

AN ANALYSIS OF THE JOB SATISFACTION  
OF SUBSTANCE ABUSE COUNSELORS  
CERTIFIED BY THE COMMONWEALTH OF VIRGINIA

by

William Nelson Evans

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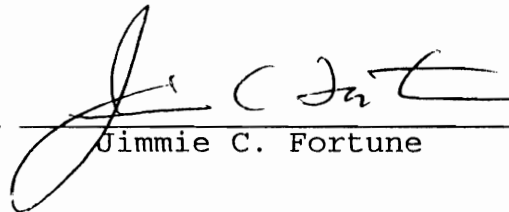
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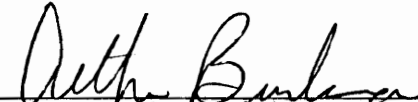
APPROVED:

  
Thomas H. Hohenshil, Chairman

  
H. Thomas Mullis

  
Jimmie C. Fortune

  
Martin Gerstein

  
Arthur Buikema

May, 1993

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(ABSTRACT)

Licensed substance abuse programs in the Commonwealth of Virginia are reporting turnover rates for counselors of up to 60%. Studies have indicated that low job satisfaction can be a cause for turnover in the human services professions. The entire population of substance abuse counselors certified by the Commonwealth of Virginia was surveyed by mail, using a Modified Minnesota Satisfaction Questionnaire and an Individual Information Form. Of the 496 possible responses, 365 were returned for a return rate of 73.7%.

The study was conducted to answer three research questions concerning the job satisfaction of these counselors and to provide insight into the possible causes of the high turnover rates. The answers to these questions sought to describe and examine the level of job satisfaction, the sources of job satisfaction and the relationship between job satisfaction and clinical supervisor and clinical supervision variables for this population.

The results of the study indicate that these counselors are very satisfied with their jobs. The sources of the greatest influence on job satisfaction are represented by the scales Social service, Moral values and Creativity. The scales Advancement, Policy and practices and Compensation were the least influential on job satisfaction.

A model of ten Clinical supervisor and Clinical supervision variables was regressed on job satisfaction. Four variables, Hours of supervision per week, Length of time clinical supervisor has been a clinical supervisor, Degree status of the clinical supervisor and Clinical supervisor is also the administrative supervisor were found to explain a significant amount of the variance in job satisfaction.

Although these counselors indicated that they were very satisfied with their jobs, in the next five years 58.44% plan to leave their jobs, which includes 17.75% who plan to leave the substance abuse field entirely.

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## CHAPTER I

### INTRODUCTION

Americans can expect to spend half of their waking life engaged in work (Hopkins, 1983). This equates to approximately 94,000 hours over the course of a 45-year work history (Anderson, 1982). Work is one of the key elements of an American's life and it contributes to the individual's concept of self-esteem. Work is a determinant in physical health, mental health and the quality of life an individual is able to achieve. It has acted as a crucial factor in social organization since prehistoric times (Isaacson, 1986). One indication of the importance placed on work is the amount of research conducted in an attempt to reveal the variables responsible for an employee's satisfaction or dissatisfaction with his or her work, or job satisfaction research.

In an extensive review of the literature, Spector (1985) identified nearly 5,000 articles written on job satisfaction. Of these 5,000 articles he was able to identify less than 30 studies concerning human services professionals. Seven years earlier Dehlinger and Perlman (1978) found so few articles concerning the job satisfaction of human service professionals in their review of the literature that they called these professionals the industry's "forgotten staff."

Analysis of the major literature reviews of job satisfaction demonstrates the lack of agreement among professionals in the job satisfaction field. Literature reviews have yielded as few as two distinct theories of job satisfaction while others, reviewing the same literature, indicate that there are as many as six distinct theories (Wright & Terrian, 1987; Fournet, Distefano & Pryer, 1969).

Similarly, there is no agreement among professionals



concerning the definition of job satisfaction. Wanous and Lawler (1972) conducted a meta-analysis of the literature reviews on job satisfaction and found as many as nine different definitions of job satisfaction. Due to this lack of agreement, and to the multitude of theories and definitions available, researchers have described job satisfaction by the measurement tool they are using and/or by the theory they ascribe to. This practice leads to continued diffusion of the construct and an inability to compare findings across studies.

Historically, studies have focused on the relationships between the work environment and the worker's performance or productivity. Gruneberg (1976) points out that these early studies of work environments, conducted by Mayo at Western Electric's Hawthorne plant in the 1920s, resulted in the "discovery" of social influences on worker productivity. Samples often consisted of front line workers as they were believed to have the most influence on productivity. It is only in more recent years that the job satisfaction of supervisory staff has become a topic of interest.

Transitions throughout the years have caused changes in the focus of research of job satisfaction. The early focus on the work environment gradually changed to a focus on the worker. Finally, research focused on the dynamic relationship that exists between the worker and the environment and the effect that relationship has on job satisfaction (Mortimer, 1979). More recently research has focused on distinguishing between life satisfaction and job satisfaction (Hulin, 1969; Smith, Kendall & Hulin 1969).

Developments in the fields of Psychology, Sociology, and Education influenced the development of theories of job satisfaction. The political climate at any given time, as well as the historical events in the United States and

worldwide, all influence the development of this area. Population changes, immigration and increases in the number of women, adolescents and the elderly in the work force continue to change the face of work and therefore the face of job satisfaction. Technological advances throughout these times have also left their mark on the development of job satisfaction theories and research. Measurement techniques and data analysis techniques have undergone many changes and refinements during the 70-year period which job satisfaction research spans and this too has influenced the current status of the field.

The job satisfaction of various professionals is the subject of considerable research. Extensive research into the job satisfaction of persons employed in business, the medical professions, in schools, law and child care centers is reported in the professional literature. There are relatively few studies that look at the job satisfaction of members of the counseling professions. Studies of school counselors and psychologists, and rehabilitation counselors have identified correlations existing between level of job satisfaction and burnout, reduced productivity, turnover rate, certification status, supervisor and supervision characteristics and quality of services.

In 1990 the Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services (VDMHMRSAS) conducted a survey of practitioners of substance abuse counseling in licensed programs. A turnover rate of front-line substance abuse counselors ranging from 32% to 60% was found (Virginia Department of Mental Health Mental Retardation and Substance Abuse Services [VDMHMRSAS], 1991). This high turnover rate may be partially the result of low job satisfaction.

A comprehensive search of Psychological Abstracts and ERIC revealed little published research concerning substance abuse counselors as a distinct population. There were no references to research concerning the job satisfaction of substance abuse counselors, alcoholism counselors, drug counselors or chemical dependency counselors. The proposed research is intended to examine and describe the job satisfaction of substance abuse counselors certified by the Commonwealth of Virginia.

### **Statement of the Problem**

As previously mentioned, a comprehensive search of Psychological Abstracts and ERIC revealed little published research concerning substance abuse counselors as a distinct population. There were no references to research concerning the job satisfaction of substance abuse counselors, drug counselors, alcoholism counselors or chemical dependency counselors. The search did reveal 42 studies on counselors and job satisfaction, which included four studies on the job satisfaction of rehabilitation counselors. An exhaustive search of each of these 42 studies revealed only one study which included substance abuse counselors in its sample. No other reference to substance abuse counselors was found.

The lack of information on a subject that is currently receiving attention and funding from the Commonwealth of Virginia is surprising. The VDMHMRSAS recently began a program to reimburse Community Services Board employees for the cost of training and fees associated with becoming a Certified Substance Abuse Counselor (VDMHMRSAS memo dated August 16, 1991). The VDMHMRSAS has also recently begun a program to train trainers to teach counselors the necessary material to meet certification requirements. The VDMHMRSAS is funding the majority of this program and hopes to have

trainers in each region of the state. This would make training to be a Certified Substance Abuse Counselor accessible to all practitioners (VDMHMRSAS memo dated February 27, 1992). The decision to fund a training program without knowledge of how to stem the possible causes of the 32-60% turnover rate among front-line counselors (VDMHMRSAS, 1991) seems inappropriate, especially in a time of budget reductions and cutbacks. The need for an investigation of the factors which may affect this high turnover rate is implicit.

### **Purpose of the Study**

The purpose of this study was to examine and describe the levels of job satisfaction, the sources of job satisfaction, and the relationship between the variables of clinical supervision and job satisfaction of substance abuse counselors certified by the Commonwealth of Virginia. Only those certified counselors who are both full-time employees and whose primary job duties are direct client care services were included in the study.

### **Research Questions**

- 1) What is the level of job satisfaction expressed by substance abuse counselors certified by the Commonwealth of Virginia whose primary job duties are direct care services?
- 2) Does analysis of the 20 scales of the Modified MSQ yield information useful in suggesting areas of their jobs that these counselors are more or less satisfied with?
- 3) What relationship exists between the characteristics of the clinical supervisor, the characteristics of the clinical supervision provided to these counselors, as

reported on the Individual Information Form (IIF) and the degree to which these counselors are satisfied with their job, as measured by the Modified MSQ?

### **Significance of the Study**

The information gained from the study may be used by counselor educators for instructional purposes. The information may help the counselor trainee be more aware of the positive and negative aspects of substance abuse counseling which, in turn, enables the student to be better prepared for those variables which have the potential for causing burnout. It also provides insight into those variables that increase and decrease job satisfaction.

The VDMHMRSAS, program administrators and supervisors of counselors could use such information in an attempt to address those areas of dissatisfaction prior to them causing presently certified or newly certified persons to leave a position. The information will also provide comparisons between demographic information and counselor job satisfaction which may help in the development of strategies to recruit and retain counselors.

Finally, the information will establish a baseline as a reference for future research with this and similar populations.

### **Limitation of the Study**

The population for this study will be those persons who are certified as substance abuse counselors by the Commonwealth of Virginia. The sample used to answer the research questions include only those C.S.A.C.s whose primary job duties were providing direct care services to persons suffering from Substance Use Disorders as described in the DSM III-R (American Psychological Association, 1989).

The Commonwealth's regulations governing the certification of substance abuse counselors do not meet the minimum criteria for becoming a National Certified Alcohol and Drug Counselor (NCADC) or a Certified Addictions Counselor (CAC) as set by the National Certification Reciprocity Consortium Alcohol and Other Drug Abuse, Inc. These certifications require a longer period of supervised practice than the Commonwealth's 2,000 hours. The Commonwealth's criteria for certification more closely resembles the criteria for the first level of certification called Counselor in Training used in states that have a tier system of certification. The NCADC and CAC criteria are equal to or exceed the requirements of the highest level of certification offered in the United States.

The results of this study only apply to substance abuse counselors certified by the Commonwealth of Virginia. Generalization to other populations or samples should be undertaken with caution and with full knowledge of the intricacies and differences of certification requirements in different states.

#### **Definition of Terms**

For the purpose of this study the following operational definitions will be utilized:

- 1) Certified Substance Abuse Counselors (C.S.A.C.s) - Those persons who have been certified by the Commonwealth of Virginia, Department of Health Professions, Board of Professional Counselors, and who hold a current certificate.
- 2) Direct care services - all activities which occur with a client, or clients, present or which can be attributed to a specific client or client group

and the associated documentation of these activities.

- 3) Job Satisfaction - the emotional-affective response one experiences when thinking about his or her job or specific aspects of a job. This state is assumed to be reflected in the summated overall job satisfaction score derived from the Modified MSQ.
- 4) Selected Demographic Variables - information about the survey respondents, provided by the respondents, by their answers to questions on the Individual Information Form (IIF).
- 5) Clinical Supervision Variables - information concerning the receipt of, frequency of and setting for clinical supervision. Demographic information concerning the clinical supervisor is also included in this category.
- 6) Full-Time Employee - a person who engages in a specific type of work at least 40 hours each week.
- 7) Primary Job Duties - the duties a person is responsible for 50% or more of his or her work time.

### **Summary**

The purpose of this study is to provide information regarding the job satisfaction of substance abuse counselors certified by the Commonwealth of Virginia. CHAPTER I has presented the rationale for studying this area and the rationale for studying this specific population. The development of the rationale included a historical overview of job satisfaction research. The descriptions presented were the statement of the problem, the purpose of the study, the specific research questions the study addresses, the

limitations of the study and its results, and the operational definitions of the crucial terms necessary for understanding the research.



## CHAPTER II

### REVIEW OF THE LITERATURE

There have been literally thousands of studies of job satisfaction reported in the professional literature over the past 70 years. None of these studies has dealt specifically with substance abuse counselors. In order to begin to understand the complexities involved with the job satisfaction of any specific group a general review of the literature is warranted. This review will confine itself to the studies performed on populations which are similar to the population of interest in some regard.

This chapter reviews the literature necessary to develop an understanding of job satisfaction and its relationship to substance abuse counselors certified by the Commonwealth of Virginia. Presented in a developmentally progressive manner, the seven sections of this chapter prepare the reader for the study of job satisfaction by summarizing the studies from the professional literature. The first and second sections present an overview of job satisfaction and the definitions of job satisfaction. The third section follows the historical development of job satisfaction research and the historical development of the theories of job satisfaction. In the fourth section the literature pertaining to the measurement of job satisfaction is reviewed and in the fifth section the determinants of job satisfaction relating to the job itself are reviewed. Personal characteristics and job satisfaction literature is reviewed in the sixth section and the final section reviews the instruments to be used for this particular study.

## **Job Satisfaction**

The job satisfaction of various professionals is the subject of considerable research. Extensive research into the job satisfaction of persons employed in business, the medical professions, teaching, law and child care centers is reported in the professional literature. There are relatively few studies that look at the job satisfaction of members of the counseling professions. Correlations between level of job satisfaction and burnout, reduced productivity, turnover rate, certification status, supervisor characteristics, supervision characteristics and quality of services rendered have been identified in studies of rehabilitation counselors, guidance counselors and school psychologists.

Job satisfaction among human services professionals has only recently received attention in the literature. Dehlinger and Perlman (1978) found so few articles concerning the job satisfaction of human service professionals that they called them the industry's "forgotten staff." Spector (1985), in an extensive review of job satisfaction literature, was able to identify less than 30 studies concerning human services employees in the nearly 5,000 articles written on job satisfaction. The majority of the research conducted on the topic has been, and continues to be, focused on the relationships between job satisfaction and job performance and job satisfaction and environmental settings (Iaffaldano & Muchinsky, 1985).

A comprehensive search of Psychological Abstracts and ERIC revealed little research concerning substance abuse counselors as a distinct population. There were no references to research concerning the job satisfaction of substance abuse counselors, drug counselors, alcoholism counselors or chemical dependency counselors. The search

did reveal four studies on the job satisfaction of rehabilitation counselors and 42 studies on counselors and job satisfaction. An exhaustive search of each of these 42 studies revealed only one study which included substance abuse counselors in its sample. No other reference to substance abuse counselors was found.

### Defining Job Satisfaction

Wright and Terrian (1987) identified six separate theories of job satisfaction in their review of the literature for the development of the Rehabilitation Job Satisfaction Inventory. Fournet, Distefano and Pryer (1969) identified only two theories of job satisfaction in their review of the literature of the previous ten years. This increase in the number of distinct theories may be the result of the increase in the amount of research being conducted on job satisfaction.

The lack of a precise, universally accepted definition of job satisfaction is inherent, as is true for any relatively new construct. Levinson (1983) indicates that definitions vary by "...researchers' needs, purposes and method of measurement" (p. 13). In fact, Wanous and Lawler (1972) identified nine different operational definitions of job satisfaction in the literature. In reviewing the literature, Carroll (1973) discovered that the terms "job satisfaction," "job attitudes," and "morale" had been used interchangeably by some authors while other authors "draw significant distinctions between them" (p. 2).

Due to the relative scarcity of studies of the job satisfaction of counselors, it was possible to review each of the studies, identified by searching ERIC and Psychological Abstracts, and determine the definition used by the majority of researchers. The definition chosen most

often was the same one used by Locke (1976) which is a variation on Hoppock (1935). It is also the same definition found to be most used in the literature reviews completed by Smith, Kendall and Hulin (1969) and Spector (1985) who states that, "...job satisfaction represents an affective or attitudinal reaction to a job. ... [It] is typically referred to as an emotional-affective response to a job or specific aspects of a job" (p. 695).

Brooke, Russell and Price (1988) rephrase Locke's (1976) definition of job satisfaction, "a positive emotional state reflecting an affective response to the job situation" (p. 1294) as simply "the emotional state of liking one's job" (p. 139). This definition requires viewing the construct of job satisfaction as a cluster or combination of evaluative feelings about specific aspects of a particular job. These attitudes can be measured and the resulting scores yield a level of satisfaction with a particular facet and the sum of the scores yield an overall satisfaction level. There is sufficient empirical evidence which indicates there is a linear combination of satisfaction facets which produce an adequate measure of overall satisfaction (Aldag & Brief, 1978; Wanous & Lawler, 1972), to warrant use of this definition.

### Historical View

Mortimer (1979) found three distinct trends in the development of job satisfaction as an area of research. The first of these trends is to look at the correlation between job satisfaction and production level. The second trend is represented by research which looks at the individual as the dependent variable and seeks to correlate individual differences with levels of satisfaction with a particular job, or research which treats the job setting or situation

as the dependent variable and attempts to correlate differences in setting, type of tasks, situation, and so forth, with an individual's satisfaction. Finally, the third trend is represented by research which is a combination of the other two trends. Similar trends have been identified by Gruneberg (1979), Carroll (1973), and Hopkins (1983) in their research of the history of job satisfaction.

The earliest studies identified were those concerned with correlations between work environment and worker performance or productivity. Gruneberg (1976) points out that these early studies of working conditions, conducted by Mayo at Western Electric's Hawthorne plant in the 1920s, resulted in the "discovery" of social influences on worker productivity.

The concept that individuals vary in the degree of satisfaction with their work due to the simple fact that they are different individuals was presented by Hoppock (1935) in his work Job Satisfaction and represents the second trend in research. This is the first reference located that uses the term job satisfaction to describe the concept of happiness with one's job. Hoppock's premise, which states that job satisfaction is caused by the individual's resulting reaction to something in the environment and that the absence of that "something" will result in dissatisfaction, is also the basis for the traditional view of job satisfaction.

Building on Mayo's work from the previous decade, Roethlisberger and Dickson (1939), in conducting what are now called the Hawthorne Studies, added the variable of worker expectations and studied the effects of the social factors (influences from co-workers and supervisors) on worker productivity, efficiency, and satisfaction. Over

this 20-year period the focus of research had shifted from the working conditions and the environment to the worker and the individual factors which increase and decrease job satisfaction. Similarly research, which had focused on the front-line worker, was now being expanded to include all levels of workers.

The third trend in the research of job satisfaction that Mortimer (1979) reports is research that focuses on the interest of the worker in the work and the challenge afforded by the work itself.

