

**THE EFFECTS OF PLANNED CAREER TRANSITIONS ON
THE JOB SATISFACTION OF TEMPORARY WORKERS**

by

Debra S. Preston

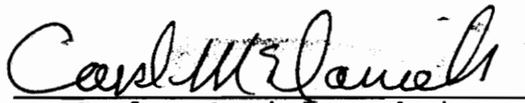
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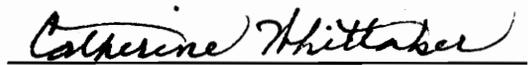
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(ABSTRACT)

The purpose of this study was to determine the effect the degree of planfulness of a career transition has on the subsequent job satisfaction in persons seeking or working in temporary employment. The population for this study was 117 individuals seeking or working as a temporary worker in the internal pool of temporary employees at Virginia Polytechnic Institute and State University. One hundred of the individuals in the population completed a survey which provided demographic information such as reasons for seeking temporary work and employment plans. Planfulness of the career transition was measured by the McDaniels Career Transition Considerations (1991). Degree of job satisfaction was measured by the Job Descriptive Index - Revised (Smith, Kendall, & Hulin, 1985). Twenty-nine individuals received personal interviews. These workers were questioned about characteristics of their transition, self, environment, and job satisfaction.

Descriptive and inferential statistics were used to determine planfulness, jobs satisfaction, and to examine the effect of planfulness of the career transition on job satisfaction. Financial situation was determined to be the primary consideration of those seeking temporary work followed by work options and family issues. Three factors, quality of supervision, co-workers, and the job in general, were most clearly associated with job satisfaction of the population. Present temporary work and pay were found to provide low levels of satisfaction and promotion opportunity was found not to be a source of satisfaction.

Analysis of variance (ANOVA) was computed for each scale of job satisfaction and three groups of planfulness. Results suggest that the more planful respondents experienced more satisfaction with three factors of job satisfaction: present work in temporary assignment, co-workers, and the job of temporary work in general.

The findings suggest that individuals sought temporary work as a result of a transition as defined by Schlossberg (1984); specifically, in regards to adjusting to role change salience as postulated by Super (1990). Temporary workers were planful in the transition which resulted in experiencing job satisfaction in many facets as described by Hoppock (1935) and Smith, Kendall, and Hulin (1969). These

findings have implications for career counselors and individuals seeking temporary work as an adjustment to a career transition. Individuals concerned with their financial situation, work options, and family issues while in a career transition may find satisfaction in temporary work.

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A dissertation is often synonymous with a Hollywood production in that its creation involves many players. This work was no exception, so with out further ado I would like to present this year's awards for outstanding achievement.

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Sharkeys. Special effects locations: Macados, Farmhouse, and South Main (Oh right, Mike!).

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Sumo temporaries

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CHAPTER ONE

INTRODUCTION

Restructuring, downsizing, rightsizing, trimming the fat-- these terms became buzz words for the 1990's. Whatever the euphemism, the bottom line was that millions of people were unemployed or underemployed. The U.S. Department of Labor, Bureau of Labor Statistics (BLS) (1992) reported that, in the recession of 1990, over 9 million people became unemployed. BLS projected that only a small number of those who lost jobs in the recent recession was rehired by their former employers (Gardner, 1994). The majority of these workers initiated job searches and actively sought reemployment. Not only was the American private sector not employing as many workers, the United States military services began a reduction in forces that released at least 548,000 veterans into the civilian labor seeking market by 1997 (Thompson, 1992).

Consider these two scenarios of modern employment:

My wife accepted a promotion, which made it necessary for us to move to another state. My wife is an executive, and I'm a factory worker. I temped at

industrial jobs for eight months until I finally found another job.

I have two college degrees and a good track record. I was really secure. Then my company started trimming the fat--and I was considered excess baggage. I ended up temping for almost a year, and eventually accepted a position offered to me while on a temporary assignment. (Mendenhall, 1993, p. 15)

Both of these workers were in what Schlossberg (1984) called a career transition. Career transitions were either planned, as in the case of a promotion, or unplanned, as in the case of a layoff. Levinson (1978) viewed transitions as the bridges between the periods of the life cycle. Bridges (1980) noted that how individuals handled their career transitions influenced their lives for many years. Many individuals adapted to job transitions by becoming temporary workers or "temps." The National Association of Temporary Services (NATS) reported that every day over one million people worked as temps (Sacco, 1992a). Contributing to the growth of the temporary work industry was an increase in the use of temps as adjunct workers by companies who sought to reduce personnel costs, gauge personnel needs, and screen potential new employees (Steinburg, 1993). Naisbitt (1984)

noted that from the 1980s to the year 2000 there was a social reevaluation of the contributions of permanent jobs to their organizations. Naisbitt (1990) predicted that this reevaluation resulted in 10 million workers serving as leased employees by the year 2000.

