correlation was also used to assess the relationship between extrinsic and intrinsic job satisfaction. The Spearman Rank-Order Correlation was used to determine whether the extrinsic factor of job level had a significant correlation with general job satisfaction.

An open-ended question was used to correlate opportunity for advancement with general job satisfaction. This question requested that participants respond to negative and positive reinforcers on the job. The Spearman Correlation was to be used to statistically correlate the relationship. However, an insufficient number of participants responded to the open-ended question. It was not possible to correlate this variable due to missing data.

Multiple regression analysis were used to correlate the

variability of job satisfaction by analysis of the expected changes in job satisfaction as a result of changes in the independent variables. Regression techniques were useful to determine the degree of variance that the independent variables contributed to the state of job satisfaction. A t-test was performed to compare the general job satisfaction levels of professionals and non-professionals.

### Summary

A correlational (non-experimental) research design was used to measure the job satisfaction of one hundred social service workers. The MSQ was used to measure the social service workers' satisfaction with their job and the degree to which their vocational needs and values were satisfied with the job. Correlational statistics were used to examine the relationship between job satisfaction and the criterion variables.

The subsequent chapter addresses sampling data, scale statistics, correlational findings, regression analyses, percentile ranks, and the frequency distribution of scores. Finally, the six research questions are restated and a response is stated based on the results of the research findings.

## IV

### FINDINGS

#### Overview

The results of the research study will include: test data or findings from the Minnesota Satisfaction Questionnaire (MSQ), sampling data, job satisfaction scores with the mean, standard deviations, correlation coefficients, standard error of measurements, Pearson's Product Moment - Correlations, Spearman Rank-Order Correlations, multiple regression analyses, a t-test analysis, a scale of the twenty factors of MSQ in relation to social service employees, and normative comparisons of scores with other occupational groups. The results are addressed for each research question and reflected with a subsequent table.

#### Results of Returned Surveys

The surveys were stratified based on educational level. The mean educational level of the participants that returned surveys was 15.01 and the standard deviation was 2.09. Educational levels ranged from 10th through the 18th grade. Fifty surveys were sent to employees with less than a Bachelor's degree, and fifty surveys were sent to employees with a Bachelor's degree or higher. Thirty-four (68%) of the employees with less than a Bachelor's degree returned their surveys. Forty-nine (98%) of the employees with a Bachelor's



degree or higher returned their surveys.

The surveys were stratified according to organizational level. Fifty surveys were sent to professionals and fifty surveys were sent to non-professionals. Forty-eight (96%) of the professionals returned their questionnaires, and thirty-five (70%) of the non-professionals returned their questionnaires.

Organizational tenure ranged from one month to twenty-one years. The mean organizational tenure of the subjects was 5.72 with a standard deviation of 5.85. Fifty-six surveys were sent to individuals with less than five years of tenure. Twenty-eight surveys were sent to individuals with 5-15 years of tenure, and sixteen surveys were sent to individuals with fifteen or more years of tenure. Forty-eight employees with less than five years of tenure returned surveys. Twenty-three employees with five to fifteen years of tenure returned surveys. Twelve employees with more than fifteen years of tenure returned surveys.

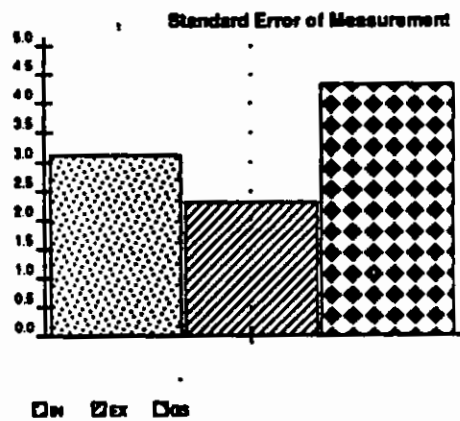
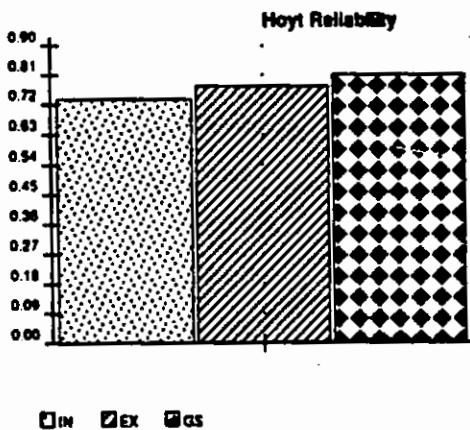
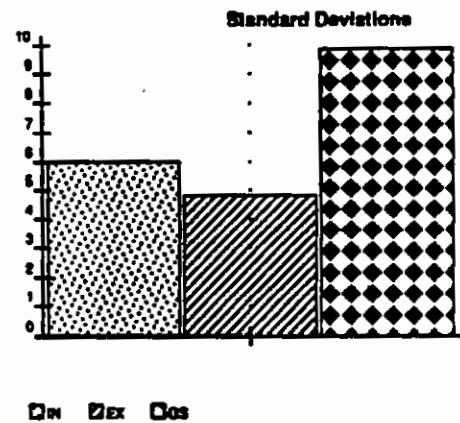
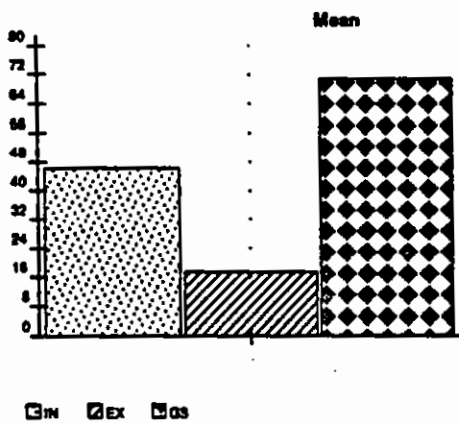
#### Scaled Score Statistics

According to the MSQ manual, a percentile score of 75 or higher is taken to represent a high degree of satisfaction; a percentile score of 25 or lower represented a low level of satisfaction; and, scores in the middle range of percentiles (26 to 74) indicated average satisfaction (Weiss, et al., 1967). Scale score statistics are presented in Table 1.

**TABLE 1**  
**Extrinsic, Intrinsic, and General Job Satisfaction**  
**Scores of Social Service Workers**

Number of Examinees = 78

Scale	Mean	Standard Deviation	Hoyt Reliability	Standard Error of Measurement
IN	45.779	5.961	0.7321	3.085
EX	16.972	4.756	0.7708	2.277
GS	70.007	9.755	0.8051	4.306



The mean for the intrinsic score of satisfaction was 45.7 with a standard deviation of 5.9. This score indicated a lower average level of job satisfaction. The mean extrinsic score of job satisfaction was 16.9 and the standard deviation was 5.9. According to the manual, this is a very low level of job satisfaction.

Overall, the general job satisfaction score of 70.09 was in the average range of job satisfaction. Although social service workers achieved an average level of general satisfaction from providing services to the less fortunate, results show that these employees were extremely dissatisfied with their job levels, educational levels, and the promotional opportunities that are acquired along with their organizational tenure. In spite of a very low level of extrinsic reinforcers, the employees achieved a substantially higher level of intrinsic motivation and value from their jobs. Overall, the general job satisfaction level of social service employees remained average in spite of poor extrinsic reinforcers. These findings may imply that the values of social service workers are not completely controlled by the amount of money, the prestige of a job title, or the attainment of a college degree. This will be discussed more fully in Chapter V.