A fourth trend which received attention around the mid-sixties is that of attempting to distinguish job satisfaction from general life satisfaction. Handyside and Speak (1964) found that the two concepts were separate and distinct from one another. Further evidence indicating that these concepts are independent was presented in another study by Handyside (1967). The results of his work led him to conclude that a measure of job satisfaction was not merely a measure of satisfaction with life. Other supportive data includes Thorpe and Campbell's (1965) study which indicated that although the concepts were independent there was a complex interaction between them and the phenomenon of substitute satisfaction was given as the reason for this complexity. Finally, Hulin (1969) and Smith, Kendall, and Hulin (1969), also found evidence of the significant effects that job satisfaction has on life satisfaction, but indicated one cannot be substituted as a measurement of the other.

Graham (1966) concludes in his study of the determinants of job satisfaction that there is a close relationship between life and job satisfaction. He found that there was a generalization effect in that low life satisfaction carried over into low job satisfaction.

Similar conclusions were also drawn by Svetlik, Prien and Barrett (1964) in their study of general morale. They found that an employee's job satisfaction was "...colored by his environment [which included the entire milieu]...rather than his perception of the job" (p. 322).

Hoppock's (1935) definition of job satisfaction, which appears to be the most widely accepted, as noted in research, was not accepted until recently. As demonstrated above, researchers still have not reached a consensus as to the definition of job satisfaction. A period of relative indifference was entered into after the Hawthorne Studies identified correlations between performance and job satisfaction. A few references to sentiments and morale, which upon examination were used as synonymous to job satisfaction, were found. The term sentiments was used to represent the emotions, feelings, affect and hedonic states which occur in workers. The term morale was defined as "a condition of physical and emotional well-being in the individual that makes it possible for him to work and live hopefully and effectively..." (Child, 1941, p. 393).

As Organ and Near (1985) point out, there can only be speculation as to the reasons for the changes in terminology. It is interesting to note that the shift in terminology occurred at the point in time when attitude scales and need-satisfaction theories (e.g., Maslow) were being developed. Also, it is at this point in time that the authors indicate that the terms job attitude and job satisfaction became interchangeable. This further confounds the historical search of the construct. Berkowitz (cited in Organ & Near, 1985) indicates that the change in terminology is a logical one as psychologists view attitude as a combination of cognitions, affects and action tendencies and

that the measures of job satisfaction currently utilized capture the essence of sentiment and morale.

The current state of the conceptualization of job satisfaction is a combination of the factors identified by Mortimer (1979). Included are: Maslow's (1943) Hierarchy of Needs, Herzberg's (1966) Two-Factor Theory, Alderfer's (1972) ERG Theory of Needs, and Hackman's and Oldham's (1976) Job Characteristics Theory of Work Motivation. A comprehensive theory resulting from the synthesis of the aforementioned theories would require the inclusion of the concepts of extrinsic and intrinsic factors, the individual's perception of these factors, the motivators of the individual, the individual's needs, the reinforcers available through the specific work, the abilities of the individual and the ability requirements of the work. The Theory of Work Adjustment (Dawis, England & Lofquist, 1964) and its revision (Dawis, Lofquist & Weiss, 1968) were developed with these factors in mind. This theory accounts for the previous research and it includes concepts that later were singled out to develop new theories of job satisfaction.

#### Vocational Needs

Developed at the University of Minnesota, the Theory of Work Adjustment is a framework of analysis of job satisfaction that addresses the points above. Prediction of work adjustment outcomes is facilitated by utilizing knowledge of worker personalities and work environments and then matching these significant aspects. The Theory of Work Adjustment describes work adjustment as "...how well an individual's abilities correspond to the ability requirements in work, and how well his needs correspond to



the reinforcers available in the work environment" (Weiss, Dawis, England & Lofquist, 1967, p. v).

Worker personality is defined as the combination of an individual's vocational abilities and vocational needs. In subsequent research, Lofquist and Dawis (1975) defined vocational needs as those individual preferences for work reinforcements which included salary level and variety in work and working conditions. Work environment is defined by its ability requirements and levels of reinforcement. Therefore, "...the correspondence (or lack of it) between the work personality and the work environment is the principal reason or explanation for observed work adjustment outcomes (satisfactoriness, satisfaction, and tenure)" (Weiss et al., 1967, p. v).

The use of personality characteristics and job characteristics to assess one's potential for satisfaction in a certain position is not unique to the Theory of Work Adjustment. Parsons (1909) and Holland (1959, 1987) and other trait-factor theorists in the vocational guidance field proposed similar concepts.

As with any historical perspective the reader is urged to review the history of psychology, sociology and education through this period as well as the general history of the United States. Numerous factors have a bearing on the developments and focus of job satisfaction research. The far reaching effects of industrialization, immigration, the Depression, war, and population distribution trends all are of consequence in researching the history of job satisfaction. Similarly, new theories of personality, human drive and needs, behavior, learning and measurement were developed during this time. Interest in the human as an individual and theories of development were also furthered. Development of the public school systems underwent many

reforms during this time and the development of specialties in career guidance, assessment and information systems were also influential throughout. Technological advances during this time appeared to occur at light speed and their effects on the job satisfaction of workers were also studied by psychologists and anthropologists including Balchin, Cameron, Curle and Firth (cited in Herzberg et al., 1957) and more recently by Ford and Sirota and Wolfson (cited in Gruneberg, 1979).

### **The Measurement of Job Satisfaction**

The review of the literature fails to reveal a generally accepted definition of job satisfaction and therefore no single theory of job satisfaction has been demonstrated as the most correct. Subsequently, the information on measuring job satisfaction also fails to give any consensus of opinion as to the most appropriate measurement technique for determining the causes and correlates of job satisfaction. As in any developing field, theories, definitions and measurement instruments change as research demonstrates the utility of a particular perspective.

Shifts in the focus of attention from examining strictly environmental factors, to examining strictly individual factors and presently, to the combination of examining both, is evidence of the continuing development in the job satisfaction field. It is this last combination that represents the minimum standard by which current job satisfaction research is judged.

The necessity to view job satisfaction as the simultaneous and dynamic interaction between the individual, and all that the worker is made of, and the environment, and all that makes it up, causes job satisfaction research to

suffer the same methodological pitfalls of other human research. We will be able to say, with a known level of confidence, that any given variable does or does not exert an effect on the level of job satisfaction of any individual or group of individuals. However, we will not be able to say we have proven this.

In a review of issues and problems related to job satisfaction, Fournet, Distefano and Pryer (1969) discussed the problems associated with the methodological approaches used in job satisfaction research. They point out that the many different methods employed by various researchers makes comparison between the results of different studies difficult. Likewise, the studies they reviewed usually used only one method of measuring job satisfaction which results in a reduction of the general applicability of the results due to single item response bias.

Ash (1954) demonstrated the need to utilize a variety of measurement techniques. He found that data from a self-administered employee attitude inventory correlated only slightly with the data obtained from an interview using the inventory questions. Thus, the method of statistical analysis employed may be problematic. Certain techniques exert more influence on the data than others and there is disagreement among researchers as to the number of factors to consider as variables. These two problems result in a further confounding of the results and make generalization difficult.

Fournet, Distefano and Pryer (1969) conclude that individual characteristics and job characteristics are related to job satisfaction, but that they are so inextricably interrelated that to attempt to separate them, or to separate even single aspects of either, results in a loss of interaction effect among variables. These findings

are echoed by the findings of Parsons and Hulin (1982), Batista-Foguet, Saris and Tort-Martorell (1990), Locke, Smith, Kendall, Hulin and Miller (1964) and Scarpello and Campbell (1983). These authors suggest that even the use of sums of discrete elements as a measure of overall job satisfaction is inappropriate in that it neglects major determinants of job satisfaction. In other words, as stated by Scarpello and Campbell (1983) "the 'whole' appears to be more complex than the presently measured sum of its parts."

### **The Determinants of Job Satisfaction**

A point of agreement in the field of job satisfaction research is that there is no generally accepted overall theory (Gruneberg, 1979). Davis and Cherns (1975) point to the dynamic nature of the individual and the environment, and the dynamic interaction between them, as a cause of the elusiveness of a single, meaningful theory of job satisfaction. Just as individuals' values change and individuals adapt over time, so too does the work environment change. Technological advances, innovation, social preference and demand are only a few of the variables influencing the work environment.

Due to the dynamic and interrelated nature of these factors it is not possible to speak of a single factor without acknowledging the possible effects of other factors. Stepwise procedures for observing the influence exerted by any single variable or any combination of variables exist and are utilized in the analysis of data. Therefore, although the following sections describe the results of studies as they pertain to specific factors and/or combinations of factors, the reader is cautioned not to view these factors as occurring in a vacuum. All individuals

exist in overlapping environments and the work environment is one of them.

On average, Americans spend about one-quarter of each week in the work environment (Hopkins, 1983). Since this is a significant amount of waking life it is understandable that job satisfaction is important to the quality of life and to satisfaction in other life areas. A major theme in research has been to establish the direction of correlation between job characteristics, individual characteristics and level of job satisfaction. In searching for a causal relationship the definitions of some of the "determinants" of job satisfaction have been identified (Hopkins, 1983). Understanding the critical nature of the factors determining job satisfaction has far reaching implications. The following section reviews literature concerning the intrinsic, or content, factors associated with job satisfaction (i.e. those pertaining to the job itself), the extrinsic, or context, factors associated with job satisfaction (i.e. those factors pertaining to the job environment). Literature on the individual worker is also reviewed.

### Salary

The most frequently researched and reported determinant in Job Satisfaction research is salary. Reviews of the literature by Barbash (1976) and Portigal (1976) indicated a clear relationship between job satisfaction and pay. Previous work including Herzberg et al. (1959), Kahn (1972), Vroom (1964) and Hoppock (1935) found little or no relationship between the two. More recent research indicates that there is a relationship between pay and job satisfaction but that the correlation is fairly low in some populations (Seashore & Taber, 1975) and fairly high in

others (Phillips & Hays, 1978). Schwab and Wallace (1974), in a review of the literature concerning the correlates of job satisfaction, found that salary, as job satisfaction, is defined and measured inconsistently across studies and therefore concluded that comparisons yielded inadequate results.

Hulin (1969) and Smith, Kendall and Hulin (1969) conceptualize salary level as a component of job satisfaction, as Satisfaction with pay. This is a more realistic representation than the variable Salary. Research has shown differences for this variable occur when it is studied by sex, occupation, number of dependents, veteran status, intelligence and age (Herzberg et al., 1959). Salinas (cited in Carroll, 1973) demonstrates the role of fringe benefits in pay satisfaction by showing that higher levels of job satisfaction are experienced by workers with low pay but increased fringe benefits as compared to workers getting higher pay but poorer fringe benefits.

Salary has also been studied, as it relates to job satisfaction, as one of a combination of other variables. Lee and Wilbur (1985) studied the effects of age on job satisfaction and found that as a worker ages the importance of salary decreases. Cherrington, Condie and England (1979) found that older workers ranked the moral importance of their work higher than the importance of money received for their work. Bordieri, Reagle and Coker (1988) found that rehabilitation personnel rated salary as the least important factor leading to job satisfaction as compared to all of Herzberg's (1966) other Motivator and Hygiene factors. Solly and Hohenshil (1986) identified salary as a major source of job dissatisfaction among school psychologists in West Virginia and noted that as salary increased for this group, so did job satisfaction.

There is evidence that the individual worker's perception of his salary or pay, and the reference set the individual uses to compare to, will have an effect on the level of job satisfaction. This concept stems from the Equity Model developed by Festinger (1957) and refined by Adams (1963). This model states that, for example, if a worker receives twice the pay for work as a worker in the same position, doing an equal amount of work, the higher paid worker will be more satisfied regardless of the amount of money received. This has been studied recently by Ivanovich and Donnely (1968), Salinas (cited in Carroll, 1973), Warr and Wall (1975), Schwab and Wallace (1974), Goodman (1974) and Summers and DeNisi (1990) and similar results were found. In similar research on perception and job satisfaction, Lawler (1971) found evidence that indicated a manager's overestimate of the pay of subordinate workers resulted in job dissatisfaction for the manager.

Heneman and Schwab (1985) studied pay satisfaction to discover its determinants and compare the findings to the Compensation scale of the MSQ (Weiss et al., 1967). They found that pay satisfaction is a multidimensional construct and stated that it is not adequately measured by the MSQ. They purport that employees vary in their level of pay satisfaction due to their inclusion of other variables in the total compensation picture. These other variables are referred to as the five dimensions of pay satisfaction. These dimensions are level, benefits, raises, structure, and administration.

The review of the literature fails to yield the information necessary to draw useful conclusions concerning the relationship between level of pay and job satisfaction. Meta-analysis of the studies reveals ambiguous correlations between these two constructs which results in an importance

ranking in the middle of all variables. However, even with this knowledge, researchers continue to hypothesize that the variable Level of pay will be positively correlated with level of job satisfaction (Hopkins, 1983).

### Job Variety

Job variety, or conversely, job repetition, is another job characteristic that has received considerable attention in previous studies. The overwhelming consensus among researchers is that as repetitiveness increases so does job dissatisfaction and turnover (Hoppock, 1935; Guest, 1955; Kahn, 1972; Katz & Kahn, 1966; Vroom, 1964; Hackman & Lawler, 1971; Phillips & Hays, 1978; Sarata & Jeppeson, 1977 and Katz & Van Maanen, 1977). Walker and Guest (1952) studied the relationship between the number of operations performed and the level of job satisfaction. They found that the number of operations alone discriminated between those workers who were satisfied and those workers who were dissatisfied. They also noted that not all workers in their study were dissatisfied with a repetitive task job, but they were unable to determine the differences, and possible causes for this, between the two groups.

As with other variables, there is conflicting evidence in the literature pertaining to repetitive work. Conant and Kilbridge (1965) found that repetitiveness and a lack of task variety was the least disliked factor among many displeasing attributes of a job. Sexton (1967) rejects the assumption that workers are dissatisfied due to the repetitive nature of their work. His research findings led him to conclude that repetitiveness of job task resulted in a lack of mental involvement on the worker's part which allowed the worker's mind the "maximum freedom and autonomy to wander" (p. 341).



Sexton (1967) also found in a study of production line workers, that the rote and repetitive nature of the task was a symbol of security and stability. The results of this perceived security and stability were a freedom from threat of the unknown or unfamiliar and a reduction of the worker's anxiety. Sexton suggests that the belief that menial, repetitive or "uninteresting" tasks are a cause of dissatisfaction is only held by researchers and is due to their different value systems. The suggestion that a priori bias causes repetitive tasks to be viewed as a cause for dissatisfaction is echoed by Mackinney, Wernimont and Galitz (1962) and Dufty (1967).

### Supervision

In a review of the literature, Kahn (1972) concluded that all studies he reviewed agreed that supervision had an important impact on job satisfaction. Herzberg et al. (1957) reviewed 155 studies and found that supervision was the second most frequently occurring variable studied, which is an indication of the perceived importance of the variable. The analysis of the data however, indicated that there was no major difference or influence between supervision and either satisfaction or dissatisfaction. Further, Herzberg et al. (1957) report that supervision was ranked eighth out of fourteen factors in employee attitudes. As with other variables, studies of supervision as a distinct variable suffer from the lack of a generally accepted definition, a lack of control for the effects of the social desirability of a particular job, large discrepancies in populations between studies, and general inadequacies in the designs of the studies used for review (Gruneberg, 1979).

Much of the research throughout the 1970s reveals the same methodological problems as research in the 1950s, that is, a lack of consistency of definition, failure to separate different types of supervision such as administrative and clinical, and a failure to separate studies of supervision in factory settings as compared to human relations type settings. Throughout the 1980s, research on supervision, as reported in the professional literature, narrows the focus of work setting and is more specific as to population. Due to this there were relatively numerous studies in the past decade which included the variable Supervision, distinguished between administrative and clinical supervision, and which used counselors as the population.

Hester, Weitz, Anchor and Roback (1976) investigated the effects of supervisor skillfulness and supervisor-supervisee attitude similarity on the attraction of the supervisee to the supervisor in a counseling setting. They found that supervisor skillfulness was a primary determinant of attractiveness and that similarity of attitude did not significantly affect the attractiveness rating. Skillfulness of the supervisor was found to be a determinant of the level of satisfaction of the supervisee. Solly and Hohenshil (1986), in their study of the job satisfaction of school psychologists in a rural state, demonstrated the significance of the supervisor's level of training, and congruence of area of training or background between supervisee and supervisor, in predicting overall job satisfaction.

Stout (1984) studied the job satisfaction of rehabilitation workers in mental health and mental retardation settings and how it was affected by whether the supervisor was perceived as either task oriented or relationship oriented. He found that higher levels of job

satisfaction existed among workers whose supervisors rated high on relationship regardless of their rating in task orientation. These findings were supportive of the results of studies by Aiken, Smits and Lollar (1972), Distefano and Pryer (1973), Kasl (1977) and Phillips and Hays (1978) which also demonstrated the positive correlation between job satisfaction and relationship oriented supervision.

Studies of the effects of degree level of the supervisor and the gender of the supervisor and the supervisee indicate that there are differences in levels of job satisfaction resulting from these variables (Miars, Tracey, Cornfield, O'Farrell & Gelso, 1983). Worthington and Stern (1985) studied the relationship of counseling students and counseling professionals with their supervisors. They found that degree level, gender and supervision event variables affected the quality rating of supervisors. The authors discussed the effects of perception on quality ratings of supervisors and job satisfaction. They concluded that the relationships between the variables were too complex to make general statements about the effects of any single variable of supervision on level of job satisfaction.

Srivasta, Salipante, Cummings, Notz, Bigelow and Waters (1975) reviewed numerous correlational studies and found that democratic supervisory style was positively related to job satisfaction. Other studies of leadership style have likewise demonstrated the impact of the supervisor's style on supervisee job satisfaction. Blake and Mouton (as cited in Wright & Terrian, 1987) found team management to be the most effective leadership style and found a higher job satisfaction level among members of the team as compared to those workers not on a team. Bordieri, Reagle and Coker (1988) found increased enjoyment and satisfaction with work

among rehabilitation personnel who were supervised by a considerate or relationship oriented supervisor.

Specific characteristics of the supervisor have also been studied for their effect on the job satisfaction of supervisees. Stodgill (1974) identified leadership characteristics of the supervisor which also impact the level of satisfaction of supervisees. These include social and interpersonal, technical, administrative and intellectual. Alexander, Helms and Wilkins (1989) explored the relationship between supervisory communication and job satisfaction for rehabilitation counselors. They found that supervisors who provided information about the job and the organization and who explained the rationale for decisions were positively related to increased levels of job satisfaction among supervisees.

Kermish and Kushin (1969) demonstrated that for a sample of entry level social workers, job dissatisfaction was predicted by the degree of the technical incompetence of the supervisor. Miller (1970) achieved similar results in a replication of this study. Henry, Sims and Spray (1971) found that supervision was the most powerful predictor of job satisfaction in a sample of over 1,000 mental health counselors. Aiken, Smits and Lollar (1972) found that for a sample of state rehabilitation workers, clinical supervision was the most satisfying component of their job, outweighing the working conditions and compensation. Olmstead and Christensen (1973) demonstrated a high positive correlation between ratings of the clinical supervision received and level of job satisfaction.