Some temps reported more job satisfaction with their employment choices than others. For example, take the following two statements into consideration:

I never, ever dreamed I would resign from a very well paying, secure job with great benefits simply because I didn't want to work there anymore and I wanted to do something different. But at the age of thirty-nine that is exactly what I did...I turned in my resignation, tightened my belt, made some adjustments and went through with my plans. (Mendenhall, 1993, p. 14)

I'm the type of person that if I do a job, I want to do it. And I want to be challenged. So all of these assignments have been really sort of easy for me. But I try not to let that bother me because I know it's not something I'm going to stay with. (Henson, 1993, p. 180)

A question arose as to what were the factors, if any, that foster job satisfaction for the temporary worker. Most employers considered it desirable that their permanent employees experienced a feeling of job satisfaction. Job satisfaction was attributed to improved employee attitude and productivity, attendance, and retention (Feldman & Doeringhaus, 1992; Gunnings, 1982; Hoppock, 1935; Peluchette, 1993; Schultz, 1982). These attributes were equally applicable to temporary workers. This study determined the effect of planned career transitions on the job satisfaction of temporary workers.

STATEMENT OF THE PROBLEM

Bruce Steinberg, Media Relations Representative of the NATS, stated that "temporary employment is a bridge to full time employment" (1993, p. 4). Companies employed temporary workers while they gauged their needs for permanent employees. Temporary-help agencies such as *Manpower* served as employment brokers who helped temps by placing them in work assignments and assisted the employer by assuming the functions of screening, testing, training, and placing workers. In an interview with the Wall Street Journal, Judith Scott, an analyst of the temping industry for Robert

W. Baird and Company, said she expected this trend to continue: "This approach provides excellent opportunities to the temporary-help industry, not only to increase its traditional businesses but to expand its role as an extension of the human resource department" (Schellenhardt, 1991, p. 3A). Justice-O'Connell (1994) stated that before workers entered the temp industry, their individual situations was to be examined, as some people were more successful than others in temp work. Those who were dissatisfied and continued in the field may have experienced debilitating mental and physical problems such as stress and lowered morale (Bledsoe & Haywood, 1981; Gunnings, 1982; Hendrix, Steel, & Schultz, 1987; Huberty & Hueber, 1988; Jupp & Shaul, 1994; Kesler, 1990; Kornhauser, 1965; Leonard, Margolis, & Keating, 1981; Lyman, Pynoos, & Cohen, 1993; Matthisen, Raknes, & Rokkum, 1989; Olson & Dilley, 1988; O'Toole, 1973; Peluchette, 1993; Trivette, 1993). For this study, the problem was to determine the effect of planned career transitions on the job satisfaction of temporary workers.

PURPOSE OF THE STUDY

The general purpose of this study was to determine the effect the degree of planfulness of a career transition had on the subsequent experience of job satisfaction in persons who sought or worked in temporary employment. As noted in the problem statement, the study determined the effect of planned career transitions on the experience of job satisfaction and was limited to the population of temporary workers. In order to determine this effect, career transition and job satisfaction was defined and measured. Then the factors of planned career transition and job satisfaction were identified and the effect of planfulness of career transitions on the job satisfaction of temporary workers was examined.

RESEARCH QUESTIONS

The following questions were considered in this study of temporary workers:

1. What factors significantly contributed to the planfulness of career transitions?
2. What factors significantly contributed to experiencing job satisfaction?

3. Was there a significant difference between the degree of planfulness of career transitions and the experience of job satisfaction?

ASSUMPTIONS

1. Job satisfaction was a desirable attribute in temporary workers.

2. Career transitions were identifiable career development phenomena.

3. Workers could be planful in career transitions.

4. Various factors influenced the degree of planning workers attributed to their experience of career transitions.

5. Various factors influenced the degree of job satisfaction a worker experienced.

6. Instruments could be identified or created that would measure planfulness of career transitions and the experience of job satisfaction.

7. Respondents could accurately self report the planfulness of their career transitions and their experience of job satisfaction.

LIMITATIONS

1. Selection was limited to the population of all available workers seeking or currently employed in temporary jobs at Virginia Polytechnic Institute and State University (Virginia Tech) in the fall of 1994.