A scale of the twenty factors of the Minnesota Satisfaction Questionnaire is presented in Table 2. The scores ranged from 1-5. The score of 1 is considered low, and the score of 5 is considered high.

**TABLE 2****A Scale of the Twenty Factors of the Minnesota Satisfaction Questionnaire**

<b>Factors</b>	<b>Mean</b>	<b>Standard Deviation</b>
Ability Utilization	4.000	0.967
Achievement	4.205	0.779
Activity	3.897	1.112
Advancement	3.436	1.014
Authority	3.421	1.263
Company policies and practices	3.782	1.028
Compensation	4.128	0.843
Co-workers	3.295	1.424
Creativity	4.256	0.829
Independence	3.451	0.849
Moral Values	3.876	0.960
Recognition	2.769	1.116
Responsibility	1.987	1.201
Security	2.090	1.142
Social Service	3.782	0.921
Social Status	3.705	0.982
Supervision — human relations	3.397	1.199
Supervision — technical	3.859	1.078
Variety	2.923	1.204
Working conditions	3.746	1.000

Note: 5 is considered high; 1 is considered low.

Achievement, ability utilization, and creativity were the highest scores, and job security, responsibility, variety, and supervisory relations were the lowest scores. These results showed interesting findings about the social service workers' perceptions of a poor quality-of-work life in relation to the esteem held by others and their limited responsibilities. During conservative periods and cutback management, employees were perceiving that their jobs were unstable, temporary or irregular and, they lacked the freedom to use their own judgement.

Comparisons between the means, standard deviation, and the general satisfaction of several normed occupational groups and the social services workers are presented in Table 3. In comparison to other professional groups, the general satisfaction level of social service workers is lower. In several instances, the general satisfaction level is lower or similar to non-professional and unskilled workers.

Pearson Product - Moment Correlations and Multiple  
Regressions of General Satisfaction to Extrinsic and  
Intrinsic Job Satisfaction

The Pearson Product - Moment coefficients are presented in Table 4. Correlation coefficients were computed between intrinsic and extrinsic job satisfaction. A correlation coefficient of .40 suggests a minimum or small overlap between the variables. A low positive

**TABLE 3****Means and Standard Deviations of General Satisfaction Scores  
for Normed Occupational Groups as Measured by the  
Minnesota Satisfaction Questionnaire**

<b>Occupational Group</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>
Field representatives	53	85.53	9.72
Managers	135	82.37	9.34
Teachers	191	82.14	7.82
Licensed practical nurses	42	81.52	10.34
Engineers	38	78.97	7.99
Buyers	39	78.54	7.33
Truck drivers	118	78.25	10.41
Secretaries	118	77.64	10.00
Social workers	166	77.22	7.54
Nebraska superintendents	109	76.83	11.02
Accountants	53	76.51	12.20
Full-time nurses	419	75.40	7.99
Supervisor nurses	197	75.38	8.73
Bookkeepers	45	74.91	9.68
Part-time nurses	293	74.74	8.53
Business machine operators	70	74.49	9.45
Office clerks	99	72.89	10.08
Warehouse packers	102	72.57	10.40
Typists	32	71.94	9.33
Hospital food service	42	70.33	16.31
<b>Social Service workers</b>	<b>78</b>	<b>70.00</b>	<b>9.75</b>
Aides housekeeping	43	66.07	13.31

correlation indicated that extrinsic and intrinsic variables operate independently of each other. Extrinsic and intrinsic motivators appear to operate as separate, distinct occupational reinforcers. Both extrinsic and intrinsic occupational reinforcers are important and crucial components of the overall additive state of general job satisfaction.

A regression analysis of general satisfaction with the extrinsic factors is presented in Table 4. The variance ( $r$  square) is .05. Ninety-five percent of the variance of data are unexplained. This is not a positive or negative correlation. Education, tenure and job level do not significantly predict general satisfaction ( $F, 3,74$ ) = 1.416,  $MSe = 93.471$ ,  $p > .2448$ ).

The degrees of freedom ( $df$ ) in Table 6 are  $df(3,74)$ .  $Df$  are used to locate the critical values in the regression analysis. Within the given set of data, the  $df$  are the number of values which are free to vary, and are computed by the number of values used with a certain statistic minus the number of restrictions placed on the data. A degree of 3 was computed by the number of extrinsic factors (4) minus one, which equals 3. Seventy-eight (78) participants minus the number of extrinsic factors equals 74.

The  $F$  value is 1.416 and is found in Table 6.  $F$  value is defined as the ratio of the mean square within groups divided by the mean

**TABLE 4**  
**Pearsons Product-Moment Correlations of Extrinsic and Intrinsic Satisfaction and Extrinsic Factors to General Job Satisfaction**

	Extrinsic	General Satisfaction
Intrinsic		
r	.40	
p	.0003	
Education		
r		.08
p		.4745
Tenure		
r		-.13
p		.2329

Prob > [R] under Ho: Rho=0 / N=78  
 r = correlation    p = probability

**TABLE 5**  
**Spearman Rank-Order Correlations of General Satisfaction to Job Level and Education and Tenure to Job Level**

	Job Level
Education	
r	.81
p	.0001
Tenure	
r	.49
p	.0001
General Satisfaction	
r	.10
p	.3765

Prob > [R] under Ho: Rho=0 / N=78  
 r = correlation    p = probability

**TABLE 6**  
**Multiple Regression Analysis**  
 of Education, Job Level and Tenure Predicting General Job Satisfaction

df	Mean square error	F-value	R squared	Prob > F
(3,74)	93.47	1.416	.054	.2448



square between groups (Kerlinger, 1986). Simply stated, it is the ratio of the true mean score effect and the individual mean error.

For comparative purposes, the mean square error (MSe) is a critical value. 93.47 is the value in Table 6. In simpler terms, the mean square error (MSe) is the varying of the means.

**Spearman Rank-Order Correlations of General**  
**Satisfaction to Job Level and Education**  
**and Tenure to Job Level**

The Spearman Rank-Order Correlation, was calculated to determine the degree of correlation between general satisfaction level and job level. Additionally, education and job level and tenure and job level were correlated. Correlational results are presented in Table 5.

The correlation between job level and general satisfaction was .10 ( $p > .37$ ). There was no significant correlation between the two variables. Computations between job level and education reflected a strong positive correlation of .81 ( $p < .0001$ ). This is a significant correlation. Job level and tenure revealed a significant moderate correlation of .49 ( $p < .0001$ ).

**Pearson Product Moment - Correlations, Spearman Rank-Order**  
**Correlations, and The Research Questions Findings**

A Pearson Product Correlation Coefficient study was presented to identify the relationship of job satisfaction to education and

organizational tenure. The correlations are presented in Table 4.

As a result of these correlations, the six research questions are restated and the findings are presented as follows:

1. What are the factors, as measured by the Minnesota Satisfaction Questionnaire that contribute to job satisfaction among social service workers? Which factors imply a negative correlation?