Kadushin (1973) emphasizes the need for clinical supervision and the contributions it makes to the delivery of high quality and efficient services in the field of social work. Among the contributions are: 1) it improves

the counselor's ability to deal with the demands of the clinical world, 2) it increases self-confidence and proficiency of the counselor, 3) it improves quality of client care by increasing responsibility of the counselor and 4) it allows for close monitoring of practice to document information used in lawsuits or employee grievances.

### Co-workers

The importance of social interaction among co-workers, as it relates to the level of job satisfaction, is well documented in the literature. Herzberg et al. (1957) found, in a review of the literature since 1920, that the social aspects of a job were consistently rated as the most influential variable in determining satisfaction. Farber and Heifetz's (1981) study indicated that support among colleagues on the job was essential for psychotherapists. This factor was found to correlate positively with both lower stress levels and increased levels of job satisfaction.

Social interaction with others is one of the lower order needs in Maslow's (1943) hierarchy. Following that theory, one can deduce that there would not be the ability to experience job satisfaction if this need were not met. Due to the amount of time a worker is engaged in performing work, as compared to other life pursuits, there is no doubt that meeting the need to have relationships with others will tend to be largely fulfilled in the work setting (Gruneberg, 1977).

As related to counselors, this variable has also received considerable attention. Phillips and Hays (1978) found that relationships with co-workers were significantly

related to the level of job satisfaction of mental health workers. Powell (1980), in his research on clinical supervision of substance abuse counselors, found that "tightly knit, cohesive work groups generally enable counselors to gain greater on-the-job satisfaction and produce a better climate for motivation" (p. 44).

Riggan, Godley and Hafer (1984) attempted to predict group affiliation between administrators and direct service providers in rehabilitation agency workers by using the score of the Satisfaction with relationships with associates scale from the Job Satisfaction Inventory developed by Muthard and Miller (cited in Riggan, Godley & Hafer, 1984). They found that as the level of satisfaction with relationships increased so did the probability of the subject being a direct care provider versus an administrator.

In a replication of a study by Cherniss and Egnatios (1978), Frank, Cosey, Angevine and Cardone (1985) demonstrated that among a group of 96 counselors who were direct service providers in community agencies, the level of satisfaction with co-workers varied as a function of perceived level of influence on administrative decisions. Similarly, the job satisfaction varied as a function of the level of satisfaction with co-workers. These are the same results Cherniss and Egnatios reported; however, the relationship was weaker in the later study.

Maynard (1986), in her development of the Work and Support Network Satisfaction Scale (WSNSS), reviewed the literature on co-worker relationships. Based on this review she determined that five categories were shown to have significant influences on the job satisfaction of human services workers. These categories are: work satisfaction and adjustment, family support system, friendship support

system, social/community support system and professional support system. Maynard's analysis of the data collected for two other studies of rehabilitation workers, combined with the data collected for the WSNSS development, found that positive relationships with co-workers influenced job satisfaction the most for divorced or widowed respondents, respondents on the same job more than six years, respondents not contemplating job change in the next five years and for respondents who had three or more types of work outside their educational field of specialization.

In their study of the job satisfaction of school psychologists in a rural state, Solly and Hohenshil (1986) found that the MSQ (Weiss et al., 1967) Co-workers scale was a major indicator of job satisfaction for the group. This finding supports the earlier research of Anderson, Hohenshil and Brown (1984) which indicated the factor measured by this scale was a major source of satisfaction in a national study of school psychologists.

Using their Rehabilitation Job Satisfaction Inventory (RJSI), Wright and Terrian (1987) demonstrated the relatively low correlations between the category Co-workers and the following seven categories: Present job, Work activities, Work role, Work environment, Supervisor, Administrative practices and Organization's policies and rules. No correlation exceeded an  $r$  of more than .50 and the correlation between Co-workers and total job satisfaction, as measured by the RJSI, yielded an  $r$  value of .64. It would appear that, at least for this group of 757 rehabilitation practitioners, the category Co-worker has little to do with overall job satisfaction and even less influence on any single category.

The majority of literature concerning the relationships between counseling professionals and their co-workers

indicates the need for positive co-worker relationships. Pines and Maslach (1978) found that the frequency of staff meetings, where these relationships were fostered, was negatively correlated with burnout and positively correlated with job satisfaction for human services and social services employees. When studying mental health employees working in institutions, they found that the frequency of staff meetings was positively correlated with burnout and negatively correlated with job satisfaction. They conclude that, as with other variables, no definitive answer can be given for the effect of the scale Co-worker on job satisfaction.

#### Working Conditions

Working conditions can be narrowly defined as the physical surroundings where one's work is performed. Studies using this definition attempt to correlate job satisfaction with the following: adequacy of the environment in terms of the type of work performed (i.e., privacy, location, furnishings, etc.), health and risk factors and comfortableness. More broad definitions take into account the availability of support equipment and its condition, adequacy of support staff in number and degree of competence, the degree of discrimination, number of hours worked, hours of the day one works, the pace and speed demanded, clarity of directions, amount of control the employee has and the number of workers in the workplace (Hopkins, 1980; Kasl, 1977).

Regardless of which definition is used there is general agreement that working conditions is an important determinant of job satisfaction and that the lack of adequate working conditions is likely to lead to dissatisfaction with one's job (Herzberg, Mausner &



Snyderman, 1959; Kahn, 1972). In reviewing research concerning job satisfaction, it is evident that the importance of Work conditions as a variable has changed over time. Once closely scrutinized, it was subsequently disregarded and is presently under scrutiny again. It is possible that the variable Work conditions was not studied as often since researchers could not control or manipulate it to the degree they could control other variables.

Smits (1973) found that when controlling for agency size, counselors who left large agencies ranked dissatisfaction with their physical surroundings and work conditions as a major factor in their decision to leave. He concluded that satisfaction with work conditions could be used as a predictor of turnover for persons working in large (200 or more counselors) agencies, and therefore was also a predictor of level of job satisfaction. His results indicated that even though the counselors in his sample were satisfied with their job, their level of job satisfaction was consistently lower than the level of job satisfaction indicated by counselors who did not leave their jobs.

In an attempt to determine the relationships between numerous variables and job satisfaction, Lee and Wilbur (1985) surveyed 1,707 public employees. They found that older employees (age 50+) were the most satisfied with the work conditions they experienced as compared to employees under 30, who were ranked second in satisfaction, and those employees in the 30-49 age range who were least satisfied with work conditions. The groups ranked job satisfaction identically, highest among older workers and lowest among the age 30-49 group. Solly and Hohenshil (1986) found that the work conditions was a major source for the job dissatisfaction of rural school psychologists.

Two studies that demonstrate the importance of the perceived amount of control the employee has over the work environment and level of job satisfaction are those by Misshauk (1970) and Levinson (1990). Misshauk demonstrated that, for a sample of scientists, regardless of the true amount of control one has over the work environment, if the scientist believes he/she has control, then there is a significant impact on the level of job satisfaction and performance. The results indicated that as perception of control increased so did level of job satisfaction. Levinson's study similarly demonstrated the effect of perceived control over role function on job satisfaction for school psychologists and indicated a similar positive correlation.

In their research of the incentives and disincentives for rehabilitation counselors, Bordieri, Reagle and Coker (1988) found that Work conditions was a neutral variable in determining the job satisfaction of their sample.

#### Advancement

The research concerning the effects of advancement on job satisfaction includes the aspects of promotion, perception of opportunity and perception of fairness of promotions. Herzberg et al. (1957) found that the Opportunity for advancement ranked second only to Security and consistently ranked high across samples. This variable was determined to be a strong indicator of dissatisfaction and only a minimal determinant of satisfaction.

Whether or not an employee views the opportunity for promotion as a positive or negative aspect is an important distinction that is not often distinguished in the literature. The opportunity for promotion may be viewed as positive for an ambitious, aspiring employee, but may in

fact be negative for an employee who perceives promotion as a disruptive factor which would negatively impact family life, work group affiliations and job tasks (Hopkins, 1983).

Kahn (1972) suggests that, to remove the effect of perception of one's own opportunity for advancement, the variable Advancement is better defined as the individual's perception of the fairness with which the employer deals with promotions. This conceptualization has been demonstrated as useful in past research. Patchen's (1960) research revealed the significance of this definition as opposed to frequency and quantity of promotions in determining job satisfaction. Hopkins (1983) demonstrated that job satisfaction increased as the perceived level of the variable Fairness of promotions increased for her sample of state employees. Katz and Van Maanen (1977) found the variable Promotion fairness yielded the highest correlation with job satisfaction in their survey of 2,514 public employees.

Scarpello and Campbell (1977) found, through interviewing respondents as to the meanings they attributed to questionnaire items, that the difference between intended meaning and attributed meaning caused the correlations between job satisfaction and advancement to be low.

Riggan, Godley and Hafer (1984) found that among a group of 239 rehabilitation workers from a variety of public and private settings, when Advancement was grouped with Finances and Security, it ranked sixth of eight scales of job satisfaction. In their research of the incentives and disincentives for rehabilitation counselors, Bordieri, Reagle and Coker (1988) found that Advancement as a job satisfaction factor was a disincentive. In other words, Advancement was negatively related to job satisfaction for a sample of 163 rehabilitation workers. Kirk (1989) studied

the changes in career satisfaction among 240 full-time employees and found that Advancement was ranked fourteenth out of the possible twenty scales of the MSQ (Weiss et al., 1967).

Anderson, Hohenshil and Brown (1984) found that Advancement was a negative correlate to job satisfaction in a national sample of school psychologists and ranked the lowest of the 20 MSQ scales (Weiss et al., 1967). In a similar study, Solly and Hohenshil (1986) found the Advancement scale to be a major indicator of dissatisfaction. Levinson (1989), in a replication of the Anderson et al. (1984) study, using only school psychologists in Pennsylvania, also found that the Advancement scale was one of only two scales that his sample expressed dissatisfaction with.

Spector (1985) found similar rankings of scales among 3,067 human service employees, using the Job Satisfaction Survey (JSS). Ranking the means of the JSS scales, Promotion ranked eighth out of nine. He concluded that the opportunity for promotion is not a valid predictor of job satisfaction and that the lower the rank it occupies in a hierarchy the more likely it is to be a determinant of dissatisfaction.

### Independence

The ability for the employee to work alone on the job and the employee's ability to have some control over the work performed, are often combined and studied as a single variable Autonomy in the literature. There were no studies found among those reviewed that separated these variables in a meaningful way. When comparing this to the MSQ (Weiss et al., 1967), it is evident that, due to the definitions, the

scales Creativity and Independence could likewise be combined to represent the scale Autonomy.

Kasl (1977) states that the correlations between poor mental health and the variables Lack of autonomy and Close scrutiny by the supervisor are positive. The lack of control over one's work is positively correlated with low job satisfaction. As stated before, lack of variety, which can be indicative of the prohibition of Creativity, is also positively correlated with low job satisfaction. Kasl concludes that these variables negatively affect self-esteem and contribute to low job satisfaction.

Hopkins (1983) tested the hypothesis that employees who perceived themselves as autonomous, but who had access to supervision if needed, were highly satisfied with their jobs. Her research, using a sample of 1,174 state government workers, supported this hypothesis. It would appear that for her sample, possessing some level of the variable Autonomy, not including complete autonomy, was desirable.

### Achievement

The concept of achievement as it relates to job satisfaction is a frequently studied factor. Studies reviewed failed to make a distinction between the variables Recognition and Achievement, and by the various definitions used, were identical to the variable Achievement on the MSQ. This failure to make distinctions further confounds the utility of the research to date on these factors. As Gruneberg (1979) points out, "Thus, success produces a series of externally validated rewards, all of which have the effect of increasing the individual's self-esteem, where failure leads to a reduction in feelings of self-esteem" (p. 37).

The MSQ (Weiss et al., 1967) attempts to separate these factors by distinguishing between Achievement, which is described as the feeling the individual has from the external validation or praise, and Recognition, which is described as the external validation or praise itself. It is unresolved as to whether this distinction is possible and arguments against making this distinction are more prevalent in the literature than arguments supporting this distinction.

Related to Maslow's (1943) hierarchy, Achievement is placed in the self-actualization level of higher order needs. Herzberg et al. (1957) included Achievement in the Motivator group of factors. This indicated that, when present, it led to satisfaction, but if absent, did not lead to dissatisfaction. In his report, in the Harvard Business Review, Herzberg (1968) showed the results of a study which indicated that the frequency at which the feeling of Achievement occurred corresponded to the level of satisfaction an employee felt. In other words, the more often the employee experienced the feeling of Achievement the higher the level of job satisfaction the employee reported.

Locke (1965) also reviewed the relationship between satisfaction and achievement. He demonstrated that there is a circular relationship in that an employee is often satisfied due to his/her achievement; however, if the employee's satisfaction with the task which led to the achievement is taken into account it is impossible to distinguish whether the satisfaction was derived solely from the achievement or if the achievement was facilitated by extra effort due to the satisfactoriness of the task. Although a causal relationship is difficult to determine,

the majority of researchers agree that job satisfaction increases as Achievement increases.

Gruneberg (1979) points to many other factors which should be considered when studying the effects of Achievement on satisfaction. Among these are the importance the individual worker assigns to the task, the importance the organization assigns to the task, the degree to which self-esteem can be changed by success or failure in completing the task, the amount of enjoyment from completing the work leading to achievement and the possible social rewards achievement can bring. He concludes by qualifying the importance of achievement on job satisfaction by stating that only achievement in certain areas and under certain conditions is of consequence.

Haddock and McQueen (1983) used the MSQ (Weiss et al., 1967) to attempt to differentiate between abusive and non-abusive institutional caretakers. High scores on the Achievement scale correctly identified non-abusers 100% of the time and low scores on the scale correctly identified abusers approximately 86% of the time. The authors attributed this to the fact that the less Achievement a caretaker felt the higher the likelihood of him/her being frustrated, and therefore, the higher the likelihood that he/she would abuse his/her clients.

Pines (1977), in his research of employee burn-out among mental health professionals, achieved similar results. He found that the staff who were experiencing success, as indicated by the Achievement scale, had a more positive view of themselves and their clients. They also had a higher level of self-confidence, an increased sense of control, higher levels of job satisfaction and were less likely to abuse their clients.

Comparison of the hierarchies of scales between the groups teachers, social workers and non-disabled employed workers from the MSQ manual (Weiss et al., 1967) indicates that the Achievement scale is ranked fourth, fifth and third respectively. Anderson, Hohenshil and Brown (1984) reported that for a national sample of school psychologists the Achievement scale was ranked seventh while Solly's (1983) sample of West Virginia school psychologists ranked the Achievement scale eighth. This indicates the relative importance of this factor by various individuals as being in the upper half to upper third of the ranked scales. Kirk's (1989) study of 240 individuals who had changed jobs in the previous 10 years and reported satisfaction with their previous job as well as their present job, as measured by the MSQ short form (Lofquist & Dawis, 1969), revealed the following: respondents ranked Achievement seventh out of the 20 factors and Recognition tenth out of the 20.

Maslach and Jackson (1981) demonstrated similar findings with a different instrument - the Job Diagnostic Survey (Hackman & Oldham, 1975). They found that there were positive correlations between job satisfaction and the frequency of feelings of personal accomplishment and between job satisfaction and the intensity of feelings of personal accomplishment. Bordieri, Reagle and Coker (1988), using an instrument designed by Bordieri (1987), found that among a sample of 163 rehabilitation workers who were involved in direct client services, Achievement and Recognition, defined using the MSQ definitions (Weiss et al., 1967) were ranked first and second, respectively, as factors leading to job satisfaction.



### **Personal Characteristics and Job Satisfaction**

In addition to factors relating to context factors and the job itself, research has focused on individual differences and their relationship to job satisfaction. Included here are the demographic and sociological variables which describe the individual. Personality differences must be included here also, as the individual is a product of all that has come before, in time, in his or her development. Hopkins (1983) states, "No one looks through a perfectly clear glass; the glass is distorted by the combination of life experiences unique to that individual" (p. 74). These factors affect the predispositions and expectations of the individual, and account for the immediate attitudes towards his or her jobs as well as how his or her job environment is perceived.

The research in this area, as is noted in other areas, yields conflicting and inconsistent findings. As in other areas of human research, controlling for individual differences is not possible. Research in this area is characterized by the use of groups, assumed to be homogenous in some dimensions, but admittedly, not in all areas (Gruneberg, 1979). Although numerous demographic variables have been researched, this review will be confined to the following factors: age, gender, and educational level, all of which have been shown to be significant determinants of job satisfaction in the literature.

### **Age and Job Satisfaction**

Fournet, Distefano and Pryer (1969) point out the difficulties in attempting to compare and contrast the findings of studies which use age as a factor. They cite the Herzberg et al. (1957) findings that indicated there was a significant relationship between age and job satisfaction.

The Herzberg group proposed a U-shaped function to represent job satisfaction over the life-span. Hulin and Smith (1965) dispute this finding as the U-shaped function did not describe the results of their research. They found the relationship between job satisfaction and age to be best represented by the positive linear function. A third descriptive function described in the literature is the positive linear relationship up to a terminal period where there is a significant decline in job satisfaction (Carrell & Elbert, 1974; Saleh & Otis, 1964). Meta-analysis is not possible due to the fact that most studies do not report the ages of the workers in the sample in other than general terms (Fournet, Distefano & Pryer, 1969).

In a study of the extent to which certain demographic variables were effective in predicting job satisfaction, Kauppi, Ballou, Jaques, Gualtieri and Blum (1983) found age had no effect on job satisfaction for a sample of rehabilitation counselors. They suggest that demographic variables are more complex in their influence and that hypotheses constructed to research the relationship between them and job satisfaction are too simple. Wiggins (1984) also found no correlation between age and job satisfaction in his study of school counselors.

Anderson (1982) found that among a national sample of school psychologists who were members of the National Association of School Psychologists, a positive relationship existed between job satisfaction and age. He noted that the scatterplot of the variable age with job satisfaction, measured by the MSQ (Weiss et al., 1967) did not yield the U-shaped relationship, but yielded a linear relationship. He concludes that school psychologists are able to develop job satisfaction through changes in their own aspirations and needs or through changes in the job itself.

Another study with results that support the positive linear relationship is Hopkins' (1983) study of 1,814 public sector employees which indicated that job satisfaction and age are positively related. Similar results were obtained by Form and Geschwender (1962), Rachman and Kemp (1964) and Hoppock (1960).

Due to the confounding effects of education, tenure, salary and job characteristics, Lee and Wilbur (1985) separated the effects of these variables singularly and simultaneously. They found in each case that age continued to significantly influence the job satisfaction of 1,707 public employees. Spector (1985), using a sample of 3,148 public, human services workers to develop the Job Satisfaction Survey, also found that age was positively related to job satisfaction.