2. This study examined the effects of planned career transitions on job satisfaction. Other factors not related to career transitions may have contributed to employee experience of job satisfaction or dissatisfaction.

3. Data on job satisfaction was collected by self report on the Job Description Index - Revised (JDI-R) (Smith, Kendall, & Hulin, 1985), factors that influenced job satisfaction not measured by this instrument may have existed.

Data on planned career transitions was collected by self report on the McDaniels Career Transitions Considerations (Modified) (MCTC-M) (McDaniels, 1991), factors that influenced the planfulness of career transitions not measured by this instrument may have existed.

CONCEPTUAL FRAMEWORK

The constructs used in this study were grounded in six primary established sources: (a) Super's (1957, 1963, 1976,

1980, 1983, 1990) theory of career development; (b) Schlossberg's (1972, 1984) theory of career transitions; (c) Hoppock's (1935, 1960, 1974a, 1974b, 1976) theory of job satisfaction; (d) Smith's, Kendall's, and Hulin's (1969a, 1969b, 1975/1985) theory of job satisfaction; (e) recent job satisfaction studies at Virginia Tech (Bolon, 1993; Brown, 1992; Evans, 1993; Lewis, 1992; Rhodes, 1993; Stripling, 1990; Trivette, 1993); and (f) trends in temporary employment. Each of these six will now be considered in turn.

Super's life-span/life-space approach to career development

In his work, Super (1957, 1963, 1976, 1980, 1983, 1990) addressed the definition of a career, transitions, and the job satisfaction of individuals. Super (1976) defined a career as:

The sequence of major positions occupied by a person throughout his preoccupational, occupational, and post-occupational life; includes work-related roles such as those of student, employee, pensioner, together with complementary vocational and familial and civic roles. Careers exist only as people pursue them; they are person centered. (p. 20)

Career development occurred in stages and these stages occurred in minicycles of growth, exploration, establishment, maintenance, and decline. Minicycles occurred within the broader context of a maxicycle. Super noted that the process of recycling involved new growth, reexploration and reestablishment, and was a transition that was a function of an individual's situation, personality, and abilities. Transitions occurred as the individual moved from stage to stage or as the individual confronted external forces, such as restructuring of the work environment, or internal forces, such as illness or injury.

Super (1990) contended that individuals experienced job satisfaction in a variety of settings. While many factors influenced the degree of satisfaction, the extent the individual was able to develop and implement self-concepts was proportionally related to job satisfaction. Super's work suggested that satisfaction depended on the extent to which the individual was able to developmentally meet needs in the workplace.

Schlossberg's theory of transitions

Schlossberg (1984) established a framework for adult career development based on the notion that adults needed to be approached as individuals, not in terms of predictable

behavior stemming from early childhood experiences nor by age or stage, but in terms of transitions. Included in the definition of transition were obvious life changes, such as job entry, and less obvious changes, such as loss of career aspirations. Also considered as career transitions were anticipated events that did not come to pass, such as an expected promotion that was never offered. "Thus a transition can be both an event and a nonevent--if it results in change" (Schlossberg, 1984, p. 43). Spierer (1977) claimed that "a transition is any change that has important consequences for human behavior" (p. 6). If an individual did not change previously held assumptions and/or relationships there was no transition. For example, if a worker was not affected by the denial of a promotion and continued to work at the same position, the worker did not experience a career transition. However, if the worker reacted to the nonevent by deciding to quit the job, the worker then entered a transition. The extent to which the worker explored goals, narrowed choices, and evaluated actions were indicators of planfulness of a career transition (Schlossberg, 1972).

Hoppock's theory of job satisfaction

Beginning with Hoppock (1935), job satisfaction was a widely researched and theorized construct of work behavior. Hoppock (1976) stated that until he began constructing an attitude scale to measure job satisfaction, few attempts had been made to determine the relationships between job satisfaction and its contributing variables. He noted that the level of satisfaction changed quickly by changes in the nature of the job or the conditions under which it is done. Hoppock (1974b) also noted that work that was meaningless to one group of workers may have been of meaning to others and individuals often expressed dissatisfaction with occupational choices in times of economic prosperity than in times of economic hardship when employment was scarce. He stated that with better career planning, the job changes that came with career development were more satisfying. Hoppock contended that most people eventually made job adjustments and found harmonious employment. When workers obtained satisfying work, they showed fewer signs of emotional maladjustment, experienced more effective relationships with supervisors and co-workers, and felt more successful.