The extrinsic factors of education, tenure, and job level are not significantly correlated with general job satisfaction. However, the extrinsic factors are significantly correlated with each other. Education and tenure were measured on an interval scale. Both were measured in terms of years of education and years of tenure on the Pearson scale. Education and tenure had a moderate positive correlation of .41 ( $p < .0001$ ). Job level was measured on an ordinal scale with professionals receiving a higher rank than non-professionals. Education and job level were measured on an ordinal scale. As indicated on the Spearman Rank-Order table, job level and education had a strong positive correlation of .81 ( $p < .0001$ ). Tenure and job level were also measured on an ordinal scale and had a moderate positive correlation of .49 ( $p < .0001$ ). Spearman correlations are reflected in Table 5.

Regression analysis of the three extrinsic factors did not significantly predict general satisfaction, ( $F(3,74) = 1.46$ ,  $MSe = 93.471$ ,

**p > .2448.)**

**2. Are supervisors, managers, and work support counselors (professional workers) more satisfied with their jobs than clerical, administrative, and other non-professional workers? Does a positive or negative correlation exist between job level and job satisfaction?**

**A correlation of job level, and general satisfaction is reflected in the Spearman Rank-Order table. Job level and general satisfaction were not significantly correlated. The Spearman coefficient was .10 (p > .37).**

**A t-score analysis reflected a comparison of means in the non-professional and professional groups. The t-score revealed that there was no significant difference in the job satisfaction levels of professionals and non-professionals ( $t(76) = -.9637$ ,  $p > .34$ ).**

**3. Are social service workers with higher educational levels more satisfied with their jobs? Does a positive or negative correlation exist between educational level and job satisfaction?**

**The correlation between job satisfaction and educational level is not significant. There is not a positive or negative correlation. Correlations between educational level and general satisfaction are included in Table 4. The correlation was .08 (p > .47).**

**4. Are those employees with more organizational tenure more satisfied with their jobs? Does a positive or negative correlation exist**

**between organizational tenure and job satisfaction?**

**Correlations between organizational tenure and general satisfaction are included in Table 4. There is no significant negative or positive correlation between organizational tenure and job satisfaction. The correlation was  $-.13$  ( $p > .23$ ).**

**5. Are social service workers with more opportunities of advancement more satisfied with their jobs? Does a negative or positive correlation exist between opportunities for advancement and job satisfaction?**

**A significant positive or negative correlation was not determined because 65% of the respondents did not react to the open-ended question. Due to missing data, it was impossible to statistically correlate the variable. Several workers revealed that they received satisfaction from helping others. However, those participants that responded emphasized job dissatisfiers rather than job satisfiers. They expressed dissatisfaction with pay, fringe benefits, the lack of upward mobility, and the lack of steady employment. The scale score of 3.48 is reflected for opportunities for advancement and is found in Table 3. A score of 3.48 on a scale of 1-5 reveals a medium level of job satisfaction.**

**6. What extrinsic factors are the best predictors of job satisfaction among social service workers?**

Correlational statistics reveal that there is no significant positive or negative correlations of job satisfaction between the extrinsic factors. None of the extrinsic factors are predictive of job satisfaction.

### Summary of Findings

Correlational findings suggest that intrinsic job satisfaction for social service workers is in the middle level of the average range of job satisfaction. Extrinsic satisfaction is scaled in the lower level of the low range of job satisfaction. In spite of a low level of extrinsic job satisfaction, social service workers manage to have an average level of general job satisfaction. This analysis presents interrogative data that may be useful for future research concerning work reinforcers and attributes of social service workers. In comparison to other professionals and non-professionals, social service workers' job satisfaction level would be considered in the middle range.

Pearson Product Moment - Correlations found that extrinsic and intrinsic job satisfaction were positively correlated but operated as separated and independent entities. A Pearson's correlational analysis between the extrinsic factors of education and tenure did not find a correlation with general job satisfaction. Results of this study found that none of the extrinsic factors have a significantly positive or negative correlation to job satisfaction.

Spearman Rank-Order correlations revealed that job level and

general job satisfaction were not significantly correlated. Pearson's correlations indicated that education and tenure were moderately related. Spearman Rank-Order correlations found job level and education to have a strong positive correlation. The relationship between job level and tenure was a moderate positive correlation.

Multiple regression procedures indicate that education, job level and tenure do not significantly predict job satisfaction. Variance is not significant ( $r^2 = .05$ ). Ninety-five percent of the variance is unexplained. A t-test analysis indicates that there is no significant differences between the job satisfaction levels of professionals and non-professionals.

The following concluding chapter discusses the significance and implications of these findings for social service workers. A reassessment of the research of other correlational studies is discussed. Implications for future research and applications for the future are presented.

## CONCLUSIONS

### Overview

Many studies have found conclusive evidence that confirm or negate the significance of extrinsic factors in job satisfaction. The results of this study have found no significant evidence that extrinsic factors correlate or demonstrate predictive validity to the job satisfaction of social service workers.

The results of this study does provide strong support of Herzberg's Motivational Theory but does not support the many studies that confirm the significant role of extrinsic factors in job satisfaction. Results of this study do not show the great predictive value that extrinsic factors have been shown to play in other professions such as education and the private sector.

Job satisfaction is considered a multidimensional and complex phenomenon. Results of this study have implied that several dimensions of the work aspect are operable in the work environment of social services workers. Social service workers need challenge, creativity, and variety, but at the same time demand recognition, job security, adequate pay, and promotional opportunities. The quality - of - work life of social service workers deserves much attention and the planned implementation of innovative strategies on the part of

employers.

### Conclusive Findings

No significant positive or negative correlation was found between education, tenure, and job level. Intrinsic satisfaction and extrinsic satisfaction have a low moderate correlation. Although they have low intrinsic and extrinsic satisfaction levels, social service workers have an average range of job satisfaction. The level of general satisfaction is somewhat lower than for most professional groups. General satisfaction scores of social services workers are comparable to those of housekeeping aides and food service workers.

An analysis of the twenty factors of job satisfaction indicates that social service workers perceive themselves as having high activity, creativity, achievement, and ability utilization levels, and to be adequately satisfied with company policies and practices. The lack of responsibility, recognition, job security, and variety were the characteristics of the job that reflected the most dissatisfaction by social service workers.

A review of the open-ended question revealed that social service workers receive satisfaction from helping others but are dissatisfied with several extrinsic factors. The most common dissatisfaction was the lack of steady permanent employment and the lack of adequate fringe benefits. The second most frequent comments were the lack of



adequate pay and the inability to move or progress up the pay scale of their pay grade. Other comments included the inability to move to a higher position, the lack of adequate funding from the State Budget and Control Board, and inconsistent work policies and procedures.

Education, job level, and tenure are not significantly related to job satisfaction. Low response to the open-ended questions did not provide sufficient job satisfaction data to correlate promotional opportunities. Responses that were given can be used to explain the participant's feeling about advancement and increases in pay. However, responses from the open-ended questions found that respondents were most dissatisfied with the lack of steady full-time employment and fringe benefits, and inadequate pay. It appears that the lack of these extrinsic rewards would not contribute or enhance positive productive work behaviors.