Blanchard-Fields and Freidt (1988) found that, for a sample of 232 married and employed persons who volunteered, there existed a positive relationship between age and job satisfaction, as measured by the MSQ (Weiss et al., 1967), for each of three age groups: young, middle and older. They found that the relationship was also linear with the highest levels of job satisfaction reported by the oldest group.

#### Gender and Job Satisfaction

Studies of the relationship between job satisfaction and the gender of the worker are inconclusive. There is little consistency among findings and there is a lack of generalizability of findings to populations other than those studied. Herzberg et al. (1957) concluded that, "In actuality, the comparison of attitudes between men and women is of less interest than a study of the effects of social roles of men and women on their attitudes towards jobs and working" (p. 14). This sentiment is echoed throughout the

research on gender and job satisfaction. Ivanovich and Donnelly (1968) proposed that differences in job satisfaction related to gender were the result of differential treatment of men and women with identical credentials. Beck (1983) demonstrated that women indicated higher levels of job satisfaction simply because they no longer viewed themselves, and were no longer viewed by others, as the stereotypical housewife. Differential treatment of men and women by society continues to be an area under scrutiny and is a current topic in the field of Education.

Generally it is agreed that the entire constellation of variables which relate to sex must be accounted for in any study of the effect of gender on job satisfaction. Herzberg et al. (1957) indicates that the greater variability of women's attitudes, due to the greater number of roles women assume, is one cause of differences in job satisfaction between men and women. It is possible that the job satisfaction of men and women cannot be equated due to their seeking out of different reinforcers from the same job (Wild & Dawson, 1976).

Although numerous studies on the effects of gender on the counseling relationship and outcome of counseling have been completed, few studies address the job satisfaction of counselors as it relates to gender. In their study of the satisfaction of 60 psychotherapists, Farber and Heifetz (1981) found that women were more satisfied with their jobs than men. Kauppi, Ballou, Jaques, Gualtieri and Blum (1983), in their study of job satisfaction predictors in rehabilitation counselors, found that sex was the only significant predictor of job satisfaction among the following variables: Sex, Race, Presence of disability and Age.

There are numerous studies which indicate that the variable Gender is not a significant determinant of job satisfaction. Lee (1982) concludes from his research of a sample of 2,851 public employees, that a worker's gender is not a significant determinant of job satisfaction. He states that this is the result of the absorption of women into the business world, and subsequently, their development of attitudes which are similar to men's. He concludes that counselors can safely disregard sex as a variable in providing employment counseling.

Maynard (1986) found a similar lack of differences between the sexes and their job satisfaction for her sample of 338 health and rehabilitation field workers. Bordieri, Reagle and Coker (1988) found no significant differences, due to the respondent's gender, in the job satisfaction of their sample of 163 vocational rehabilitation workers.

#### **Education and Job Satisfaction**

The results of research concerning job satisfaction and education have failed to give a clear understanding of the relationship between these variables. Fournet, Distefano and Pryer (1969) characterize the relationship as very unclear. In their review of the literature, which cited studies from the 1950s and early 1960s, they found studies which indicated positive correlation, negative correlation and no correlation among these variables. They conclude that the contradictions result from the fact that educational level is not a pure factor, but that it is a factor contaminated by age. Similar findings were noted by Herzberg et al. (1957) in their review of 13 studies. They found that the results of five of the studies indicated there was no correlation, the results of three studies indicated there was a positive correlation and the results

of the final five studies indicated there was a negative correlation.

The results of more recent studies are also contradictory. Hopkins (1983), using a sample of 1,174 state government workers, found a negative correlation between educational level and job satisfaction. Pines and Maslach (1978) also found this inverse relationship for their sample of 76 mental health staff; however, they attribute this to unmet expectations as opposed to simply a function of the educational level of their sample. Phillips and Hays (1978) found that educational level was negatively correlated with job satisfaction, as measured by the MSQ (Weiss et al., 1967), for a sample of 64 community mental health workers. The educational levels represented in their sample were: M.D., Ph.D., M.A., B.A., and less than B.A.

Spector (1985) found a significant negative relationship between job satisfaction and educational level for his sample of 1,320 public, human services workers. Maguire (1983) found that, among her sample of nonmanagerial workers in various companies, Educational level was a significant variable in determining job satisfaction. She also noted that the relationship between educational level and job satisfaction was inverse.

Bordieri, Reagle and Coker (1988) found a positive correlation between the job satisfaction of their sample of 163 vocational rehabilitation workers and the educational level of the respondents. Glenn, Taylor and Weaver (1982) also found a positive relationship between education level and job satisfaction in their review of numerous samples of workers in various settings. Maynard (1986), in her study of the effects of support networks on job satisfaction, found no correlation between job satisfaction and education level for a sample of 338 rehabilitation workers.

### **Instrumentation**

Numerous data collection techniques exist for gathering information concerning one's job satisfaction. Fournet, Distefano and Pryer (1969) identify the following methods in their review of the literature: questionnaires, interviews, rank order studies, sentence completion and critical incidents. Each of these methods has its own idiosyncracies which affect the data gathered by it. The questionnaire method is the most studied and most often used in the research of job satisfaction. Among the instruments utilized in studies reported in the literature the most frequently occurring are: the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967), the Job Description Index (JDI) (Smith et al., 1969), the Satisfaction with Job Design Questionnaire (SJD) (Hackman & Oldham, 1975) and the FACES Scale (Kunin, 1955).

Of these instruments, the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967) appears to be the most researched and is generally accepted as the standard instrument in job satisfaction research (Scarpello & Campbell, 1983). The MSQ measures broader content areas than the other instruments; it utilizes a Likert (1932) scale format for responses; it uses an identical operational model as the JDI, and the MSQ has been validated as a predictor of overall job satisfaction (Weiss et al., 1967).

The MSQ was chosen for this study based on the criteria used by Scarpello and Campbell (1983) in determining the optimum research instrument for studying job satisfaction; that is, scope of content areas sampled, amount of research activity, and support for the instrument as determined by literature review, success in predicting global satisfaction from facet satisfaction and instrument format. The MSQ not only excels in each of these criterion areas, it also

defines job satisfaction using one of the presently widely accepted definitions. In other words, it attempts to account for (by measuring) all the relevant variables research has indicated could be affecting a person's job satisfaction.

### Minnesota Satisfaction Questionnaire

The Minnesota Studies in Vocational Rehabilitation, also known as the Work Adjustment Project, are a continuing series of research studies which began in 1957. Focusing on work adjustment problems, these studies seek to develop useful diagnostic tools to assess work adjustment potential and to evaluate work adjustment outcomes. The conceptual framework for this research is titled A Theory of Work Adjustment (Dawis, England & Lofquist, 1964) and later A Theory of Work Adjustment (A Revision) (Dawis, Lofquist & Weiss, 1968).

The Work Adjustment Project staff proposes that job satisfaction is a function of the correspondence, or lack of it, between the individual's vocational needs (work personality) and the reinforcement in the work environment (Albright, 1972; Weiss et al., 1967). The significant aspects of the work environment are ability requirements and reinforcer systems and the significant aspects of the work personality are vocational abilities and vocational needs (Weiss et al., 1967). The authors of the theory further state:

Work adjustment is predicted by matching an individual's work personality with work environments. In other words, work adjustment [satisfactoriness, satisfaction and tenure] depends on how well an individual's abilities correspond to the ability requirements in work, and how well his needs correspond



to the reinforcers available in the work environment.  
(p. v)

The MSQ was developed because of various needs which became apparent during earlier research. These needs include: a need to individualize satisfaction information, sampling both intrinsic and extrinsic reinforcement dimensions; a need and desire to measure satisfaction with facets of work for a given individual; and the need to reduce the difficulty with scoring by removing undesirable weighting techniques, necessary with earlier versions and predecessors, including the Hoppock Job Satisfaction Blank (Hoppock, 1935), without changing the adequate reliabilities. The resulting MSQ utilizes a 20-scale Likert (1932) format questionnaire, is simplified (reads at the fifth grade level; average sentence length is 8.6 words; average of 77 one syllable words per 100; Flesch rating of "very easy"), has shortened item stems, has limited scale items to five each, has improved homogeneity of scale content and meets the needs listed above. The MSQ consists of one hundred items and requires 15 to 20 minutes to complete (Weiss et al., 1967). The MSQ yields 21 scores consisting of a score for the General Satisfaction scale and a score for each of the following 20 scales which comprise specific aspects of work and work environments: Ability utilization, Achievement, Activity, Advancement, Authority, Company policies 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. Each item requires a response on a five-point Likert (1932) scale.

Responses and corresponding values for scoring the original version are: Very Dissatisfied (VDS), which has an assigned value of 1; Dissatisfied (DS), which has an assigned value of 2; Neither Satisfied nor Dissatisfied (N), which has an assigned value of 3; Satisfied (S), which has an assigned value of 4; and Very Satisfied (VS), which has an assigned value of 5. A ceiling effect was noted with this scoring of the instrument during early trials and a 1967 version was developed with differences in the scoring to remove the ceiling effect. The responses and corresponding values for scoring the 1967 version are: Not Satisfied (NS), which has an assigned value of 1; Only Slightly Satisfied (SS), which has an assigned value of 2; Satisfied (S), which has an assigned value of 3; Very Satisfied (VS), which has an assigned value of 4; and Extremely Satisfied (ES), which has an assigned value of 5.

Determining the scale scores for the MSQ is completed by summing the weights (assigned values) for the items in each scale. Each of the 20 scales is sampled with five questions. The General Satisfaction scale score is derived by summing the score on 20 items, one from each scale, as indicated in the manual. The items scored for this scale are: 24, 25, 28, 30, 35, 43, 51, 61, 66, 67, 69, 72, 74, 77, 82, 93, 96, 99, 100. Raw scores can be converted into percentile scores for comparison with norm groups. The manual includes norms on 25 occupational groups, disabled employees and non-disabled employees. Raw scores can also be used for interpretation by ranking the raw scores, thereby yielding a hierarchy indicating relative satisfaction for any scale in relation to the other scales (Weiss et al., 1967). The manual instructs the user to choose norm groups for comparison that are as close as possible to the subject group. The inclusion of the

demographic information on the groups is provided to help reduce error when choosing a group for comparison (Albright, 1972).

The manual for the MSQ does not include counselors or psychotherapists in the definition of its normative populations. It does however, include social workers and describes them as follows: "D.O.T. 195.108 (Caseworker). Counsels and aids individuals requiring assistance of social service agency. Includes Child Welfare, Family, Medical, and Psychiatric Caseworkers" (p. 56).

Of the 27 occupations represented in the normative data, this one most closely relates to the population of Certified Substance Abuse Counselors. However, it is predicted that the education level of C.S.A.C.s will be below the "99% college graduates" indicated for social workers and will more closely approximate the education level of part-time nurses, which indicates specialized training resulting in a diploma and meeting current licensure requirements. Due to this the non-disabled employed workers norm group will also be used for comparison.

Weiss et al. (1967) note that the reliability of some scales vary across groups. Similar findings occur with other questionnaire type instruments (Scarpello & Campbell, 1983). Albright (1972) addresses this and indicates that the internal consistency reliability for the MSQ is adequate. This is based on the fact that the Hoyt reliability coefficients for the MSQ scales ranged from .97 to .59 with a median range of .93 to .78. Of the 567 Hoyt reliability coefficients reported in the MSQ manual, 83% were .80 or higher and only 2.5% fell below .70.

Stability of the MSQ is reported to be acceptable based on the test-retest correlation coefficients and test-retest

canonical correlation using a one-week and one-year interval. Albright (1972) found this data to be acceptable noting the range for one-week correlation coefficients was .91 to .66 with a median of .83, one-year correlation coefficients range was .71 to .35 with a median of .61 and canonical correlation coefficients were .97 for one-week and .89 for one-year. This final correlation was significant at the .001 level indicating a high level of stability.

Construct validity is evidenced by an instrument performing according to theoretical expectations or the extent to which certain explanatory concepts account for performance (Cronbach, 1971). With the MSQ, construct validity is supported when the results conform to the theory's expectations. Using the Minnesota Importance Questionnaire (Weiss et al., 1967), a parallel instrument to the MSQ which samples relative importance of work reinforcers, the members of the Work Adjustment Project tested various hypotheses. Analysis of the data derived from these studies indicates there is good evidence of construct validity for the following scales: Ability utilization, Advancement, and Variety. Some evidence of construct validity was observed for the scales Authority, Achievement, Creativity, Responsibility, Compensation, Independence, and Social service. The General Satisfaction scale has been similarly tested and results indicate construct validity is present.

Criterion related validity of the MSQ is demonstrated by one-way analysis of variance (Glass & Stanley, 1970) comparing 25 occupational groups on each of the 21 scales. The results of this analysis indicate significant differences between all groups on all scales at the .001 level. The authors state that these results compare

favorably with the data obtained from a literature review of the previous thirty years (Weiss et al., 1967).

Drasgow and Kanfer (1985) have demonstrated the discriminate validity of job satisfaction inventories in their research concerning the equivalence of psychological measurement. They demonstrated that differences in satisfaction level, using data gathered by inventories, was due to group differences and not a lack of measurement equivalence. This is adequate for the present study.

Support for the content validity of the MSQ is evidenced in the numerous factor analytic studies performed by the authors and others and the Hoyt reliability coefficients (Weiss et al., 1967; Wanous & Lawler, 1972; Schmitt & Bedeian, 1982; Pierce, McTavish & Knudsen, 1986). These studies typically find about half the common scale score variance is accounted for by extrinsic factors and the other half by intrinsic factors (Albright, 1972). The extrinsic satisfaction factors are defined by the two supervision scales, Company policies and practices, Working conditions, Advancement, Compensation and Security. The other scales account for the other half of the variance and make up the intrinsic satisfaction factors. From this it is inferred that the MSQ adequately samples the components of job satisfaction as defined.

The effects of weighting the components of job satisfaction, in addition to weighting by scoring technique, have been studied. The purpose of this is an attempt to account for the importance an employee assigns to any given component. Ewen (1967) researched this problem extensively and concluded that weighted scores were not superior to unweighted scores. He gives the possible reasons for this as either the weights are vastly different and do not represent reality, or the nominal weights may not be the

effective weights. This later problem compounds the already present problem of assuming the unweighted totals are equivalent to 1. This evidence is supported by Wanous and Lawler (1972) in that they also found no significant benefit to weighting factors and in some cases weighting resulted in poorer representation. Blood (1971) and Mobley and Locke (1970) conclude that facet satisfaction ratings reflect the importance the individual gives the facet; it is not necessary to multiply the facet satisfaction by facet importance as it will not increase the predictive ability of the facet satisfaction measures and that importance is reflected in the contribution a facet makes to the overall satisfaction level.

Wanous and Lawler (1972) conclude from their literature review, in which they identified nine different definitions of job satisfaction, that:

Therefore, it appears quite likely that some conflicting results reported in studies of satisfaction are due to the different measures of job satisfaction that have been used. Future attempts to integrate the research literature on satisfaction would seem well advised to determine if the relationship between variables like age, education, etc. and satisfaction are different when different measures are employed. (p. 103)

#### **Individual Information Form**

The IIF was designed to collect information regarding the following: full-time employment, 50% or more of work time spent providing services to persons with Substance Use Disorder, length of time in the field, length at present job, age, gender, race, education level, other certifications and/or license status, degree program

enrollment status, number of clients on case load, job title, compensation level, hours of work per week, present employment designation (private/public), number of nights required to work per week, rank of top three primary job duties by time spent, fringe benefits received, level of satisfaction with present position, and whether or not clinical supervision is received. If the respondent answers yes to the last question the following questions are asked concerning the clinical supervision and the clinical supervisor: how many hours of clinical supervision are received per week and is it individual, group or a combination, age of the supervisor, gender, length of time respondent has had this clinical supervisor, length of time the supervisor has been a clinical supervisor, length the clinical supervisor has worked in the substance abuse field, degree level of the clinical supervisor, specialty area of the clinical supervisor, other certifications and/or licensure status of the clinical supervisor, number of persons the clinical supervisor supervises, if the clinical supervisor is also the administrative supervisor, and level of satisfaction with clinical supervision received. All respondents were asked three more questions which concerned their 5-year plans, the reasons for their 5-year plans, and their belief and defense concerning whether or not a substance abuse counselor is more effective if he/she is recovering from a primary substance use disorder. This demographic information will be utilized in the present study and in subsequent studies with this and similar populations.

Due to the standardized nature of the accepted practices for survey and questionnaire design (Babbie, 1990), a complete literature review of the topic is unnecessary. Readers are directed to the sources used in

preparation of the IIF for a complete review of these methods. The design and development of the Individual Information Form (IIF) follows the guidelines suggested by Dillman (1978), Kalton (1983), Converse and Presser (1986), Fowler (1988), Sudman and Bradburn (1982), Sudman (1967; 1976), Rossi, Wright and Anderson (1983), Babbie (1990), Frary (1991) and J. C. Fortune (personal communication, Spring, 1991). An in-depth description of the process appears in CHAPTER III.

### **Summary**

There has been considerable research into the correlates and determinants of job satisfaction among many diverse groups of workers in America. No studies on the job satisfaction of substance abuse counselors appear in the professional literature and relatively few studies appear on other members of the counseling professions. Counseling, and substance abuse counseling in particular, appear to be professions in which many of the practitioners are not satisfied, as indicated by turnover rates ranging from 20% to over 60% reported in the literature. Studies examining the variables that are instrumental in determining the job satisfaction of rehabilitation counselors and psychotherapists are noted, but it is unclear as to whether or not these results can generalize to the population of substance abuse counselors.



## **CHAPTER III METHODOLOGY**

This chapter contains the descriptions of the methodological procedures utilized in the collection and analysis of the data for the study. The population studied is defined and the procedure for instrument development of the Individual Information Form is described. Instrument development of the Modified Minnesota Satisfaction Questionnaire is discussed and the instrument is described. The research questions are repeated. Finally, descriptions of the statistical procedures used to answer each research question, and the rationale for using each procedure, are presented.

### **Participants**

The participants in this study are the entire population of substance abuse counselors certified by the Commonwealth of Virginia. A list of these persons was obtained from the Department of Health Professions, Board of Professional Counselors. Only those certified counselors who indicated that they are full-time employees and are primarily engaged in direct client care services (50% or more of their work time) were included in the data analysis to answer the research questions.

### **Instrumentation**

#### **Individual Information Form**

#### **Instrument Development**

The Individual Information Form (IIF) was developed by a panel of substance abuse counselors. The panel consisted of counselors who are eligible to be certified but have chosen not to pursue certification due to their advanced

degree status, licensure status, and/or career aspirations. No panel member was in the sample used for the actual research. The group consisted of three females and two males. This group was presented the rationale for the research and was asked to "brainstorm" questions that might be asked on an IIF. The resulting list of forty-one questions was presented to the author. The author then met with the group and went through each question requesting rationale for, and purpose of each question. Through group discussion some questions were collapsed, some questions dropped as irrelevant and some questions were modified to better convey the intended meaning. The resulting list of nineteen questions was titled The First Draft of the IIF.