Smith's, Kendall's, and Hulin's theory of job satisfaction

Smith, Kendall, and Hulin (1969a) contended that job satisfaction could be measured across a variety of factors. They noted that job satisfaction was measured by the difference between the outcome a worker experienced and the outcome that was expected by the worker. Their assessment instrument, the Job Descriptive Index (JDI) (1985), measured multiple job satisfaction factors and was widely used to measure job satisfaction for years (Evans, 1993; Rhodes, 1993; Hanisch, 1992). Its six scales (work, pay, promotion, supervision, co-workers, and job in general) used adjective like items to which the respondent indicated agreement, disagreement, or a neutral response. The scales were revised to reflect changes in jobs and language (Smith, Kendall, & Hulin, 1985).

Job satisfaction studies conducted at Virginia Tech

Studies conducted at Virginia Tech suggested that research institutions considered job satisfaction a social phenomenon worthy of academic study. For example, studies were aimed at specific occupations, such as Evans' (1993) survey of certified substance abuse counselors, Brown's (1992) and Rhoades' (1993) studies of school psychologists, and Trivette's (1993) study of elementary school counselors.

In addition to studies involving individuals in specific occupational settings, variables of job satisfaction were the subject of research, including Stripling's (1990) variables of job satisfaction for employed women, Lewis' (1992) variables to account for a worker's perceived organizational commitment, and Bolon's (1993) relationships among organizational components.

While educational pursuit was aimed at examining factors of job satisfaction and specific occupations, no study was conducted to examine causal factors of job satisfaction and temporary workers. This study addressed the lack of research conducted in this area.

Trends in the temporary employment industry

The rise of brokering agencies to place temporary workers was primarily a post World War II phenomenon which boomed into a growing industry. In 1993, the Bureau of Labor Statistics estimated that temporary workers comprised 1.3% of the total workforce, accounting for 1.5 million workers (Sperry, 1993). There was a significant rise in the establishment of "temp pools" within organizations (Bassett, 1989). Christensen (1989) noted that 49% of the 521 largest U.S. corporations established internal pools of temporary employees, which may have pushed the total number of

temporary workers into the multi-million range. The trend was an increased establishment in companies of a smaller core of permanent workers supplemented by larger numbers of adjunct temporary workers (Golden & Appelbaum, 1992; Schellenhardt, 1994). The use of temps as adjunct employees eliminated expenses such as unemployment insurance, paid vacations, and other benefits usually offered with permanent jobs (Kleinschrod, 1990). Companies were increasingly employing former permanent staff as in-house temporaries. This action allowed for the employee to remain gainfully employed and allowed for the company to retain an experienced and trained employee (Temporary, 1992).

Increasingly, employees who formerly held permanent jobs were seeking temporary work. Temping was a viable option for those seeking permanent positions. Temps learned about internal job openings and made business contacts while they simultaneously conducted a job search and earned an income (Ryan, 1991). When temp jobs became permanent positions, temps served as candidates whose performance had already been tested (Falcone, 1993).

SIGNIFICANCE OF THE STUDY

In the last ten years, the temporary work industry tripled, which made it one of the hottest businesses for 1994 (Schuster, 1994). The growth of the temping industry made temporary employment a viable option for adults in a transition. McDaniels, Hedrick, and Watts (1991) estimated that at any given time approximately 10% of the population experienced a life event which resulted in a major career transition, while 90% dealt with subtle transition issues that influenced career decisions.

Job satisfaction was likely to be a major influence on career decisions made during transitions. Job satisfaction was defined as the difference between the reality of the job and the worker's expectations of the job based on a variety of factors such as pay and work environment. Dissatisfaction with a job may have led to disengagement from the job or the occupation as a whole (Clemons, 1988; Hoppock, 1935).

Temporary workers with low levels of job satisfaction may have quit their jobs precipitously and without adequate planning for a career transition. The decision to quit was costly to temporary agencies that prided themselves on investment in training their workforces. Businesses lost

both time and money--while they obtained and trained another temp--on repeated in-house training.

Job dissatisfaction could have devastating effects on the individual (Bledsoe & Haywood, 1981; DeCotis & Summers, 1987; Hendrix, Steel, & Schultz, 1987; Kesler, 1990; Leonard, Margolis, & Keating, 1981; Schnitzius & Lester, 1980). For example, O'Toole (1973) found multiple consequences of job dissatisfaction, which included mental and physical health problems. Kornhauser (1965) associated low self-esteem, anxiety, depression, and psychosomatic illness with job dissatisfaction. Schultz (1982) found that job satisfaction influenced the quality of one's work activities, specifically high levels of satisfaction was correlated with high performance, low turnover, and low absenteeism.