#### The Relevance of Conclusive Findings

Findings of this study provide a conceptual link to the theoretical framework of job satisfaction. Results reinforce the implications that job satisfaction is a vital link to the motivational theories and human needs in the world of work. Job satisfaction continues to exert a multidimensional role as a dependent variable. It is impacted by the nature of the job and subjective elements of individual workers.

Locke (1984) theorized that job satisfaction is the valence of the work role of the employees reflected against different values associated with different properties of work roles. Research findings of this study of social service workers suggest that a continuous and dynamic interplay of subjective or intrinsic factors with the work environment (extrinsic factors) resulting in a general state of job satisfaction. In regard to the findings of job satisfaction of social service workers, intrinsic and extrinsic satisfaction function independently but interact to determine the valence of overall additive state of job satisfaction.

Dawis and England (1984) theorized that intrinsic and extrinsic variables may be isolated, explicitly measured, and compared by observations and inferences. Findings of the job satisfaction levels of social service workers support the theory that a correspondence of the subjective elements of the work environment exists with the external aspects of the work environment. The results of this study reinforce the theory that the low extrinsic and intrinsic scores of the social service workers were separate but independent artifacts of general job satisfaction.

The findings imply that job satisfaction is not significantly impacted by education, job level, or tenure. As Herzberg postulated, intrinsic factors such as autonomy, advancement, creativity,

recognition, and responsibility contribute to job satisfaction. An analysis of the occupational reinforcers showed that activity, achievement, advancement, ability utilization were intrinsic factors that the social service workers received moderate or high intrinsic scores of satisfaction. The intrinsic scores are identical to those that Herzberg postulated as playing a vital role in job satisfaction. Thus, conclusive findings of this study provide support to Herzberg's theory that extrinsic factors play no vital role in job satisfaction, and intrinsic factors contribute a major role in job satisfaction.

#### Limitations of the Study

The response rate of 83% is a strong indicator of internal validity to the study. The study is also easily replicated. However, the findings of this study are not generalizable to other social service workers in other governmental agencies or geographical agencies. The conclusions are only generalizable to those social service workers in the Work Support Unit at the South Carolina Department of Social Services.

Another possible limitation is the uniqueness of the selected group of social service workers. Social service workers in the Work Support Unit comprise 253 employees out of a total of 4600 employees at the Department of Social Services. The unit appears to be a microcosm of a large bureaucratic agency. The unit has a very high

percentage of employees with lower organizational tenure (less than five years). These employees responded at a higher rate to the survey. This factor may have had some influence on the results of the study.

The low response rate to the open-ended questions poses another limitation to the study. Only thirty-five percent of the participants responded to the open-ended questions. The other sixty-five percent of the participants failed to respond to the questions for unknown reasons. However, all of the respondents to the open-ended questions expressed or emphasized job dissatisfiers rather than job satisfiers. This leads one to believe that the individuals that responded were less satisfied with pay, benefits, mobility, or general promotional opportunities. Because of the poor response to the open-ended questions, statistical correlations for the extrinsic variable, opportunity for promotions, were not possible. One can only conclude that thirty-five percent of the respondents were dissatisfied with some aspect of their pay, mobility, or benefits.

#### Future Implications for Research

As a criterion variable, job satisfaction warrants further attention of the social impact or action research nature. The implications for organizational and societal changes and situations demand further research. Continued research is considered essential to tap job satisfiers and to enhance the quality-of-work life.

**Employers must continuously seek the manipulation of variables that influence the job satisfaction of social service workers. Other research questions must be answered. For example, the attributes of social service workers need closer examination. What values attract social service workers and permit them to remain in a multi-problem profession in spite of few extrinsic motivators or rewards? An exploratory inquiry is essential to determine the operating value systems that allow individuals to remain in that profession. The uniqueness of this select group of employees may have altruistic characteristics that attract them to an occupation with very few extrinsic motivators. The job satisfaction levels of the workers imply results that are worthy of other exploratory research.**

**Results of the study indicate that those social service workers with a Bachelor's degree or higher and those individuals with lesser organizational tenure were more likely to return the survey. This suggests interrogatory questions about the nature of the response. Those individuals with higher educational levels and shorter organizational tenure may have hope and aspirations that the working conditions will improve. On the contrary, those workers with longer organizational tenure may have had a longer time to adapt to job frustrations and may be more realistic about changing aspects of the job. The adaptability and job satisfaction of employees based on**

**organizational tenure may be worthy of further research.**

**Although no significant correlation was found to exist between job satisfaction and the extrinsic factors, further replicable studies are needed to validate the relation of job satisfaction to extrinsic factors of social service workers. Further logical and systematic inquiry of job satisfaction and its correlators are warranted. To effect positive organizational change within the social service agency, research on the significance of correlators or predictors that enhance the productivity of social service workers must be continued.**

#### **Further Implications for Applications**

**The study of job satisfaction is a challenging and complex phenomena. Job satisfaction demands continued interest because of its relation to human nature and human motivation.**

**Employers must accept the fact that societal and organizational changes have directly or indirectly impacted our work institutions. Employees' work attitudes and perceptions are changing, and this phenomena is reflected in their work behaviors and subjective predisposition toward their jobs.**

**From an overall perspective, all employers must strive to tap job satisfiers and address predictors and correlators of job satisfaction. Failure to recognize job satisfaction variables and to take effective and innovative action can continue to contribute to low morale, low work**

**performance, low productivity, and high turnover rates.**

**Social service agencies must continuously assess and reassess variables to determine positive effects on the social service profession. The social service employer must address the legitimate need for positive organizational change and consider correlations and predictions in their hiring, retention, monetary, and promotional opportunities. Organizational management must recognize and challenge the diverse needs of its employees. Employees are the most valuable resource within the workplace. In conclusion, the results of this study and similar, replicable studies, have far reaching and long term implications. Social service organizations are challenged to seek and implement innovative strategies that tap the sources of job satisfaction of its employees.**

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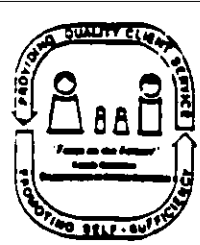
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**APPENDIX A**  
**Permission Letter**



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May 14, 1993

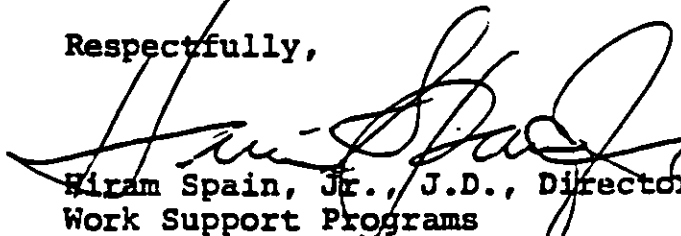
J. SAMUEL GRISWOLD,  
INTERIM COMMISSIO

Dear Work Support Employee:

You recently received or will receive a short survey from Ms. Delores Cauthen about pertinent questions concerning your job satisfaction. Although your individual responses would be anonymous, the overall results of the survey would be helpful for improving work conditions at the Work Support Unit. I would strongly urge you to take twenty to thirty minutes to fill out this questionnaire and forward it to Ms. Delores Cauthen in the self-addressed stamped envelope that has been provided.