The second phase of instrument development occurred in a classroom setting in the Spring semester of 1991. In the class EDRE 6794 Survey Research Methods at Virginia Polytechnic Institute and State University (VPI & SU), seven post-masters students, Professor Jim Fortune and I reviewed the draft. Discussion of the purpose and rationale for the questions, suggestions concerning wording, suggestions concerning type size, failure to represent some licensed professionals in question five, problems with date of certification, branching, and the need to separate question nineteen from the others, continued for approximately one hour. The discussion was recorded and the tapes were reviewed. Changes were made and the document was titled The Second Draft of the IIF.

The third phase was to take the IIF back to the original panel of five to have them review the IIF for clarity, agreement in meaning of terms, agreement of intent and to field questions. The results of this session were noted, changes made, and The Final Draft was complete. During review of instrumentation with Professor Jim Fortune,

additional questions were added to The Final Draft. These questions related to the amount of time the respondent's job took him/her out of the home in the evening and to the respondent's fringe benefits in the current job situation.

### **The Modified Minnesota Satisfaction Questionnaire**

The Modified Minnesota Satisfaction Questionnaire is used as an indicator of job satisfaction. This instrument has been modified for use with a national sample of school psychologists (Anderson, Hohenshil & Brown, 1984) and elementary school counselors (Kirk, 1990). Similar modifications have been made for use with substance abuse counselors and permission to use the instrument as modified was granted by The Vocational Psychology Research Department of the University of Minnesota. In Anderson et al. (1984), a modified version of the MSQ yielded Cronbach Alpha reliability coefficients ranging from .73 to .93 for the 20 scales.

Modification of the instrument, for this study, was accomplished by having a group of five human service providers review the instrument and make suggestions as to the changes which were necessary to make the statements meaningful to persons certified as substance abuse counselors (C.S.A.C.s) by the Commonwealth of Virginia. This group consisted of five mental health professionals who were familiar with the work environments of certified persons. Consensus was reached on the rewording to be used for each change. Prior to his final approval of the instrument, Professor Jim Fortune indicated his preference for the 1967 revision of the scoring scale to eliminate the ceiling effect noted with the original MSQ. The 1967 version was used with the Modified MSQ in this study.

### **Data Collection**

Data collection was facilitated by a mail survey using a four-step plan. The steps were: 1) an initial mailing of survey materials with initial cover letter, 2) a reminder by postcard requesting a response, 3) a second mailing of survey materials with second cover letter and 4) a telephone follow-up consisting of either a) completing the IIF if the non-respondent did not answer yes to both questions 1 and 2 of the IIF or b) requesting a commitment from the non-respondent to complete the materials and return them.

### **Receipt Control Plan**

The receipt control plan consisted of having each returned response 1) opened, 2) scanned for completeness, 3) recorded on a Receipt Control Form indicating number of response, number of participant, date received and postmark date and an indication as to whether it was a usable return 4) recorded as returned on the mailing list 5) stapled with the form to the envelope and 6) numbered in the order in which it arrived. Responses which arrived on the same date were numbered chronologically by using the postmark as the indicator of the date they were mailed. To reduce the number of persons handling the responses a post office box was used as the return address.

### **Nonresponse**

The study utilized a random sample of 30 nonrespondents who were interviewed by telephone. This telephone follow-up consisted of either a) completing the IIF for nonrespondents who did not answer yes to both questions 1 and 2 of the IIF or b) requesting a commitment from the non-respondent to complete the materials and return them.

This information was compared to information returned by responders and analyzed for significant differences. A comparison of the characteristics of respondents to the nonrespondents was made to determine if there was any significant differences in the groups and to their answers to the IIF. For nonresponders who sent the completed survey materials back, the mean General Satisfaction scale score was computed and compared to the mean General Satisfaction scale score of respondents as a whole and in each group of returns.

## **Data Analysis**

### **Individual Information Form**

The responses to the questions on the IIF will be treated as either ordinal or interval data (categorical or continuous variables).

### **The Modified Minnesota Satisfaction Questionnaire**

The Modified MSQ yields 21 scores consisting of a score for the General Satisfaction scale and a score for each of the following 20 scales which comprise specific aspects of work and work environments: Ability utilization, Achievement, Activity, Advancement, Authority, Policies 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. Each item requires a response on a five-point Likert (1932) scale. The responses and corresponding values for scoring the 1967 version are: Not Satisfied (NS), which has an assigned value of 1; Only Slightly Satisfied (SS), which has an assigned value of 2; Satisfied (S), which has an assigned value of 3; Very Satisfied (VS), which has an

assigned value of 4; and Extremely Satisfied (ES), which has an assigned value of 5.

Determining the scale scores for the Modified MSQ is completed by summing the weights (assigned values) for the items in each scale. Each of the 20 scales is sampled with five questions. The General Satisfaction scale score is derived by summing the score on 20 items, one from each scale, as indicated in the manual. The items scored for this scale are: 24, 25, 28, 30, 35, 43, 51, 61, 66, 67, 69, 72, 74, 77, 82, 93, 96, 99, 100. Raw scores can be converted into percentile scores for comparison with norm groups. The manual includes norms on 25 occupational groups, disabled employees and non-disabled employees. Raw scores can also be used for interpretation by ranking the raw scores, thereby yielding a hierarchy indicating relative satisfaction for any scale in relation to the other scales (Weiss et al., 1967). The Modified MSQ was scored according to the preceding instructions.

### **Statistical Analysis**

Specific statistical techniques employed in answering each research question are as follows:

#### **Question 1**

What is the level of job satisfaction expressed by substance abuse counselors certified by the Commonwealth of Virginia whose primary job duties are direct care services?

Overall level of job satisfaction for the sample was obtained by summing the General Satisfaction scale score of all respondents and dividing the sum by the number of respondents. The resulting average represents the general

job satisfaction level for substance abuse counselors certified by the Commonwealth of Virginia.

### Question 2

Does analysis of the 20 scales of the Modified MSQ yield information useful in suggesting areas of their jobs that these counselors are more or less satisfied with?

To determine the sources of job satisfaction for substance abuse counselors certified by the Commonwealth of Virginia, a hierarchy of Modified MSQ scales was constructed using the mean, standard deviation and 95% confidence interval calculated for each scale and by ordering the means by rank.

### Question 3

What relationship exists between the characteristics of the clinical supervisor, the characteristics of the clinical supervision provided to these counselors, as reported on the Individual Information Form (IIF) and the degree to which these counselors are satisfied with their job, as measured by the Modified MSQ?

A multiple regression analysis was used to determine the relationships between the General Satisfaction scale score and the characteristics of the clinical supervisor and between the General Satisfaction scale score and the characteristics of the clinical supervision provided. The regression model was constructed using the Number Cruncher Statistical System (NCSS) (Hintze, 1990).

### **Summary**

This chapter reviewed the specific research methods utilized in the present study. The population is described and the instruments that were used to collect the information are reviewed, as are the procedures for collection of data and the methods employed in the development of the instruments. Specific statistical techniques used to answer each of the research questions are described.



## CHAPTER IV

### RESULTS OF THE STUDY

Included in this chapter are the results of data analysis procedures that were described in the previous chapter. Response rates for each step of the data collection procedures are reported, demographic data is presented, the population is described and the results of the job satisfaction inventory are given. Each research question is addressed and results of the analysis for each is given.

#### Survey Response

Data collection occurred in four steps: 1) an initial mailing of survey materials with initial cover letter, 2) a reminder by postcard requesting a response, 3) a second mailing of survey materials with second cover letter, and 4) a telephone follow-up consisting of either a) completing the IIF if the non-respondent did not answer yes to both questions 1 and 2 of the IIF or b) requesting a commitment from the non-respondent to complete the materials and return them. Nine survey packets were returned as undeliverable by the postal service and were deleted from the sample. The resulting total possible responses was 496.

The return rates for each step are presented in Table I. There were a total of 365 responses received by mail (19 of which resulted from telephone contact) and nine responses by telephone interview. There were two telephone contacts who indicated their intention to return the completed materials by mail, but failed to respond. There were a total of 231 usable responses. To be usable the following criteria had to be met: "only those certified counselors who indicate that they are full-time employees and are primarily

**Table I**

**Survey Response Rates for the Population of  
Substance Abuse Counselors Certified by the  
Commonwealth of Virginia (n=496)**

<b>Step</b>	<b>Number Received</b>	<b>Percent of Total Population</b>
Initial	201	40.52
Postcard	53	10.68
Second	83	16.73
Telephone	28	5.64
<b>Total</b>	<b>365</b>	<b>73.7</b>

engaged in client services (50% or more of their work time)..." (as described in CHAPTER III). The remainder of the analysis is conducted only on these usable respondents. These usable responses represented 47% of the total population and 65% of the total responses.

A group of 30 non-responders were selected at random using a random number table generated for the 161 non-responses. These persons were contacted by phone and asked questions 1 and 2 from the Individual Information Form. If either answer was no, then the IIF was completed and the response was coded non-usable. If both answers to questions 1 and 2 were yes, then the person was asked to complete his/her materials and return them. The offer of mailing another set of materials was made to each person responding yes to questions 1 and 2; however, no one requested additional materials. Of the 21 persons agreeing to complete and return their materials, 19 did.

Means for the General Satisfaction scale score for the respondents to each mailing were computed. A one-way analysis of variance (ANOVA) was used to compare group means. The mean General Satisfaction scale score for the first mailing responses was  $m=66.16$ , the mean General Satisfaction scale score of the postcard reminder group was  $m=66.66$ , the mean General Satisfaction scale score for the second mailing group was  $m=68.1$  and the mean General Satisfaction scale score of the telephone follow-up group was  $m=67.63$ . No significant difference between means was noted.

### **Demographic Data**

The characteristics of the participants, as reported on the Individual Information Form, are compiled here. These responses were used to perform the multiple regression

analysis to determine the relationships between general job satisfaction and the characteristics of the clinical supervisor and the characteristics of the clinical supervision provided. The regression model was constructed using the Number Cruncher Statistical System (NCSS) (Hintze, 1990).

#### **Length of Time Worked in the Substance Abuse Field**

The average length of time respondents worked in the field is 9.75 years. The range is two years to 24 years. 61.5% of the respondents have worked in the field 10.5 years or less.

#### **Length of Time in Present Position**

The average length of time respondents have been in their present position is 4.40 years. The range is one month to 20 years. 73.6% of the respondents have been in their present job for 5.5 years or less.

#### **Age**

The average age of the respondents is 42.75 years. The range of ages is 25 years to 72 years. 84% of the respondents are 51.1 years old or younger.

#### **Gender**

Females made up 58.4% (n=135) of the sample and males accounted for the remaining 41.6% (n=96).

#### **Race**

13.9% of the respondents indicated their race was Black (n=32), 83% indicated Caucasian (n=191), 2.2% indicated Hispanic (n=5), 0.9% indicated Other (n=2). One person failed to respond to this question.

### Current Degree Status

Percentages and number of responses in each category of current degree status are presented in Table II.

### Other Licenses and/or Certifications

This question yielded the following results (percentage totals will equal greater than 100% since some persons have more than one license or certification). Of the 231 persons used in the sample, 32% (n=74) had no other certification or license, 3% (n=7) were also certified in another state, 31% (n=98) had the CAC, 24.7% (n=57) were both CAC and Nationally Certified by NRC/AODA, 12.12% (n=28) were also LPCs, 8.6% (n=20) were Licensed Clinical Social Workers, 1.2% (n=3) were Licensed Clinical Psychologists and .4% (n=1) was a medical doctor.

### Currently in a Degree Program

There were 51 affirmative responses representing 22.1% of the sample. There were 179 negative responses representing 77.5% of the sample and there was one respondent who failed to answer this question representing .4% of the sample.

### The Number of Clients on the Current Case Load

The average number of clients on the current case load for the sample is 22.12. The range is 0 clients to 200. The single response of 200 clients skews the graph of this data. When removing this response of 200 and all other responses over 100, the resulting average number of clients on the current case load for the sample is 20.35 with a median of 15 clients and a range of 0 clients to 84 clients. Sample size is decreased from 231 to 228. When removing all responses over 50 clients, the resulting average number of

**Table II**

**Current Degree Status of Substance Abuse Counselors  
Certified by the Commonwealth of Virginia  
Who Are Full-Time Employees and Are Primarily  
Engaged in Direct Client Care Services (n=231)**

<b>LEVEL</b>		<b>NUMBER</b>	<b>PERCENT</b>
Less than HS/no response	=	1	0.4
High School/GED	=	30	13.0
Associates	=	14	6.1
Bachelors	=	79	34.2
Masters	=	101	43.7
Doctorate	=	5	2.2
Other	=	1	0.4
<b>Total</b>	<b>=</b>	<b>231</b>	<b>100.0</b>

clients on the case load is 16.125 clients with a median of 14 clients and a range of 0 clients to 47 clients. Sample size is decreased from 231 to 208.

### Annual Salary

Annual salary was broken into eight ranges. Those respondents who did not receive an annual salary were asked to give their hourly pay and the number of hours of work per week and an annual salary equivalent was computed (pay per hour x hours per week x 52 weeks per year). All respondents indicated either receiving a salary (n=217) or hourly pay x hours per week (n=14). For all respondents the average annual salary for the sample falls in the range of \$25,001 to \$30,000. The median annual salary range is also \$25,001 to \$30,000. The range of annual salary ranges was \$15,001 to \$40,001 with 72% of the respondents falling in the \$30,001 to \$35,000 range or below. The response rates for each category are given in Table III.

### Hours of Work Per Week

The average number of hours of work per week is 42.24 hours. The median is 40 hours per week with the range being 40 hours per week to 65 hours per week. 88% of the respondents report working 40 hours to 45 hours per week.

### Employer Status

56.3% of the respondents indicated their employer was public (n=130), 16.9% of the respondents indicated their employer was private (not for profit) (n=39) and 26.8% of the respondents indicated their employer was private (for profit) (n=62).

**Table III**

**Range of Annual Salary of Substance Abuse Counselors  
Certified by the Commonwealth of Virginia  
Full-Time and Direct Client Care Services (n=231)**

<b>SALARY RANGE</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENT OF TOTAL</b>
\$15,001 TO \$20,000	11	4.8%
\$20,001 TO \$25,000	50	21.7%
\$25,001 TO \$30,000	60	26.1%
\$30,001 TO \$35,000	44	19.1%
\$35,001 TO \$40,000	26	11.3%
\$40,001 AND ABOVE	39	17.0%
<b>Total</b>	<b>231</b>	<b>100.0%</b>



### **Nights Per Week Required to Work Past 6:00 p.m.**

The average number of nights respondents reported being required to work past 6:00 p.m. was 1.56 nights per week. The median is one night per week and the range is one night per week to six nights per week. 31.6% of the respondents were not required to work past 6:00 p.m. (n=73), 22.1% of the respondents reported being required to work past 6:00 p.m. one night per week (n=51), 23.8% of the respondents reported being required to work past 6:00 p.m. two nights per week (n=55), 9.1% of the respondents reported being required to work past 6:00 p.m. three nights per week (n=21), 8.2% of the respondents reported being required to work past 6:00 p.m. four nights per week (n=19), 4.8% of the respondents reported being required to work past 6:00 p.m. five nights per week (n=11), and .4% of the respondents reported being required to work past 6:00 p.m. six nights per week (n=1).

### **Indication of Level of Satisfaction with Present Position**

Respondents were asked to place a mark on a 48 character space line which represented their level of satisfaction with their present position (Item 21). The average level of satisfaction with present position (on a scale of 0 to 48) is 31.94. The median is 34 with the range being 0 to 48.

Equating this measurement with the Likert (1932) scale used with the Modified Minnesota Satisfaction Questionnaire, the following results are indicated: approximately 80.0% of the respondents (n=181) are either Satisfied (n=39), Very Satisfied (n=61) or Extremely Satisfied (n=81) with their present position. Approximately 20.0% of the respondents (n=50) are either Only Slightly Satisfied (n=26) or Not Satisfied (n=24) with their present position.

### **Clinical Supervision Received**

78.35% of the respondents indicated that they receive clinical supervision (n=181). The demographic data that follows, up to Item 35 (Five-year plans), is based only on the responses of persons who indicated they receive clinical supervision.

### **Hours of Clinical Supervision Per Week**

Respondents were asked to indicate the amount (in hours) of clinical supervision they received, the frequency with which they received clinical supervision and the setting (group or individual) in which the clinical supervision was delivered. The responses were converted to a value that represents hours of clinical supervision received per week (without regard for whether it was received individually or in a group).

The average number of hours of clinical supervision received per week is 2.01 hours. The median is two hours with the range being 0 hours to 7 hours. It is interesting to note that 7.2% of the respondents (n=13) indicated that they received clinical supervision less than 20 minutes per week. The amount of supervision received, number of respondents in each group and the percent of the total respondents in each group, is represented in Table IV.

### **Demographic Information on the Clinical Supervisor**

#### **Age of Clinical Supervisor**

The average age of the clinical supervisor is 42.58 years. The median is 42 years with the range being 25 years to 62 years.

**Table IV**

**Number of Hours of Clinical Supervision Received Per Week  
Reported by Respondents Receiving Clinical Supervision  
(n=178)**

<b>NUMBER OF HOURS/WEEK</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENT</b>
0 to .33	8	4.5
.34 to .66	5	2.8
1.0 to 1.33	47	26.4
1.34 to 1.66	11	6.2
2.00 to 2.33	44	24.7
2.34 to 2.66	7	3.7
3.00 to 3.66	34	19.2
4.00 to 4.33	15	8.5
4.34 to 5.00	3	1.7
5.83 to 6.22	3	1.7
7	1	.6
<b>Total</b>	<b>178</b>	<b>100.0</b>

### **Gender of the Clinical Supervisor**

Males accounted for 49.7% of the clinical supervisors (n=90) with the remaining 50.3% being females (n=91).

### **Length of Time Clinical Supervisor Has Been Respondent's Supervisor**

The average length of time respondents had this person as their clinical supervisor is 2.49 years. The range was one month to 14 years and the median was 1.5 years.

### **Length of Time Present Clinical Supervisor Has Been a Clinical Supervisor**

The average length of time the respondent's present clinical supervisor has been a clinical supervisor is 5.94 years. The range is 10 months to 20 years and the median is five years.

### **Length of Time Present Clinical Supervisor Has Been Working in the Substance Abuse Field**

The average length of time the present clinical supervisor has been working in the substance abuse field is 9.21 years. The range is 0 to 25 years and the median is 8.5 years. There were three respondents who indicated that their clinical supervisor did not now, or ever, work in the substance abuse field.

### **Current Degree Status of the Clinical Supervisor**

Percentages and number of responses in each category of current degree status of the clinical supervisor is presented in Table V.