May I thank you for agreeing to participate in this survey.

Respectfully,



Hiram Spain, Jr., J.D., Director  
Work Support Programs

HSjr/o

[83] ACCREDITED



COUNCIL ON ACCREDITATION  
FOR CHILD WELFARE SERVICES

**APPENDIX B**  
**Cover Letter**



May, 1993

**Delores Cauthen  
22 Frost Trail Court  
Columbia, SC 29212**

**Dear Social Service Employee:**

**I am currently a candidate for a Ph.D. in the Organizational Management program at Walden University. For my dissertation, I am conducting a study exploring job satisfaction of social services employees. This study should be very useful for your profession and identify organizational areas for job enrichment.**

**These surveys should take about thirty minutes to complete, and your responses will be completely anonymous. The demographic data will be used by the researcher for analytical purposes only. Permission has been obtained from the administration of the Social Services organization.**

**I am enclosing a stamped, self-addressed, return envelope for your convenience. I have been given telephone numbers to follow-up on those individuals that have not responded by the deadline. When the study is completed, I will be pleased to provide all participants with a summary of the results. If you have any questions, please contact me at (803) 781-3051.**

**Sincerely,**



**Delores Cauthen,  
Counselor**

**Please return the surveys by May 31, 1993!**

**APPENDIX C**  
**Demographic Data Sheet**

The following questions are for research purposes only.  
Please check one answer.

1. Age  
 Less than 25       25-40       40-50       60  
+
2. Sex     Male       Female
3. Race    White       Black       Other
4. Marital Status  
 Married       Unmarried (Single, Divorced, Widowed)
5. Highest Degree Earned  
 High School Diploma/GED       BS/BA       Ph.D  
 Less than High School Diploma       Masters       CPA  
 J.D.       M.D.       Other
6. Job Position  
 Administrative       Clerical       Security  
 Executive       Management/Supervisory  
 Other       Youth Counselor       Youth Coordinator  
 Young Parent       Peer Counselor  
 Custodial/Maintenance  
 Work Support Counselor
7. Years of Service at Department of Social Services  
 Less than 5 years       5-10 years       11-15 years  
 15-20 years       21-25 years       26-35 years  
 36+ years
8. Salary  
 Under \$10,000       \$10,000-\$20,000       \$20,000-\$30,000  
 \$30,000-\$40,000       \$40,000-\$50,000       \$50,000+

**APPENDIX D**  
**Follow-up Telephone Call**

**Hello, Mr./Ms.,**

**I recently sent you a questionnaire concerning job satisfaction as a social service worker in the Work Support Unit. I would like to remind you to please help by completing and returning this questionnaire. This information is very helpful to your profession. If you have already sent the questionnaires back, thank you very much. If not, I'm asking for your cooperation.**

**APPENDIX E**  
**MSQ Reliability Coefficients**

**MINNESOTA STUDIES IN VOCATIONAL REHABILITATION**

**Table 1. Median and range of Hoyt reliability coefficients  
for 27 normative groups, by MSQ scale**

<b>Scale</b>	<b>Highest</b>	<b>Median</b>	<b>Lowest</b>
1. Ability utilization	.97	.91	.79
2. Achievement	.91	.84	.73
3. Activity	.92	.86	.71
4. Advancement	.96	.93	.87
5. Authority	.92	.85	.66
6. Company policies and practices	.93	.90	.80
7. Compensation	.95	.91	.82
8. Co-workers	.93	.85	.67
9. Creativity	.92	.87	.72
10. Independence	.91	.85	.73
11. Moral values	.93	.81	.62
12. Recognition	.96	.93	.84
13. Responsibility	.89	.78	.66
14. Security	.87	.80	.64
15. Social service	.95	.89	.73
16. Social status	.92	.79	.71
17. Supervision - human relations	.95	.89	.75
18. Supervision - technical	.94	.86	.71
19. Variety	.93	.86	.59
19. Working conditions	.97	.89	.80
20. General satisfaction	.95	.88	.82

**APPENDIX F**  
**Test Re-test Correlations**



**Table 2. Test retest correlation coefficients for one week interval and one year interval, by MSQ scale**

<b>Scale</b>	<b>One week N=75</b>	<b>One year N=115</b>
1. Ability utilization	.84	.71
2. Achievement	.81	.62
3. Activity	.83	.49
4. Advancement	.85	.67
5. Authority	.85	.47
6. Company policies and practices	.80	.61
7. Compensation	.79	.62
8. Co-workers	.66	.40
9. Creativity	.87	.66
10. Independence	.75	.35
11. Moral values	.83	.53
12. Recognition	.86	.69
13. Responsibility	.87	.61
14. Security	.70	.58
15. Social service	.84	.57
16. Social status	.80	.63
17. Supervision - human relations	.86	.66
18. Supervision - technical	.90	.68
19. Variety	.80	.69
20. Working conditions	.91	.69
21. General satisfaction	.89	.70

## **APPENDIX G**

### **Occupational Group Differences by the MSQ**

**scale of mean & standard deviation of 27**

**normed groups**

**MANUAL FOR THE MINNESOTA SATISFACTION  
QUESTIONNAIRE**

**Table 3. Total group mean, standard deviation, results of tests  
of occupational group differences in mean and variances, by  
MSQ scale (N=2,955)**

Scale	<u>Mean differences</u>			<u>Variance differences</u>		
	Total Group Mean	F (24,2930)	pB	Total Group Standard Deviation	Chi- square	
1.	Ability utilization	19.1	17.88	.001	3.81	138.66
2.	Achievement	20.1	9.98	.001	2.98	88.66
3.	Activity	20.3	6.10	.001	2.71	163.03
4.	Advancement	16.5	15.07	.001	4.43	96.46
5.	Authority	18.2	21.42	.001	2.88	85.57
6.	Company policies and practices	17.3	9.65	.001	4.48	63.78
7.	Compensation	16.9	21.07	.001	4.54	52.54
8.	Co-workers	20.1	9.78	.001	3.13	179.94
9.	Creativity	18.2	25.98	.001	3.60	90.79
10.	Independence	19.2	10.10	.001	3.08	86.45
11.	Moral values	20.9	7.99	.001	2.61	88.98
12.	Recognition	17.6	10.75	.001	4.15	75.72
13.	Responsibility	19.3	20.83	.001	2.81	121.27
14.	Security	20.2	11.78	.001	2.98	99.13
15.	Social service	20.7	19.73	.001	2.80	121.35
16.	Social status	18.0	8.74	.001	2.94	107.35
17.	Supervision - human relations	18.7	13.17	.001	4.34	179.53
18.	Supervision - technical	18.7	12.77	.001	3.82	136.39
19.	Variety	19.0	15.13	.001	3.73	306.03
20.	Working conditions	18.6	15.84	.001	4.29	103.84
21.	General satisfaction	75.6	19.51	.001	9.46	147.39

a. F-test of significance of difference between means.

b. Probability of error in rejecting null hypothesis of no difference in group means if p/.05.

c. Chi-square for Bartlett's test of homogeneity of variance.

d. Probability of error of rejecting null hypothesis of no differences in group variances, if p/.05, based on Bartlett's test of homogeneity of variance, with 24 degrees of freedom. P=.001

**APPENDIX H**  
**Sample of Summary Statistics**  
**of Social Workers**

**Minnesota Studies in Vocational Rehabilitation  
Social Workers  
(N=166)**

**Job Description.** D.O.T. 195.108 (Caseworker). Counsels and aids individuals requiring assistance of social service agency. Includes Child Welfare, Family, Medical and Psychiatric Caseworkers.