**Table V**

**Current Degree Status of the Clinical Supervisor  
Reported by Respondents Receiving  
Clinical Supervision (n=178)**

<b>LEVEL</b>	<b>NUMBER</b>	<b>PERCENT</b>
High School/GED	9	5.1
Associates	4	2.2
Bachelors	15	8.4
Masters	118	66.3
Doctorate	28	15.8
Other	4	2.2
<b>Total</b>	<b>178</b>	<b>100.0</b>

### **Specialty Area of the Clinical Supervisor**

Percentages and number of responses for each category of specialty area of the clinical supervisor are presented in Table VI.

### **Other Licenses and/or Certifications of the Clinical Supervisor**

This question yielded the following results: In addition to being Certified Substance Abuse Counselors, the clinical supervisors of the respondents also were: certified in another state - 3.3% (n=6), Certified Addictions Counselors only - 7.2% (n=13), both Certified Addictions Counselors and Nationally Certified by NRC/AODA - 12.2% (n=22), Licensed Professional Counselors - 29.8% (n=54), Licensed Clinical Social Workers - 15.5% (n=28). The remaining 7.2% includes one Professional Counselor licensed in another state, eight Licensed Clinical Psychologists (two licensed out of state) and four medical doctors. 32.0% of the clinical supervisors possessed no other certification or license (n=58).

### **Number of Persons the Clinical Supervisor Supervises**

The average number of supervisees of the clinical supervisor is 7.52 persons. The median is six persons with the range being one person to 60 persons. 98.3% of the supervisors supervise 24 or fewer supervisees.

### **Clinical Supervisor is also Administrative Supervisor**

The clinical supervisor is also the administrative supervisor for 51.9% of the respondents (n=94) and is not the administrative supervisor for 48.1% of the respondents (n=87).

**Table VI**

**Specialty Area of the Clinical Supervisor  
Reported by Respondents Receiving  
Clinical Supervision (n=178)**

<b>AREA</b>	<b>NUMBER OF RESPONSES</b>	<b>PERCENT</b>
Psychology	43	24.2
Psychiatry	7	3.9
CSAC/CAC/CDC	52	29.2
Social Work	46	25.8
Nursing	5	2.8
Mental Health	19	10.7
Other	6	3.4
<b>Total</b>	<b>178</b>	<b>100.0</b>

### Indication of Level of Satisfaction with Clinical Supervision Received

Respondents were asked to place a mark on a 48 character space line which represented their level of satisfaction with the clinical supervision they received (Item 34). The average level of satisfaction with clinical supervision received (on a scale of 0 to 48) was 27.80. The median was 29 with the range being 0 to 48.

Equating this measurement with a Likert (1932) scale format, like the one used with the Modified Minnesota Satisfaction Questionnaire, the following results are indicated: approximately 70.0% of the respondents (n=126) are either Satisfied (n=31), Very Satisfied (n=34) or Extremely Satisfied (n=61) with the clinical supervision received in the present position. Approximately 30.0% of the respondents (n=55) are either Only Slightly Satisfied 13% (n=25) or Not Satisfied 17% (n=30) with the clinical supervision they are receiving.

NOTE: All respondents were asked the following questions regardless of whether or not they received clinical supervision.

### Five-Year Plans

All respondents were asked to indicate their plans for the next five years and were given three choices of responses.

Of the total respondents (n=231), 23.81% (n=55) indicated they would still be in the same job that they were in at the present time, 58.44% (n=135) indicated that they would be in the same profession, and 17.75% (n=41) plan to leave the substance abuse field entirely.



### **Reason for Five-Year Plans**

All respondents were asked to give reasons for their answers to the preceding question. Answers were given in narrative form and not analyzed for the present study.

### **Recovering Versus Non-Recovering Counselors**

Respondents were asked to state whether or not they thought that counselors who were in recovery from their own substance use disorder made more effective counselors than those who had not experienced their own substance use disorder and were not in recovery. Respondents were then asked to defend their position. The defenses of these positions were written in narrative form and were not analyzed for the present study. The frequency count of positive and negative responses to this question (#37) are as follows: 32% (n=75) of the respondents indicated that they thought recovering counselors were more effective than counselors who had not experienced their own addiction and recovery. 63% (n=145) of the respondents indicated that they thought recovering counselors were not more effective than counselors who had not experienced their own addiction and recovery. 5% (n=11) failed to respond to this question.

### **Job Satisfaction of Substance Abuse Counselors Certified by The Commonwealth of Virginia**

The long form of The Minnesota Satisfaction Questionnaire (MSQ) was modified for use with this study. The process of modification and the scales of the MSQ are described in detail in CHAPTER III. The following analyses were conducted using the data from the 231 respondents who met the criteria for participants outlined in CHAPTER III.

### **Questionnaire Reliability**

The internal consistency of the scales of the Modified MSQ was determined by using Cronbach's Alpha (Cronbach, 1974). Reliability coefficients for the modified instrument ranged from 0.9051 to 0.9113. Table VII presents the reliability coefficient for each scale of the Modified MSQ. Analysis was completed using NCSS Powerpack (Hintze, 1992).

### **The General Level of Job Satisfaction of Substance Abuse Counselors Certified by the Commonwealth of Virginia**

The general level of job satisfaction for the respondents was calculated by summing the general satisfaction index of all respondents and dividing by the number of respondents. The resulting average represents the general job satisfaction level for substance abuse counselors certified by the Commonwealth of Virginia. The resulting mean is 67.79. This level indicates that substance abuse counselors certified by the Commonwealth of Virginia are ranked in the Very Satisfied level of job satisfaction, as measured by the Modified Minnesota Satisfaction Questionnaire.

### **The Sources of Job Satisfaction for Substance Abuse Counselors Certified By the Commonwealth of Virginia**

To determine the sources of job satisfaction for substance abuse counselors certified by the Commonwealth of Virginia, a hierarchy of Modified MSQ scales was constructed using the mean, standard deviation and 95% confidence interval calculated for each scale and by ordering the means by rank. The hierarchy is presented in Table VIII. The respondents were the most satisfied with Social service (m=3.975758) and least satisfied with Advancement (m=2.537662). The scale Advancement fell in the Slightly

**Table VII**

**Cronbach's Alpha Reliability Coefficients  
for the 20 Scales of the  
Modified Minnesota Satisfaction Questionnaire  
Calculated on the Total Full-Time,  
Primary Care Respondents (n=231)**

<b>SCALE</b>	<b>RELIABILITY COEFFICIENT</b>
Ability Utilization	0.9071
Achievement	0.9074
Activity	0.9075
Advancement	0.9067
Authority	0.9098
Policies and Practices	0.9051
Compensation	0.9100
Co-workers	0.9113
Creativity	0.9068
Independence	0.9098
Moral Values	0.9093
Recognition	0.9051
Responsibility	0.9076
Security	0.9097
Social Service	0.9083
Social Status	0.9089
Supervision-Human Relations	0.9077
Supervision-Technical	0.9085
Variety	0.9081
Working Conditions	0.9101
<b>Total</b>	<b>0.9124</b>

**Table VIII****Hierarchy of Modified MSQ Scales  
Based on Total Usable Respondents (n=231)**

<b>Scale</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>95% confidence interval</b>
Social service	3.975758	.8207244	3.928426-4.023089
Moral values	3.934199	.8383151	3.885853-3.982546
Creativity	3.820779	.9373352	3.766722-3.874836
Ability utilization	3.754978	.9636635	3.699403-3.810554
Achievement	3.738528	.9322991	3.684762-3.792295
Responsibility	3.658009	.9373408	3.603951-3.712066
Activity	3.625108	.8565539	3.57571-3.674506
Independence	3.611255	.8714883	3.560996-3.661515
Variety	3.495238	.9505648	3.440418-3.550058
Co-workers	3.461472	.9926225	3.404226-3.518717
Supervision-technical	3.165368	1.154981	3.098759-3.231977
Supervision-human relations	3.160173	1.224167	3.089574-3.230772
Recognition	3.126407	1.089395	3.063581-3.189233
Security	3.109186	1.216482	3.038999-3.179372
Authority	3.105628	.8943853	3.054048-3.157208
Working conditions	3.047619	1.183502	2.979365-3.115873
Social status	2.971429	.907344	2.919101-3.023756
Company policy and practices	2.741991	1.138241	2.676348-2.807635
Compensation	2.732468	1.216699	2.662299-2.802636
Advancement	2.537662	1.148849	2.471407-2.603918

Satisfied level. All other scores fell within the Satisfied level or the Very Satisfied level.

**The Relationships between General Job Satisfaction  
and the Demographic Variables for Supervision**

A stepwise regression model was constructed using the Number Cruncher Statistical System (NCSS) (Hintze, 1990) for analysis of Question 3. The analysis was run with and without robust weights. All independent variables were plotted against the dependent variable to allow for visual examination for outliers and other anomalies. Furthermore, a correlation matrix was constructed to detect the presence of multicollinearity, and appears in Table IX. The variables included in this matrix, and in the initial regression equation, were: 1) Indication of level of satisfaction with clinical supervision received, 2) Clinical supervisor is also administrative supervisor, 3) Number of persons the clinical supervisor supervises, 4) Other licenses and/or certifications of the clinical supervisor, 5) Specialty area of the clinical supervisor, 6) Current degree status of the clinical supervisor, 7) Length of time present clinical supervisor has been working in the substance abuse field, 8) Length of time the clinical supervisor has been a clinical supervisor, 9) Other certifications and/or license status of the clinical supervisor, 10) Number of persons the clinical supervisor supervises, 11) If the clinical supervisor is also the administrative supervisor and 12) Level of satisfaction with clinical supervision received. There was a relatively high correlation ( $r=0.6838$ ) between length of time the supervisor had been in the substance abuse field and the length of time the supervisor had been a clinical supervisor. The length

**Table IX**

**Multiple Correlation Matrix for 10 Clinical Supervision and Clinical Supervisor Variables with General Job Satisfaction**

Variables	SUP HR/WK	CLSUP AGE	LTHCLS PA	LTHCLS PB	CLSUP SA	CLSP DEGR	CLSP LIC	CLSPW ADMI	CLSPGEN	GEN SAT
1. SUPHR/WK	1.0000									
2. CLSUPAGE	-0.0641	1.0000								
3. LTHCLSPA	0.0152	0.3025	1.0000							
4. LTHCLSPB	-0.0647	0.2584	0.4905	1.0000						
5. CLSUPSA	0.0272	0.2830	0.4556	0.6628	1.0000					
6. CLSPDEGR	0.1448	-0.1690	-0.2028	-0.2002	-0.2408	1.0000				
7. CLSPLIC	0.0279	-0.1294	-0.0500	0.0343	-0.0241	0.2491	1.0000			
8. CLSP#	-0.0444	-0.0075	0.1802	0.1922	0.2865	-0.0246	0.0391	1.0000		
9. CLSPADMI	-0.1497	0.1593	0.1109	0.0208	0.0865	-0.2510	-0.0711	1.0000		
10. CLSPGEN	-0.0662	0.0719	0.2421	0.2001	0.2099	0.0568	0.0323	0.1425	0.0253	1.0000
11. GENSAT	0.3469	0.1081	0.0700	0.3197	0.1764	0.1068	0.0983	0.0111	0.0040	-0.0427

**KEY:** 1. Hours of clinical supervision per week  
 2. Age of clinical supervisor  
 3. Length of time clinical supervisor has been respondent's supervisor  
 4. Length of time present clinical supervisor has been a clinical supervisor  
 5. Length of time present clinical supervisor has been working in substance abuse field  
 6. Current degree status of the clinical supervisor  
 7. Other licenses and/or certifications of the clinical supervisor  
 8. Number of persons the clinical supervisor supervises  
 9. Clinical supervisor is also administrative supervisor  
 10. Gender of the clinical supervisor  
 11. General satisfaction scale score - Modified MSQ

of time the supervisor had been in the substance abuse field was not a predictor of general job satisfaction and was deleted from the model.

The robust multiple regression analysis was used to determine the relationships between the General Satisfaction scale score and the characteristics of the clinical supervisor and between the General Satisfaction scale score and the characteristics of the clinical supervision provided (hours of clinical supervision per week).

A stepwise variable selection process produced the following "best fit" variables to use in prediction of job satisfaction: the number of hours per week of supervision received, the length of time the supervisor had been a clinical supervisor, the degree level of the clinical supervisor and whether or not the clinical supervisor was also the administrative supervisor of the respondent. Taken together these variables accounted for 26% of the variance in general job satisfaction scores for this group. The multiple regression summary and report appear in Table X and Table XI respectively.

### **Summary**

This chapter included the results of data analyses performed on the data as described in CHAPTER III and the results for the entire study. The chapter includes three sections: the response rates for each of the data collection procedures, the description of the sample by demographic data and the results of the job satisfaction inventory, and the results of the analyses used to answer each research question.

A response rate of 73.57% was achieved. On the average respondents were at the level of Satisfied or Very Satisfied

**Table X**

**Stepwise Multiple Regression Summary**

**Predicting General Job Satisfaction  
by Clinical Supervisors and Clinical Supervision  
Variables**

**Iteration No. 20 PIN-0.1  
(n=178)**

<b>SOURCE</b>	<b>df</b>	<b>SS</b>	<b>MS</b>	<b>F</b>
Constant	1	614107.10		
Model	4	2829.06	707.26560	15.47*
Error	173	7908.44	45.71354	
<b>Total</b>	<b>177</b>	<b>10737.50</b>	<b>60.66386</b>	
R Squared 0.2635				
* p<.001				



**Table XI****Stepwise Multiple Regression Report****Significant Clinical Supervision and Clinical Supervisor Variables in the Prediction of General Job Satisfaction****Iteration No. 20  
(n=178)****Dependent Variable: General Job Satisfaction Scale Score  
Modified MSQ**

<b>Independent Variable</b>	<b>Parameter Estimate</b>	<b>Stdized Estimate</b>	<b>Standard Error</b>	<b>t-value (b=0)</b>	<b>Probability Level</b>	<b>Sequential R-Sqr</b>	<b>Simple R-Sqr</b>
Intercept	52.5700	0.0000	3.2471	16.1900	0.0000		
SUPHR/WK	2.5586	0.3649	.4680	5.4700	0.0000	0.1214	0.1214
LTHCLSPB	.6444	0.3743	.1147	5.6200	0.0000	0.2418	0.1036
CLSPDEGR	1.4022	0.1436	.6792	2.0600	0.0405	0.2551	0.0116
CLSPADMI	1.7368	0.0958	1.2361	1.4100	0.1618	0.2635	0.0000

**Key:** SUPHR/WK - Hours of supervision per week  
LTHCLSPB - Length of time clinical supervisor has been a clinical supervisor  
CLSPDEGR - Current degree status of the clinical supervisor  
CLSPADMI - Clinical supervisor is also the administrative supervisor

with their present job, as measured by the Modified MSQ. The highest level of satisfaction is derived from the scale Social service which is described as "The chance to do things for other people" (Weiss et al., 1967, p. 2). The Social service scale had a mean of 3.975758. The least satisfaction is derived from the scale Advancement described as "The chances for advancement on this job" (Weiss et al., 1967, p. 1), which had a mean of 2.537662. The multiple regression analysis demonstrated that four variables concerning supervision were significant in contributing to the ability to predict job satisfaction. 26% of the variance in General Satisfaction scale scores were accounted for by these four variables.

**CHAPTER V**  
**DISCUSSION AND RECOMMENDATIONS**

The findings of the study are summarized and the results of the study are interpreted and discussed in this chapter. A review of the research questions and the methodology used to analyze each is presented. Recommendations for the profession and for future research are made.

**Review of the Problem and Research Methods**

The purpose of this study was to examine and describe the levels of job satisfaction, the sources of job satisfaction, and the relationship between the variables of clinical supervision and job satisfaction, of substance abuse counselors certified by the Commonwealth of Virginia. A modified version of the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967) was employed, as was an Individual Information Form (IIF) which was developed for this study. Only those counselors who indicated they were full-time (at least 40 hours each week) and whose primary job duties were direct care services (50% or more of time spent doing client services) were included in the study. Three research questions were proposed:

- 1) What is the level of job satisfaction expressed by substance abuse counselors certified by the Commonwealth of Virginia whose primary job duties are direct care services?
  
- 2) Does analysis of the 20 scales of the Modified MSQ yield information useful in suggesting areas of their

jobs that these counselors are more or less satisfied with?

- 3) What relationship exists between the characteristics of the clinical supervisor, the characteristics of the clinical supervision provided to these counselors, as reported on the Individual Information Form (IIF) and the degree to which these counselors are satisfied with their jobs, as measured by the Modified MSQ?

Participants were identified by purchasing a list of current C.S.A.C.s from the Commonwealth of Virginia, Department of Health Professions. Data collection was facilitated by mail survey using a four-step plan. A non-response study was completed. A total of 365 responses were received for a response rate of 73.7%. The analyses were performed using Number Cruncher Statistical System (Hintze, 1990).

Analyses used for answering the research questions included constructing a hierarchy of means, standard deviations and 95% confidence intervals for the 20 scales of the Modified Minnesota Satisfaction Questionnaire. This hierarchy was the basis for determining the sources of job satisfaction for substance abuse counselors certified by the Commonwealth of Virginia. The General Satisfaction scale score was computed for each participant and a mean General Satisfaction scale score was computed for the sample. This mean represented the job satisfaction level for the sample.

A robust multiple regression analysis was used to determine the relationships between general job satisfaction and the "best fit" supervision variables remaining after completing a stepwise variable selection process.

### Summary and Conclusions

The summary of the findings and conclusions for each research question are presented below.

- 1) What is the level of job satisfaction expressed by substance abuse counselors certified by the Commonwealth of Virginia whose primary job duties are direct care services?

The results of the study indicate that the mean General Satisfaction scale score level for substance abuse counselors certified by the Commonwealth of Virginia, whose primary job duties are direct care services (n=231) is 67.79. This level indicates that these professionals are Very Satisfied, as measured by the Modified Minnesota Satisfaction Questionnaire. No respondents were Not Satisfied (n=0), 1.3% were Slightly Satisfied (n=3), 25.5% were Satisfied (n=59), 56.3% were Very Satisfied (n=130) and 16.9% were Extremely Satisfied (n=39). 73.2% of the respondents were Very Satisfied or better as measured by the Modified MSQ.

- 2) Does analysis of the 20 scales of the Modified MSQ yield information useful in suggesting areas of their jobs that these counselors are more or less satisfied with?

The hierarchy constructed for this study demonstrated that the respondents were the most satisfied with Social service, Moral values, Creativity, Ability utilization, Achievement, Responsibility, Activity, and Independence, all of which ranked at the Very Satisfied level. Respondents indicated satisfaction with the following scales: Variety,

Co-workers, Supervision-technical, Supervision-human relations, Recognition, Security, Authority, Working conditions, Social status, Policies and practices, and Compensation. Respondents indicated they were only Slightly Satisfied with the scale Advancement which is defined as "The chances for advancement on this job" (Weiss et al., 1967, p. 1).