**Administration.** Questionnaires were administered to employees on the job.

**Sample Characteristics**

	N	%
<b>Age</b>		
18 to 25 .....	28	17
26 to 35 .....	66	40
36 to 45 .....	35	21
46 to 55 .....	20	12
56 to 65 .....	13	8
66 and over .....	3	2
<b>Education</b>		
less than 12 years .....	0	0
high school graduate .....	0	0
some college .....	1	1
college graduate .....	165	99
<b>Sex</b>		
male .....	57	34
female .....	109	66
<b>Tenure in present occupation</b>		
1 year or less .....	51	31
2 to 5 years .....	53	32
6 to 10 years .....	23	14
11 to 20 years .....	21	13
21 to 30 years .....	9	5
31 years and over .....	3	2

### Summary Statistics

Scale	Mean	Standard Deviation Coefficient	Hoyt Reliability	Standard Error of Measurement
1 Ability Utilization	19.61	3.27	.89	1.09
2 Achievement	19.82	3.07	.82	1.32
3 Activity	19.95	2.22	.78	1.05
4 Advancement	17.44	4.16	.94	1.01
5 Authority	17.21	2.67	.86	1.01
6 Company policies and practices	18.26	4.02	.93	1.05
7 Compensation	19.08	4.19	.94	1.01
8 Co-workers	19.75	2.71	.86	1.03
9 Creativity	18.80	3.25	.87	1.17
10 Independence	18.92	2.65	.89	.89
11 Moral Values	21.25	2.57	.88	.91
12 Recognition	18.52	3.46	.93	.89
13 Responsibility	19.55	2.15	.69	1.19
14 Security	20.58	2.40	.84	.95
15 Social Service	22.01	2.69	.89	.88
16 Social Status	17.63	2.78	.82	1.19
17 Supervision – human relations	18.87	3.72	.88	1.27
18 Supervision – technical	18.80	3.37	.87	1.23
19 Variety	19.16	2.89	.82	1.24
20 Working conditions	18.18	4.72	.97	.86
21 General satisfaction	77.22	7.54	.84	3.03

**APPENDIX I**  
**MSQ Test Booklet**

The purpose of this questionnaire is to give you a chance to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with.

On the basis of your answers and those of people like you, we hope to get a better understanding of the things people like and dislike about their jobs.

On the next page you will find statements about your present job.

- Read each statement carefully.
- Decide how satisfied you feel about the aspect of your job described by the statement.

Keeping the statement in mind:

- if you feel that your job gives you more than you expected, check the box under "Very Sat." (Very Satisfied);
- if you feel that your job gives you what you expected, check the box under "Sat." (Satisfied);
- if you cannot make up your mind whether or not the job gives you what you expected, check the box under "N" (Neither Satisfied nor Dissatisfied);
- if you feel that your job gives you less than you expected, check the box under "Dissat." (Dissatisfied);
- if you feel that your job gives you much less than you expected, check the box under "Very Dissat." (Very Dissatisfied).

- Remember: Keep the statement in mind when deciding how satisfied you feel about that aspect of your job.
- Do this for all statements. Please answer every item.

Be frank and honest. Give a true picture of your feelings about your present job.



Ask yourself: How satisfied am I with this aspect of my job?

**Very Sat.** means I am very satisfied with this aspect of my job.

**Sat.** means I am satisfied with this aspect of my job.

**N** means I can't decide whether I am satisfied or not with this aspect of my job.

**Dissat.** means I am dissatisfied with this aspect of my job.

**Very Dissat.** means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about . . .	Very Dissat.	Dissat.	N	Sat.	Very Sat.
1. Being able to keep busy all the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The chance to work alone on the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The chance to do different things from time to time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The chance to be "somebody" in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The way my boss handles his/her workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The competence of my supervisor in making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Being able to do things that don't go against my conscience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The way my job provides for steady employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The chance to do things for other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The chance to tell people what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The chance to do something that makes use of my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The way company policies are put into practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My pay and the amount of work I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The chances for advancement on this job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The freedom to use my own judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The chance to try my own methods of doing the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The way my co-workers get along with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The praise I get for doing a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The feeling of accomplishment I get from the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very Dissat.	Dissat.	N	Sat.	Very Sat.

please continue on the back page

Please answer the following questions about yourself . . .

Do you supervise people working in the occupation of:

\_\_\_\_\_?

No     Yes — How long have you been a supervisor of people work-  
in this occupation? \_\_\_\_\_years \_\_\_\_\_months  
— How many workers do you usually supervise in this oc-  
cupation? \_\_\_\_\_ How many are women? \_\_\_\_\_

How well do you feel you know the characteristics of this occupation?  
(circle one number)

not very well				fairly well			very well
1	2	3	4	5	6	7	

How long have you been employed in your occupation?

\_\_\_\_\_years, \_\_\_\_\_months

Are you self-employed?     Yes     No

Are you a member of a labor union?     Yes     No

Are you a member of a professional association?     Yes     No

Your age? \_\_\_\_\_    Your sex?     Male     Female

Your job title \_\_\_\_\_

Please circle the number of years of schooling you have completed in each category.

Grade and High School	Business or Trade School	College (including graduate and professional school)
7 8 9 10 11 12	0 1 2 3 4 5	0 1 2 3 4 5 6 7 8

On the preceding pages you answered questions about the characteristics of the occupation written at the top of this page. Please list below any other characteristics which you think make people satisfied or not satisfied in that occupation.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you very much for your assistance

**APPENDIX J**  
**MQJD**

On the following pages you are asked to rank statements on the basis of how well they describe the job of:

---

Statements about this job are in groups of five. You are asked to consider each group of five *individually* and rank the five statements in terms of how well they describe the job, using the numbers "1" to "5." Then go to the next group of five statements and make the same kind of ranking.

For example, your answers on a group of statements might look like this:

Workers on this job . . .

- 4 get full credit for the work they do.
- 3 are of service to other people.
- 1 have freedom to use their own judgment.
- 5 do new and original things on their own.
- 2 have the chance to get ahead.

This means that, of the five statements, you consider "have freedom to use their own judgment" as most descriptive of the job; "have the chance to get ahead" as the next most descriptive statement; and so on.

You will find some of these comparisons more difficult to make than others, but it is important that you rank **every statement** in each group.

**All information will be held in strictest confidence.**

*Please rank the five statements in each group on the basis of how well they describe the job mentioned on the third page. Write a "1" by the statement which best describes the job; write a "2" by the statement which provides the next best description; continue ranking all five statements, using a "5" for the statement which describes the job least well.*

---

Workers on this job . . .

- \_\_\_\_\_ are busy all the time.
  - \_\_\_\_\_ have work where they do things for other people.
  - \_\_\_\_\_ try out their own ideas.
  - \_\_\_\_\_ are paid well in comparison with other workers.
  - \_\_\_\_\_ have opportunities for advancement.
- 

Workers on this job . . .