- 3) What relationship exists between the characteristics of the clinical supervisor, the characteristics of the clinical supervision provided to these counselors, as reported on the Individual Information Form (IIF) and the degree to which these counselors are satisfied with their job, as measured by the Modified MSQ?

A multiple regression analysis was used to determine the relationships between the General Satisfaction scale scores and the "best fit" supervision variables remaining after completing a stepwise variable selection process. These remaining variables were: Hours per week of supervision received, Length of time the supervisor had been a clinical supervisor, Degree level of the clinical supervisor and Clinical supervisor was also the administrative supervisor of the respondent. Taken together these variables accounted for 26% of the variance in the General Satisfaction scale scores for this group.

### **Discussion**

Discussion of the results pertaining to the three research questions are presented here.

### Levels of Overall Job Satisfaction

A review of the research into general levels of job satisfaction among American workers presents contradictory information. In national studies by Quinn et al. and Quinn and Shepard (cited in Kasl, 1977), only 12% of the sample of employed men and women indicated they were dissatisfied when answering the question, "All in all, how satisfied would you say you are with your job?" In the same studies, 48% of the sample indicated they "would prefer some other job," which could be an indicator of dissatisfaction. This leaves a spread of 52% to 88% for the percentage of employed workers who are satisfied. However, it can be argued that the questions are not measuring the same construct.

Chelte, Wright and Tansky (cited in McDaniels, 1984) concluded that there had been a significant decline in overall job satisfaction after reviewing the major studies from 1959 to 1979. Kalleberg et al. (cited in McDaniels, 1984) found that 81% of the American workers, in a study of 7,000 American and Japanese workers, were satisfied. McDaniels (1984) concludes from this conflicting information that 20% to 30% of the workers "... may be seeking satisfaction through alternatives to work" (p. 38).

The mean General Satisfaction scale score for substance abuse counselors certified by the Commonwealth of Virginia is 67.79. This score indicates that the average level of satisfaction, as measured by the Modified MSQ, is Very Satisfied for this sample. 98.7% of the respondents indicated that their level of satisfaction was at the Satisfied or better level concerning their present job, and 100% indicated that they were at the Slightly Satisfied or better level. This percentage is significantly higher than the national estimates but may be a result of the 1967 revision of the MSQ which uses only one category for

dissatisfaction - Not Satisfied. The mean score of 67.79 is significantly lower ( $p < .001$ ) than the mean for the norm group non-disabled employed workers and the mean for the norm group social workers presented in the MSQ manual. This may also be evidence of the differences caused by the 1967 revision of the scales.

Smits (1973), as discussed in CHAPTER III, in a study of the correlates of turnover and "decision to leave one's job," found that even though the counselors in his sample were satisfied with their jobs, their level of job satisfaction was consistently lower than the level of job satisfaction indicated by counselors who did not leave their jobs. Anderson (1982) found, in his study of school psychologists, that 41.7% planned to leave their position in the next five years and another 15.4% planned to leave the profession altogether.

In the present study, 23.8% ( $n=55$ ) of the counselors planned to be in the same job five years from now and the remaining 76.2% ( $n=176$ ) plan to leave their present job in the next five years. This high percentage of counselors planning to leave their present job is not consistent with the level of satisfaction noted in either the self-report of present satisfaction or the results of the Modified MSQ. 58.44% ( $n=135$ ) of the respondents indicated that they would be in the substance abuse field but in a different job and 17.75% ( $n=41$ ) indicated they would leave the field altogether. This information indicates that there is some alternative reason for the high turnover rates noted in the professional literature besides low job satisfaction. Evidence of this is the fact that the mean General Satisfaction scale scores for each of these groups were not significantly different.



### Components of Overall Job Satisfaction

A review of the hierarchy of the Modified MSQ scales reveals that the respondents were the most satisfied with the following scales: Social service, Moral values, Creativity, Ability utilization, Achievement, Responsibility, Activity, and Independence, all of which ranked at the Very Satisfied level. The following scales ranked at the Satisfied level: Variety, Co-workers, Supervision-technical, Supervision-human relations, Recognition, Security, Authority, Working conditions, Social status, Policies and practices, and Compensation. Respondents indicated they were only Slightly Satisfied with the scale Advancement which is defined as "The chances for advancement on this job" (Weiss et al., 1967 p. 1).

Each of the 20 scales contributes to the job satisfaction of the respondents. Advancement may be ranked lowest due to the fact that substance abuse counseling, as a profession, is relatively new and like many new fields has not defined itself clearly. D. J. Powell (personal communication, June 4, 1991) states that in the substance abuse field, the majority of clinical supervisors became clinical supervisors because they were excellent counselors and they "were in the right place at the right time." These clinical supervisors report having had no formal training in clinical supervision. This is evidenced from the demographic data collected for this study that indicates the average length of time the supervisor has been in the field and the average length of time the supervisor has been a supervisor are not significantly different. Powell concludes that the necessity of clinical supervision and training for clinical supervisors has not been embraced by the field due to its history and development from a paraprofessional background. Powell contends that for the

field to mature appropriately it will have to embrace these concepts and change the current practices.

Change in the area of the perceived need for clinical supervision is ongoing. The educational level of the majority of the respondents and their supervisors is an indication that the field is changing. As the field continues to draw more highly educated people who will bring with them the knowledge of the need for clinical supervision, it will continue to change in its perception concerning the importance of clinical supervision.

This change is noted, at least for the Commonwealth of Virginia, in that 78.35% of the respondents to the survey indicated they received clinical supervision. This percentage represents a 38% increase compared to the national average found by Powell in his 1976 national survey of substance abuse counselors and a 39.35% increase over the data for Virginia.

Although no data is available, an informal survey of substance abuse professionals who have been in the field ten or more years indicated that clinical supervisory positions in their job settings have increased in number proportionately faster than counselor positions. This same group indicated that prospective employees ask about the availability of, the quality of and the quantity of clinical supervision as a matter of course.

As discussed in CHAPTER III, there are many possible reasons the scale Advancement is generally ranked as one of the lowest scales in hierarchies of job satisfaction variables among human services workers. A review of some of these possible causes includes: perception differences, discrepancies between policy and practice in promoting, limited opportunities in the human services field for advancement and a possible negative view of the positions

one can advance into. Evidence for this final possibility is noted by observation of the scales ranked high as sources of job satisfaction.

Positions that counselors might advance into are generally more administrative in nature. A move into one of these positions might require a loss of contact with clients and with peers, which in turn removes the counselor from two of the greatest sources of job satisfaction, namely, "the chance to do things for others" (Social service scale) and "the chance of trying my own methods of doing the job" (Creativity scale).

Although still within the Satisfied range, the scales Compensation and Policies and practices also ranked low in the hierarchy. Compensation may be ranked low due to the fact that the average length in the field for this sample is 9.75 years, 77% of these counselors possess a bachelor's or master's degree, the average age of this sample is 42.75 years old and the average salary of these counselors is \$25,001 to \$30,000 with 70% making less than \$35,000 per year.

The nature of substance abuse counseling may lead counselors to expect higher compensation for their work than other groups. For employees of the Commonwealth in general, the average salary is \$23,234 with 95% of employees making less than \$41,000 per year. These averages are consistent with, or even higher than those of other helping professions.

An alternative reason for the low rank of Compensation was discussed in CHAPTER III and is also presented in the MSQ manual. The research of the Work Adjustment Project found little evidence of construct validity for the Compensation scale. Heneman and Schwab (1985) found that pay satisfaction is a multidimensional construct and stated

that it is not adequately measured by the MSQ. They purport other variables in the total compensation picture are not measured by the MSQ. These other variables, referred to as the five dimensions of pay satisfaction, are Level, Benefits, Raises, Structure, and Administration.

The Company policies and practices scale is a scale which shows a wide degree of variation in differing samples and within samples. The Work Adjustment Project did not study this scale because of its low construct validity and the manual indicates that factor analysis reveals that "... the factor structure of satisfaction varies among occupational groups" (Weiss et al., 1967, p. 23). Company policies and practices is an extrinsic factor in satisfaction as are the two Supervision scales, Compensation, Working conditions, Advancement and Security. These scales occupy seven out of the 10 lowest positions in the hierarchy constructed for the study. The two Supervision scales ranked the highest of all extrinsic scales, which is consistent with the finding that four of clinical supervision variables from the IIF accounted for 26% of the total variance in General Satisfaction scale scores.

It would appear that for the majority of substance abuse counselors certified by the Commonwealth of Virginia, the communication of policy, putting policy into practice and how the employer treats the employee (all statements from the Company policies and practices scale) contribute little to the job satisfaction of these counselors. Because of the significance of the intrinsic factors and the fact that none of the scales were ranked at the level of dissatisfaction, two possible inferences can be made. First, it can be inferred that for these counselors job satisfaction may be largely independent of the influences of

external factors. Second, it can be inferred that the intrinsic factors are more significant in producing job satisfaction and outweigh the negative influences of the extrinsic factors. This is an area of possible future study.

### **Overall Job Satisfaction and Supervision Variables**

Even though there was little variance among counselors on the General Satisfaction scale score, four of the supervision variables on the IIF were able to predict 26% of the variance. Using the Work Adjustment Project's information, that half of the variance is attributable to extrinsic factors and half to intrinsic factors, then it can be logically deduced that some other extrinsic variable or variables are responsible for another 24% of the variance. Also, the deduction that the remaining variance is attributable to intrinsic factors can be made. These other variables may be available from the data with further analysis or they may not have been identified and gathered as part of this study.

The other variables concerning clinical supervision were found not to be useful in the prediction of job satisfaction for this sample. They are: 1) Indication of level of satisfaction with clinical supervision received, 2) Number of persons the clinical supervisor supervises, 3) Other licenses and/or certifications of the clinical supervisor, 4) Specialty area of the clinical supervisor, 5) Length of time present clinical supervisor has been working in the substance abuse field, 6) Length of time this respondent has had present clinical supervisor, 7) Gender of the clinical supervisor and 8) Age of clinical supervisor.

## Implications

The results of this study reveal numerous significant implications which could be useful to various groups, individuals and professionals. In CHAPTER I under the section Significance of the Study a number of these possible benefits were identified and the following discussion is organized around that section.

- 1) The information gained from the study can be used by counselor educators for instructional purposes.

Counselor educators can use the results of this study for instructional purposes to increase knowledge of the field of substance abuse counseling among trainees. The areas of highest satisfaction among the counselors in the study may be attractive to counseling students looking for a specialty area. Similarly, the areas of low satisfaction can be used as described below.

The fact that approximately 22% of the respondents received no clinical supervision is also a matter for educators and trainees to be aware of. It is well documented that, in the mental health field, the quality of supervision received directly impacts job satisfaction, turnover and service delivery. It appears that this is also the case in the substance abuse field. The provision of clinical supervision is a strategy that will help recruit and retain counselors.

The responsibility for fostering the belief in the value of clinical supervision among counselors falls, initially, on the educators and eventually on clinical supervisors. Educators of counselors need to be emphasizing the necessity of receiving clinical supervision as a means of increasing professionalism, improving quality of care and increasing knowledge. If, as Powell (personal

communication, June 4, 1991) reports, the majority of clinical supervisors in the substance abuse field have no specialized training in clinical supervision they should make a commitment to receive appropriate training in clinical supervision and then to provide supervision to employees, practicum students and interns.

Finally, an indirect result of the study was to identify an area of need in the training of Certified Substance Abuse Counselors. Approximately 30% of the materials returned by respondents made an inquiry as to why the MSQ asked the same questions over and over in different ways. This indicates a lack of knowledge of validity and its importance in research.

Applicants for certification are not required to have any education in research, statistics, experimental design or related areas. This is important as there is an increasing demand for outcome studies that indicate the effectiveness of treatment in this field. It is even more important however, that the counselor have a basic understanding of research techniques and statistics so he/she may be a knowledgeable consumer of research and keep up with new developments in the field.

- 2) The information may help the counselor trainee be more aware of the positive and negative aspects of substance abuse counseling. This would enable the student to be better prepared for those variables which have the potential for causing burnout and turnover due to low job satisfaction.

The scales Social service, Creativity, Moral values, Achievement and Ability utilization occupy the top five places in the hierarchy of scales. This information could also be used to help match counselor trainees who have a

high need for these scales to be met in their job with positions in the substance abuse field. This information is also useful in indicating the areas of which prospective employees should inquire. If a prospective job does not offer the opportunity to acquire high satisfaction in these areas, it might lead to dissatisfaction.

Program administrators and supervisors of counselors can use the above information to insure that their programs do in fact provide opportunities for these needs of counselors to be met. This could prevent dissatisfaction by helping to temper the negative influences of extrinsic factors which can seldom be controlled.

Finally, the information gathered for this study has established a baseline and can be used as a reference for future research with this, and possibly with similar populations.

### **Recommendations**

The basis for the recommendations, to the substance abuse counseling field and the recommendations for future research, are the results and implications presented in the preceding sections.

#### **Recommendations to the Field of Substance Abuse Counseling**

- 1) This study indicates that, as a group, substance abuse counselors certified by the Commonwealth of Virginia are very satisfied with their jobs. The study also points out areas of their jobs that these counselors are not as satisfied with. Incorporating these findings into training programs for counselors in general will help counselors be better prepared to make decisions concerning their career choices.



Trainers and educators of counselors should emphasize this in generic training programs. The areas of greatest satisfaction of these substance abuse counselors certified by the Commonwealth of Virginia are indicated by the scales Social service, Creativity, Ability utilization and Moral values. This information could be used to match counselors' needs with the positions that can satisfy these needs.

The areas of lowest satisfaction are also areas of interest to trainers and educators of counselors. It is apparent that there is little opportunity for substance abuse counselors certified by the Commonwealth of Virginia to gain satisfaction from the areas represented by the scales Social status, Policies and practices, Compensation and Advancement. Providing accurate information to students and trainees concerning these scales, the positive and negative aspects of the field in general, and the possible reinforcers and distractors they will encounter, will help them exert whatever control may be available to them. Counselors who move from academia into the world of work will be prepared to make informed decisions based on this knowledge.

- 2) It is well documented that, in the mental health field, the quality of supervision received directly impacts job satisfaction, turnover and service delivery. It appears that this is also the case in the substance abuse field. The provision of clinical supervision is a strategy that will help recruit and retain counselors.

The results of this study demonstrated the importance of clinical supervision to substance abuse counselors certified by the Commonwealth of Virginia. The field of substance abuse counseling, boards regulating the field, trainers and educators and current clinical supervisors and counselors all should demand that clinical supervisors receive appropriate training. Studies concerning the licensing or regulation of clinical supervisors, in fields where this is required should be completed (e.g., marriage and family therapy).

The four variables of clinical supervision which accounted for 26% of the variance in General Satisfaction scale scores can be used as a guide to make observations of current settings and the provision of clinical supervision in them. The variables which appeared to be most significant in affecting job satisfaction were: The length of time the clinical supervisor had been a clinical supervisor, The number of hours of clinical supervision received per week, Whether the clinical supervisor was also the administrative supervisor and the Current degree status of the clinical supervisor.

Knowledge of these factors that have been shown to significantly influence job satisfaction can be used by administrators by incorporating them into selection criteria for hiring clinical supervisors. They may also review their programs to see if they are utilizing clinical supervisors as administrative supervisors to gain the possible benefits. Administrators can also insure that

adequate time is available for the delivery and receipt of clinical supervision by advocating for this at the appropriate levels.

Graduate programs for human services professionals should incorporate courses in the theory and techniques of clinical supervision at basic and advanced levels. This would allow for entry level counselors to become knowledgeable concerning clinical supervision and what they might ask for in the work setting. Advanced programs should include internships and practical experiences in clinical supervision for those experienced individuals who wish to increase their skills and marketability.

- 3) Advancement was ranked as the lowest scale of the 20 scales of the Modified MSQ. The field of substance abuse counseling should review its structure to see if there is a more appropriate and efficient configuration than the current one. Observing other similar fields and the hierarchies they have established in conjunction with an inventory of the current status of the substance abuse field would be an appropriate beginning. Opportunities for advancement may include licensure, supervision responsibilities, specializing in certain populations and combination positions with administrative and clinical duties.

The fact that Advancement ranked as the lowest of the scales is a reason to insure that counselor training and education programs are making trainees and students aware of this. The

opportunities for advancement are limited in the field at the present time and this may cause lower salaries at the counselor level as a bottleneck develops. Training programs should offer courses in administration for those counselors who desire to advance.

- 4) The lack of knowledge concerning research instruments and techniques is apparent in the substance abuse field by a review of the relevant literature and by review of comments made on returned surveys. Approximately 30% of the responses to the survey included comments concerning redundancy. This indicates a lack of knowledge of validity and its importance in research.

The Board of Professional Counselors should look carefully at the requirements for becoming a C.S.A.C. There is an increasing need in the substance abuse field to provide research to validate the work of counselors. The increasing competitiveness for a decreasing amount of money from insurance companies and funding sources, including state and federal government sources, demands that the field become accountable.

Client care can also be enhanced or hindered by the counselor's ability to read research reports and to determine the utility of assessment tools, counseling techniques, treatment programs, etc. Adding a requirement in this area to regulations governing certification and adding courses to this effect to training programs will help meet this need.

- 5) Finally, the regulations governing the practice of substance abuse counseling in the Commonwealth of Virginia state that it is necessary for a C.S.A.C. to work in a licensed facility under appropriate supervision. Approximately 20% of the responses that were not usable came from persons who received no clinical supervision, and work in a private practice setting. It appears that the Board allows this to occur even though there are no specific provisions in the regulations for this. The Board should review these regulations in an attempt to identify a better system of controlling the use of the title Certified Substance Abuse Counselor.

#### **Recommendations for Future Research**

- 1) The present study should be repeated using a random sample of counselors working in the substance abuse field, regardless of whether or not they are certified. This sample should be controlled to be representative of the proportions of certified and non-certified counselors. The analysis of job satisfaction of this sample would more fully represent the state of job satisfaction in the field of substance abuse counseling.
- 2) The present study could be replicated with different data collection techniques to test the validity of the collection method utilized. Collecting data using interviews, mail survey and telephone survey techniques and analyzing the differences between the responses of each group is one model. Another model would be to use three

different data collection instruments and analyze the differences between responses.

3) The job satisfaction of substance abuse counselors certified by the Commonwealth of Virginia, who are not full-time or do not spend 50% of their work time in client services, should be analyzed. Two groups that emerged were part-time workers and administrators. The job satisfaction and demographic variables of these groups should be compared to the information on counselors.

4) Other clinical supervisor variables that could influence job satisfaction include the similarities or dissimilarities between supervisor and supervisee in the following areas: Age, Gender, Marital Status, Degree Status, Area of Discipline or Paradigm, Personal Recovery, Licensure Status and Professional Organization Affiliation.