- \_\_\_\_\_ have work where they do things for other people.
  - \_\_\_\_\_ have something different to do every day.
  - \_\_\_\_\_ get a feeling of accomplishment.
  - \_\_\_\_\_ have bosses who train their workers well.
  - \_\_\_\_\_ have a company which administers its policies fairly.
- 

Workers on this job . . .

- \_\_\_\_\_ do work without feeling that it is morally wrong.
  - \_\_\_\_\_ have bosses who back up their workers (with top management).
  - \_\_\_\_\_ have something different to do every day.
  - \_\_\_\_\_ make use of their individual abilities.
  - \_\_\_\_\_ are busy all the time.
- 

Workers on this job . . .

- \_\_\_\_\_ have a company which administers its policies fairly.
  - \_\_\_\_\_ try out their own ideas.
  - \_\_\_\_\_ make use of their individual abilities.
  - \_\_\_\_\_ have co-workers who are easy to make friends with.
  - \_\_\_\_\_ have the position of "somebody" in the community.
-

*Please rank the five statements in each group on the basis of how well they describe the job written on the third page. Write a "1" by the statement which best describes the job; write a "2" by the statement which provides the next best description; continue ranking all five statements, using a "5" for the statement which describes the job least well.*

---

Workers on this job . . .

- \_\_\_\_\_ have bosses who train their workers well.
  - \_\_\_\_\_ plan their work with little supervision.
  - \_\_\_\_\_ have bosses who back up their workers (with top management).
  - \_\_\_\_\_ try out their own ideas.
  - \_\_\_\_\_ have good working conditions.
- 

Workers on this job . . .

- \_\_\_\_\_ receive recognition for the work they do.
  - \_\_\_\_\_ do work without feeling that it is morally wrong.
  - \_\_\_\_\_ plan their work with little supervision.
  - \_\_\_\_\_ have work where they do things for other people.
  - \_\_\_\_\_ have co-workers who are easy to make friends with.
- 

Workers on this job . . .

- \_\_\_\_\_ have bosses who back up their workers (with top management).
  - \_\_\_\_\_ have a company which administers its policies fairly.
  - \_\_\_\_\_ are paid well in comparison with other workers.
  - \_\_\_\_\_ receive recognition for the work they do.
  - \_\_\_\_\_ tell other workers what to do.
- 

Workers on this job . . .

- \_\_\_\_\_ have something different to do every day.
  - \_\_\_\_\_ have co-workers who are easy to make friends with.
  - \_\_\_\_\_ make decisions on their own.
  - \_\_\_\_\_ have good working conditions.
  - \_\_\_\_\_ are paid well in comparison with other workers.
- 

*please continue on the next page*

*Please rank the five statements in each group on the basis of how well they describe the job written on the third page. Write a "1" by the statement which best describes the job; write a "2" by the statement which provides the next best description; continue ranking all five statements, using a "5" for the statement which describes the job least well.*

---

Workers on this job . . .

- \_\_\_\_\_ make use of their individual abilities.
  - \_\_\_\_\_ tell other workers what to do.
  - \_\_\_\_\_ have good working conditions.
  - \_\_\_\_\_ have steady employment.
  - \_\_\_\_\_ have work where they do things for other people.
- 

Workers on this job . . .

- \_\_\_\_\_ make decisions on their own.
  - \_\_\_\_\_ are busy all the time.
  - \_\_\_\_\_ have steady employment.
  - \_\_\_\_\_ have a company which administers its policies fairly.
  - \_\_\_\_\_ plan their work with little supervision.
- 

Workers on this job . . .

- \_\_\_\_\_ get a feeling of accomplishment.
  - \_\_\_\_\_ make decisions on their own.
  - \_\_\_\_\_ tell other workers what to do.
  - \_\_\_\_\_ do work without feeling that it is morally wrong.
  - \_\_\_\_\_ try out their own ideas.
- 

Workers on this job . . .

- \_\_\_\_\_ have co-workers who are easy to make friends with.
  - \_\_\_\_\_ have steady employment.
  - \_\_\_\_\_ have opportunities for advancement.
  - \_\_\_\_\_ have bosses who back up their workers (with top management).
  - \_\_\_\_\_ get a feeling of accomplishment.
-

*Please rank the five statements in each group on the basis of how well they describe the job written on the third page. Write a "1" by the statement which best describes the job; write a "2" by the statement which provides the next best description; continue ranking all five statements, using a "5" for the statement which describes the job least well.*

---

Workers on this job . . .

- \_\_\_\_\_ plan their work with little supervision.
- \_\_\_\_\_ have opportunities for advancement.
- \_\_\_\_\_ have the position of "somebody" in the community.
- \_\_\_\_\_ tell other workers what to do.
- \_\_\_\_\_ have something different to do every day.

---

Workers on this job . . .

- \_\_\_\_\_ are paid well in comparison with other workers.
- \_\_\_\_\_ get a feeling of accomplishment.
- \_\_\_\_\_ do their work alone.
- \_\_\_\_\_ plan their work with little supervision.
- \_\_\_\_\_ make use of their individual abilities.

---

Workers on this job . . .

- \_\_\_\_\_ tell other workers what to do.
- \_\_\_\_\_ have bosses who train their workers well.
- \_\_\_\_\_ have co-workers who are easy to make friends with.
- \_\_\_\_\_ are busy all the time.
- \_\_\_\_\_ do their work alone.

---

Workers on this job . . .

- \_\_\_\_\_ have steady employment.
- \_\_\_\_\_ are paid well in comparison with other workers.
- \_\_\_\_\_ have bosses who train their workers well.
- \_\_\_\_\_ have the position of "somebody" in the community.
- \_\_\_\_\_ do work without feeling that it is morally wrong.

---

*please continue on the next page*



*Please rank the five statements in each group on the basis of how well they describe the job written on the third page. Write a "1" by the statement which best describes the job; write a "2" by the statement which provides the next best description; continue ranking all five statements, using a "5" for the statement which describes the job least well.*

---

Workers on this job ...

- \_\_\_\_\_ do their work alone.
  - \_\_\_\_\_ have the position of "somebody" in the community.
  - \_\_\_\_\_ have work where they do things for other people.
  - \_\_\_\_\_ have bosses who back up their workers (with top management).
  - \_\_\_\_\_ make decisions on their own.
- 

Workers on this job ...

- \_\_\_\_\_ try out their own ideas.
  - \_\_\_\_\_ receive recognition for the work they do.
  - \_\_\_\_\_ have something different to do every day.
  - \_\_\_\_\_ do their work alone.
  - \_\_\_\_\_ have steady employment.
- 

Workers on this job ...

- \_\_\_\_\_ have opportunities for advancement.
  - \_\_\_\_\_ make use of their individual abilities.
  - \_\_\_\_\_ receive recognition for the work they do.
  - \_\_\_\_\_ make decisions on their own.
  - \_\_\_\_\_ have bosses who train their workers well.
- 

Workers on this job ...