Other clinical supervision variables that could influence job satisfaction include: whether the supervision is delivered in groups, individually or is a combination and the amount of time each type is received, the content of clinical supervision sessions, accessibility of the clinical supervisor outside of regularly scheduled supervision times, and whether or not the counselor has a say in the content and agenda of the sessions.

- 5)            There were two inferences made based on the results of this study that should be explored further. Studying these would possibly lead to a clearer understanding of the factors affecting job satisfaction. These inferences are: a) that job satisfaction may be largely independent of the influences of external factors and b) that the intrinsic factors are more significant in producing job satisfaction and outweigh the negative influences of the extrinsic factors.
  
- 6)            A study comparing the effects of the current economic recession on job satisfaction and turnover by comparing the present data to data collected in better economic times.
  
- 7)            21% of the non-usable responses in the present study were from counselors who were no longer in the field or unemployed. These counselors should be surveyed to determine the reasons they left their jobs and/or the field.

#### **Summary**

Presented in this chapter are discussions and recommendations based on the results of the study. The problem and the research methodology are reviewed and a summary of the study is given. Conclusions drawn from the interpretation of the study results are presented with discussion and implications. The chapter concludes with recommendations for the field and recommendations for future research in the area.

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## **APPENDICES**

**APPENDIX A**  
**SURVEY LETTERS**



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Department of Psychology  
Elliott Hall  
75 East River Road  
Minneapolis, Minnesota 55455

Oct. 28, 1992

William N. Evans  
1202 Hercules St.  
Radford, VA 24141

Dear William N. Evans:

We are pleased to grant you permission to photocopy 505 copies of the Minnesota Satisfaction Questionnaire for your research, as per the modifications. We acknowledge receipt of payment for royalty fees of \$.30 per copy for 505 photocopies.

Please note that each photocopy that you make must include the following copyright statement:

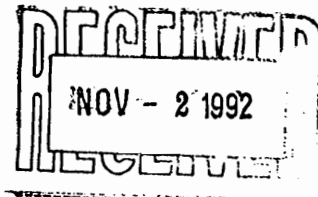
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Vocational Psychology Research is currently in the process of revising the MSQ manual and it is very important that we receive copies of your research study results in order to construct new norm tables. Therefore, we would appreciate receiving a copy of your results including 1) Demographic data of respondents, including age, education level, occupation and job tenure; and 2) response statistics including, scale means, standard deviations, reliability coefficients, and standard errors of measurement.

Your providing this information will be an important and valuable contribution to the new MSQ manual. If you have any questions concerning this request, please feel free to call us at 612-625-1367.

Sincerely,

Dr. David J. Weiss, Director  
Vocational Psychology Research



William N. Evans, C.S.A.C.  
PO Box 684  
Christiansburg, Virginia 24073

Dear Certified Substance Abuse Counselor,

As a CSAC working on my dissertation as part of the doctoral program in Student Personnel and Counseling in the College of Education at Va Tech, I am requesting your help in the collection of the data I need to complete my research.

I am collecting data from all persons certified as substance abuse counselors by the Commonwealth of Virginia to analyze the factors that make a CSAC more or less satisfied with their present job.

Beginning on the back of this letter is a questionnaire regarding your job satisfaction. Also enclosed is an Individual Information Form. The materials require about 20 minutes to complete.

Would you please complete the materials now and return them in the self-addressed, stamped envelope. It would be most helpful if I could receive your responses by November 16, 1992.

All information will be kept confidential. The questionnaires are numbered to assist with follow-up and tracking. I alone will have access to the master file linking numbers to names. Only group scores will be reported.

Each person's responses are critical to the representativeness of the data I collect and the conclusions which can be drawn from the data. I have chosen to survey all CSACs and the closer to a response rate of 100% we come the more meaningful the data will be. Please make the 20 minute commitment necessary to insure that your opinions are included in the results. Your answers are an integral part of the information which is necessary for the completion of this research.

Information from this study will improve the knowledge base and level of understanding of educators, administrators and supervisors, in the substance abuse field, concerning the factors which led to job satisfaction for CSACs. Hopefully, by identifying these factors, present CSACs will gain a higher level of job satisfaction and future CSACs will be able to gain a higher level of job satisfaction in a shorter amount of time with less effort.

Thank you, in advance for your assistance. The success of this study depends on you.

Sincerely,

William Evans, CSAC  
Doctoral Candidate

Dear CSAC,

Three weeks ago I sent you and 506 other CSACs an information form and a questionnaire and requested that you complete and return them to me. My records indicate that you are among 316 persons who have not yet responded.

Your responses are important to the developers of the instrument as they want to use our data in a new manual. They are important to our field because a 62% non-response rate says something to other professionals about our level of professional identity. They are important to me because scientific method requires me to send not only this post card but another entire package, to non-responders, in three weeks. After that I must contact remaining non-responders by phone. **I am paying for this out of my pocket and it is getting expensive!!!**

Won't you please help me, and your colleagues, by completing the materials and returning them to me now. If you are retired or not working please indicate that and return the materials so I can check off your control number (this can also be accomplished if you send me your name). My wish is to improve the SA field for us and for those who follow. I need your cooperation to accomplish this.

Thank You,

William Evans, C.S.A.C.

11/28/92



William N. Evans, C.S.A.C.  
PO Box 684  
Christiansburg, Virginia 24073

Dear Certified Substance Abuse Counselor,

As a CSAC working on my dissertation as part of the doctoral program in Student Personnel and Counseling in the College of Education at Virginia Tech, eight weeks ago I mailed to you, and the 506 other CSACs of Virginia, two surveys and a request to complete and return them to me. Four weeks ago I sent you a postcard requesting that you complete the material and return them to me, or at least return your control number with an explanation as to why you were unable to participate in the data collection. To date 252 of your colleagues have responded to my requests. My records indicate that I have not received your responses as of 1/1/93.

Enclosed is another entire set of the materials originally sent to you with a self-addressed, stamped envelope so you may return your completed surveys to me. Please complete the materials now and return them to me. If there is a reason that you are unable to complete the materials (ie: not working in the field, retired, etc.) then jot that at the end of this letter and include your control number from the top right hand side of the Individual Information Form. The scientific method I am following requires me to telephone non-responders and to survey them to insure that they do not differ significantly from responders. Your indication of your inability to respond will keep my phone bill to a minimum.

The information from this study will improve the knowledge base and level of understanding of educators, administrators and supervisors, in the substance abuse field, concerning the factors which lead to job satisfaction for CSACs of Virginia. Hopefully, by identifying these factors, present CSACs will gain a higher level of job satisfaction and future CSACs will be able to gain a higher level of job satisfaction in a shorter amount of time with less effort.

All information will be kept confidential. The questionnaires are numbered to assist with the follow-up activities I am required to complete. I alone have access to the master file linking names to the control numbers. Only group scores will be reported.

Beginning on the back of this letter is a questionnaire regarding your job satisfaction. Also enclosed is an Individual Information Form. These materials take about 20 minutes to complete. Please complete the materials and return them to me.

Thank you in advance for your assistance. The success of this study depends on you.

Sincerely,

William Evans, CSAC

**APPENDIX B  
INSTRUMENTS**

## INDIVIDUAL INFORMATION FORM

Answer each question or follow other instructions as applicable.

1. Do you work full time (at least 40 hours per week) in the substance abuse field?  
 yes  no
2. Is 50% or more of your work time spent providing services (including paperwork) to persons whose primary diagnosis is a Substance Use Disorder (as per DSM III-R criteria)?  yes  no
3. How long have you worked in the substance abuse field? \_\_\_\_\_ yrs. \_\_\_\_\_ mos.
4. How long have you been in your present job? \_\_\_\_\_ yrs. \_\_\_\_\_ mos.
5. Give your date of birth (month/day/year): \_\_\_\_ / \_\_\_\_ / \_\_\_\_
6. Check your gender:  Female  Male
7. Please indicate your race:  Black  Caucasian  Hispanic  
 Other (specify \_\_\_\_\_)
8. Please indicate your current degree status:  
 High school/GED  Bachelors  Doctorate  
 Associates  Masters  Other (Specify \_\_\_\_\_)
9. Please indicate which, if any, other certifications and licenses you hold:
  - a.  Certified Substance Abuse Counselor (Other state \_\_\_\_\_)
  - b.  Certified Addictions Counselor (Substance Abuse Certification Alliance of Virginia - SACAVA)
  - c.  Nationally Certified Addictions Counselor (National Reciprocity Consortium/Alcohol and Other Drug Abuse)
  - d.  National Board of Certified Counselors (NBCC)
  - e.  Licensed Professional Counselor (Virginia)
  - f.  Licensed Professional Counselor (Other State \_\_\_\_\_)
  - g.  Licensed Clinical Psychologist (Virginia)
  - h.  Licensed Clinical Psychologist (Other State \_\_\_\_\_)
  - i.  Medical Doctor
  - j.  Other (specify \_\_\_\_\_)
10. Are you currently enrolled in a degree program?  yes  no  
 If yes, please specify the degree and major (Example: Bachelors/Psychology)  
 \_\_\_\_\_
11. How many clients are on your case load? \_\_\_\_\_

12. Please print your job title \_\_\_\_\_

13. Do you receive a salary?  yes  no - if no, go to question #15.

14. Please check your annual salary range:
- |   |   |
|---|---|
| <input type="checkbox"/> \$10,000 or less     | <input type="checkbox"/> \$25,001 to \$30,000 |
| <input type="checkbox"/> \$10,001 to \$15,000 | <input type="checkbox"/> \$30,001 to \$35,000 |
| <input type="checkbox"/> \$15,001 to \$20,000 | <input type="checkbox"/> \$35,001 to \$40,000 |
| <input type="checkbox"/> \$20,001 to \$25,000 | <input type="checkbox"/> \$40,001 and above   |

Go to question #16.

15. Please state your pay rate (example: \$6.50 per hour) \_\_\_\_\_

16. How many hours do you work per week? \_\_\_\_\_

17. Check one: Is your employer:  
 public  private (for profit)  private (not for profit)?

18. How many nights per week are you regularly required to work past 6 p.m.? \_\_\_\_

19. Thinking of your present position, please list the top three (3) most time-consuming activities you engage in at work. Rank the activities with #1 representing the most time-consuming and #3 the least time-consuming of this list.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

20. Please indicate which of the following benefits you receive from your employer. Put the letter **p** on the line if the employer pays part of the cost and the letter **f** on the line if the employer pays the full cost.

- |   |  |
|---|--|
| <input type="checkbox"/> Individual Health Ins.   | <input type="checkbox"/> Family Health Ins.        |
| <input type="checkbox"/> Dental Insurance         | <input type="checkbox"/> Retirement Plan           |
| <input type="checkbox"/> Child Care (on premises) | <input type="checkbox"/> Child Care (off premises) |

21. Place an X on the line below that indicates your level of satisfaction with your present position.

Low-----High

22. Do you receive clinical supervision?  yes  no - if yes, continue with question #23; if no, go to question #35.

23. Please indicate the number of hours of clinical supervision you receive, the frequency of receiving clinical supervision and the setting in which it is delivered (example: 2 hours/week-group and 1 hour/week-individual)

---

24. What is your clinical supervisor's age? \_\_\_

25. What is your clinical supervisor's gender? \_\_\_ M \_\_\_ F

26. How long have you had this person as your clinical supervisor? \_\_\_ yrs. \_\_\_ mos.

27. How long has this person been a clinical supervisor? \_\_\_ yrs. \_\_\_ mos.

28. How long has your clinical supervisor worked in the substance abuse field?

---

29. Please indicate the current degree status of your clinical supervisor:

\_\_\_ High school/GED      \_\_\_ Bachelors      \_\_\_ Doctorate  
\_\_\_ Associates            \_\_\_ Masters        \_\_\_ Other (specify \_\_\_\_\_)

30. What is the specialty area of your clinical supervisor?

\_\_\_ Psychology            \_\_\_ Social work  
\_\_\_ Psychiatry            \_\_\_ Nursing  
\_\_\_ CSAC/CAC/CDC        \_\_\_ Mental health  
\_\_\_ Other (specify \_\_\_\_\_)

31. Using the list from question #9 above indicate the letter(s) corresponding to any and all licenses and/or certifications your clinical supervisor has?

---

32. How many persons does your clinical supervisor supervise? \_\_\_\_\_

33. Is your clinical supervisor also your administrative supervisor? \_\_\_ yes \_\_\_ no

34. Place an X on the line below that indicates your level of satisfaction with the clinical supervision you receive.

Low-----High

35. Check all that apply.

Five years from now do you plan:

- \_\_\_ a. to be in the same job you are now  
\_\_\_ b. to be in the same profession  
\_\_\_ c. neither a nor b



### **modified minnesota satisfaction questionnaire**

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 other Substance Abuse Counselors certified by the Commonwealth of Virginia like you, we hope to get a better understanding of the things CSACs like and dislike about their jobs.

On the following pages you will find statements about your present job.

- Read each statement carefully.
- Decide **how you feel about the aspect of your job** described by the statement.
  - Check the under "**NS**" if you are *not satisfied* (if that aspect is much poorer than you would like it to be).
  - Check the under "**SS**" if you are *only slightly satisfied* (if that aspect is not quite what you would like it to be).
  - Check the box under "**S**" if you are *satisfied* (if that aspect is what you would like it to be).
  - Check the box under "**VS**" if you are *very satisfied* (if that aspect is even better than you expected).
  - Check the box under "**ES**" if you are *extremely satisfied* (if that aspect is much better than you would like it to be).
- Remember: Keep the statement in mind when deciding **how 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**.

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

*NS (Not Satisfied) means I am not satisfied with this aspect of my job.*

*SS (Somewhat Satisfied) means I am somewhat satisfied with this aspect of my job.*

*S (Satisfied) means I am satisfied with this aspect of my job.*

*VS (Very Satisfied) means I am very satisfied with this aspect of my job.*

*ES (Extremely Satisfied) means I am extremely satisfied with this aspect of my job.*

<i>On my present job, this is how I feel about . . .</i>	NS	SS	S	VS	ES
1. The chance to be of service to others. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The chance to try out some of my own ideas. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Being able to do the job without feeling it is morally wrong. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The chance to work by myself. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The variety in my work. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The chance to have other workers look to me for direction. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The chance to do the kind of work that I do best. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The social position in the community that goes with the job. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The policies and practices toward employees. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The way my supervisor and I understand each other. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My job security. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The amount of pay for the work I do. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The working conditions (heating, lighting, ventilation, etc.) on this job. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The opportunities for advancement on this job. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The technical "know-how" of my supervisor. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The spirit of cooperation among my co-workers. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The chance to be responsible for planning my work. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The way I am noticed when I do a good job. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Being able to see the results of the work I do. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The chance to be active much of the time. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The chance to be of service to people. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The chance to do new and original things on my own. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Being able to do things that don't go against my religious beliefs. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The chance to work alone on the job. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. 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"/>



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<i>On my present job, this is how I feel about . . .</i>	NS	SS	S	VS	ES
26. The chance to tell other workers how to do things. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. The chance to do work that is well suited to my abilities. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. The chance to be "somebody" in the community. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Policies and the way in which they are administered. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The way my boss handles his/her employees. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. The way my job provides for a secure future. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. The chance to make as much money as my friends. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. The physical surroundings where I work. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. The chances of getting ahead on this job. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. The competence of my supervisor in making decisions. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. The chance to develop close friendships with my co-workers. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. The chance to make decisions on my own. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. The way I get full credit for the work I do. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Being able to take pride in a job well done. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Being able to do something much of the time. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. The chance to help people. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. The chance to try something different. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. 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"/>
44. The chance to be alone on the job. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. The routine in my work. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. The chance to supervise other people. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. The chance to make use of my best abilities. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. The chance to "rub elbows" with important people. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. The way employees are informed about policies. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. The way my boss backs up his/her employees (with top management). . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<i>On my present job, this is how I feel about . . .</i>	NS	SS	S	VS	ES
51. The way my job provides for steady employment. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. How my pay compares with that of similar jobs. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. The pleasantness of the working conditions. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. The way promotions are given out on this job. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. The way my boss delegates work to others. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. The friendliness of my co-workers. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. The chance to be responsible for the work of others. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. The recognition I get for the work I do. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Being able to do something worthwhile. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Being able to stay busy. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. The chance to do things for other people. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. The chance to develop new and better ways to do the job. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. The chance to do things that don't harm other people. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. The chance to work independently of others. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. The chance to do something different every day. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. The chance to tell people what to do. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. 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"/>
68. The chance to be important in the eyes of others. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. The way policies are put into practice. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. The way my boss takes care of the complaints of his/her employees. . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. How steady my job is. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. My pay and the amount of work I do. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. The physical working conditions of the job. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. The chances for advancement on this job. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. The way my boss provides help on hard problems. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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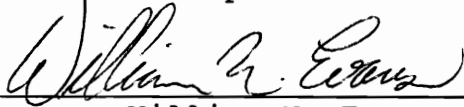
<i>On my present job, this is how I feel about . . .</i>	NS	SS	S	VS	ES
76. The way my co-workers are easy to make friends with. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. The freedom to use my own judgment. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. The way they usually tell me when I do my job well. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. The chance to do my best at all times. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. The chance to be "on the go" all the time. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81. The chance to be of some small service to other people. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. 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"/>
83. The chance to do the job without feeling I am cheating anyone. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. The chance to work away from others. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85. The chance to do many different things on the job. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86. The chance to tell others what to do. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. The chance to make use of my abilities and skills. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88. The chance to have a definite place in the community. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89. The way employees are treated. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90. The personal relationship between my boss and his/her employees. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91. The way layoffs and transfers are avoided in my job. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92. How my pay compares with that of other workers. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
93. The working conditions. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94. My chances for advancement. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
95. The way my boss trains his/her employees. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
96. 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"/>
97. The responsibility of my job. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98. The praise I get for doing a good job. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
99. The feeling of accomplishment I get from the job. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100. Being able to keep busy all the time. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**VITA**

William Nelson Evans was born in Philadelphia, Pennsylvania on December 11, 1956. He attended public and private schools in Virginia and New Jersey, completing high school in 1975. He received a Bachelor of Arts degree in Psychology, with a minor in Secondary Education, from Virginia Wesleyan College on May 10, 1979. The Master of Science degree was conferred on May 7, 1986 from Radford University.

The author completed an internship in substance abuse counseling, which was approved by the Board of Professional Counselors, at the Radford office of the New River Valley Community Services Board - Substance Abuse Services. He was employed there on June 1, 1986 as the Pulaski County Substance Abuse Counselor and continued in that position for three years. In 1989, the author accepted the position of Coordinator of Clinical Services, also with Substance Abuse Services, and continued in that position while completing his doctoral studies. The author entered the doctoral program in Counselor Education at Virginia Polytechnic Institute and State University in the summer of 1990.

The author is a Relapse Prevention Specialist, Certified Substance Abuse Counselor, a Certified Addictions Counselor and a Licensed Professional Counselor. He is a member of the American Counseling Association, and the Association for Counselor Education and Supervision.



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William N. Evans