- \_\_\_\_\_ have good working conditions.
  - \_\_\_\_\_ do their work alone.
  - \_\_\_\_\_ have a company which administers its policies fairly.
  - \_\_\_\_\_ have opportunities for advancement.
  - \_\_\_\_\_ do work without feeling that it is morally wrong.
-

*Please rank these five statements.*

---

Workers on this job . . .

\_\_\_\_\_ have the position of "somebody" in the community.

\_\_\_\_\_ have good working conditions.

\_\_\_\_\_ are busy all the time.

\_\_\_\_\_ get a feeling of accomplishment.

\_\_\_\_\_ receive recognition for the work they do.

---

*On the rest of this page we are asking you to do something different. This time, consider each statement individually and decide whether or not it describes the job.*

- If you think that the statement describes the job, circle "Yes."*
  - If you think that the statement does not describe the job, circle "No."*
- 

Workers on this job . . .	<i>Circle your answer for each statement</i>	
1. make use of their individual abilities	Yes	No
2. get a feeling of accomplishment	Yes	No
3. are busy all the time	Yes	No
4. have opportunities for advancement	Yes	No
5. tell other workers what to do	Yes	No
6. have a company which administers its policies fairly	Yes	No
7. are paid well in comparison with other workers	Yes	No
8. have co-workers who are easy to make friends with	Yes	No
9. try out their own ideas	Yes	No
10. do their work alone	Yes	No
11. do work without feeling that it is morally wrong	Yes	No
12. receive recognition for the work they do	Yes	No
13. make decisions on their own	Yes	No
14. have steady employment	Yes	No
15. have work where they do things for other people	Yes	No
16. have the position of "somebody" in the community	Yes	No
17. have bosses who back up their workers (with top management)	Yes	No
18. have bosses who train their workers well	Yes	No
19. have something different to do every day	Yes	No
20. have good working conditions	Yes	No
21. plan their work with little supervision	Yes	No

---

*please continue on the next page*

**APPENDIX K**  
**SCALE SCORE STATISTICS MSQ Results**

MINNESOTA SATISFACTION QUESTIONNAIRE  
(SHORT FORM)

Scoring Report

following abbreviations are used:

Abbreviation	Scale	Scale Item Numbers							
IN	Intrinsic Satisfaction	1	2	3	4	7	8		
		9	10	11	15	16	20		
EX	Extrinsic Satisfaction	5	6	12	13	14	19		
GS	General Satisfaction	1	2	3	4	5	6		
		7	8	9	10	11	12		
		13	14	15	16	17	18	19	20

An upper limit of blank (or misanswered) items has been specified. If the number of blank items is exceeded, the individual is eliminated from the scoring run. Blank responses that do not exceed the limit are set equal to the mean of the individual's other responses for that scale. These new item values are used in determining scale statistics as well as the individual's scale scores.

IN has a limit of 2, EX a limit of 1, and GS a limit of 3 blank items per individual.

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**Group: Cauthen**  
**Scale Scores by Individual:**  
**Individuals**

	<b>IN</b>	<b>EX</b>	<b>GS</b>
10	50	17	75
55	53	18	79
54	45	13	63
50	45	22	75
40	48	18	76
52	54	17	80
07	52	25	87
63	40	16	64
06	50	12	68
30	51	21	79
35	48	19	75
26	38	19	67
71	36	10	50
03	50	20	77
18	44	16	66
19	44	18	67
21	38	10	55
25	31	18	57
65	46	15	71
34	49	23	79
33	48	23	80
24	46	16	70
00	36	13	55
32	41	11	61
12	46	25	81
23	53	11	70
20	43	12	61
22	46	17	72
13	47	23	78
17	47	16	73
01	46	21	72
02	49	6	61
66	37	12	54
04	45	17	70
14	41	20	65
15	49	14	69
08	52	15	73
09	45	25	77
05	49	14	71
11	37	17	62
73	37	9	52
72	42	19	67
76	47	21	78
78	52	26	84
75	31	10	46
71	48	16	72
77	45	25	80
48	48	24	80

47	59	16	81
53	54	18	81
49	45	13	63
51	50	21	80
45	41	10	60
64	34	13	54
46	45	20	73
36	48	13	68
38	43	12	62
37	41	15	65
43	44	14	66
44	43	16	66
58	43	20	69
39	49	22	79
61	39	15	64
74	59	25	93
73	47	16	71
69	47	16	68
72	48	25	82
29	45	19	71
28	52	15	75
42	58	14	77
57	47	16	69
56	47	22	75
62	50	19	75
67	38	8	51
68	58	22	89
27	38	7	47
31	47	16	71
59	46	21	71

The following individuals left too many items unanswered to be included in the scoring:

70 had 12 unanswered items from scale IN.

Minnesota Satisfaction Questionnaire (Short Form)  
Scale Score Statistics

Number of examinees = 78

Scale	Mean	Standard Deviation	Hoyt Reliability	Standard Error of Measurement
IN	45.779	5.961	0.7321	3.085
EX	16.972	4.756	0.7708	2.277
GS	70.007	9.755	0.8051	4.306

Item	Mean	Standard Deviation
1	4.000	0.967
2	4.205	0.779
3	3.897	1.112
4	3.436	1.014
5	3.421	1.263
6	3.782	1.028
7	4.128	0.843
8	3.295	1.424
9	4.256	0.829
10	3.451	0.849
11	3.876	0.960
12	2.769	1.116
13	1.987	1.201
14	2.090	1.142
15	3.782	0.921
16	3.705	0.982
17	3.397	1.199
18	3.859	1.078
19	2.923	1.204
20	3.746	1.000

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## **VITA**

### **Education**

- 1972-1975**                    **B.S., Psychology (Cum Laude Graduate),  
University of South Carolina, Columbia,  
South Carolina**
- 1975-1976**                    **M.Ed. in Rehabilitation Counseling (Honors  
Graduate), University of South Carolina,  
Columbia, South Carolina**
- 1991-1993**                    **Ph.D. Candidate,  
Administration/Management, Walden  
University, Minneapolis, Minnesota**

### **Work Experience**

- 1975-1976**                    **S.C. Commission for the Blind,  
Rehabilitation Instructor, Columbia,  
South Carolina**
- 1976-1977**                    **Jack Lieb & Associates, Educational  
Consultant, Columbia, South Carolina**
- 1977-1978**                    **South Carolina Vocational Rehabilitation,  
General Rehabilitation Counselor I,  
Charleston, South Carolina**
- 1978-1980**                    **Women's Correctional Center, Public  
Offender Counselor, Columbia, South**



**Carolina**

**1980-1984**      **S.C. Vocational Rehabilitation,  
Supplemental  
Security Income Counselor,  
Columbia, South Carolina**

**1984-1986**      **S.C. Vocational Rehabilitation, Trust Fund  
Counselor, Columbia, South Carolina**

**1986-Present**      **S.C. Vocational Rehabilitation, General  
Rehabilitation Counselor,  
Columbia, South Carolina**

**Professional Organizations & Affiliations**

**Doctorate Association of New York  
Educators  
Licensed Masters Social Worker  
National Rehabilitation Association**

**Honors**

**Dean's List  
Psi Chi Member  
Outstanding Woman of the Year**

**Field of Study**

**Business Management, Communication  
Skills, Human Services, and Organizational  
Theory and Behavior**