Traditionally, studies on employee job satisfaction focused on permanent, not temporary workers. Several dissertations focused on temporary workers. Henson (1993) conducted indepth interviews with temporary workers and found that reasons for choosing temporary work and job satisfaction of temporary workers varied greatly. Jackle (1993) claimed to have the first study basing the choice of contingent employment on environmental, personal, and

developmental variables. Her study was limited to the occupation of nursing. Lewis (1992) studied the organizational commitment of permanent and temporary workers at Virginia Tech. She found that attitudinal variables such as Protestant work ethic, work role salience, job involvement, work group attachment, perceived organizational support, and job satisfaction explained much of the variance in organizational commitment of temporary workers.

This study contributed to the understanding of factors that contributed to the job satisfaction of temporary workers. Thus, this study greatly aided the temporary worker industry, both its workers and its clients, by systematically collecting and analyzing data on planned career transitions and job satisfaction of temporary workers.

DEFINITIONS

1. Anticipated Transitions - "Gains and losses or major alterations of roles that predictably occur in the course of the unfolding of the life cycle" (Pearlin & Leiberman, 1979, p. 220).

2. Career - "The totality of work and leisure one does in a lifetime" (McDaniels, 1989, p. 169).

3. Career Development - The total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual over the life span (Sears, 1982).

4. Career Transitions - Transitions related to one's career (Bridges, 1980).

5. Planned Career Transition - The extent to which the worker moves from fantasy goals to exploration of possibilities, narrows choices, and evaluates possible actions (Schlossberg & Entine, 1977).

6. Job Satisfaction - "Feelings a worker has about a job" (Smith, Kendall, & Hulin, 1969a, p. 6).

7. Temp - Temporary worker.

8. Temping, Temporary Employment, or Contingent Work - Flexible arrangements that do not involve full-time wage and salary workers (Polivka & Nardone, 1989).

9. Temporary Industry - Work that involves assigning employees to furnish services for clients for periods that vary (NATS, 1989).

10. Temp Pools - The body of temporary workers employed internally by an organization (NATS, 1989).

11. Temporary Worker - An employee who does not make a commitment to an employer to work on a regular, ongoing basis but is free to accept or reject assignments as the individual may choose (Perspectives, 1989).

12. Transitions - "Any event or nonevent that results in change in relationships, routines, assumptions, and/or roles with the settings of self, work, family, health, and/or economics" (Schlossberg, 1984, p. 43).

13. Unanticipated Transitions - "Nonscheduled events that are not predictable" (Schlossberg, 1984, p. 45).

14. Work - A conscious effort, other than having as its primary purpose either coping or relaxation, aimed at producing benefits for oneself and others (Sears, 1982).

ORGANIZATION OF THE STUDY

Chapter Two presents a review of the literature pertinent to this study. Chapter Three contains the methodology, including a description of the subjects, data collection, procedures, and data analysis. The results of the study based on the analysis of the data are reported in Chapter Four. Conclusions and recommendations for future research are discussed in Chapter Five.

CHAPTER TWO

REVIEW OF THE LITERATURE

Little research has been conducted in the area of temporary workers. This chapter will provide a literature review in three areas that are addressed in this study. This first section contains a review of selected literature on career development and career transitions as proposed by Super (1957, 1963, 1976, 1980, 1983, 1990) and Schlossberg (1972, 1984). The second section will examine literature on job satisfaction as it relates to temporary workers, including studies on job satisfaction conducted at Virginia Tech. The third section is a review of the literature that deals with the rise of temporary work as an industry.

CAREER DEVELOPMENT AND CAREER TRANSITIONS

Super's life span/life space approach to career development

Super (1957, 1963, 1976, 1980, 1983, 1990) proposed that the stages of career development patterned those of human development over the lifespan. The idea that a career stretched across the lifespan became known as a developmental or life span/life space approach to careers. Super (1957) identified career stages as growth,

exploratory, establishment, maintenance, and decline. The overall cycle through the stages was known as a maxicycle, with several minicycles, in which the individual went through the stages at a quicker pace (Super, 1990). As individuals transitioned through stages, they were expected to occupy nine different roles. In the approximate order of dominance, they were: son/daughter, learner, worker, spouse, parent, homemaker, citizen, leisurite, pensioner. Throughout the cycle, work and occupation provided a primary focus for personality organization for most individuals, although for some individuals this focus was peripheral, incidental, or even non-existent. Other foci, such as leisure activities and homemaking, were central. "Social traditions, such as sex-role stereotyping and modeling, racial and ethnic biases, and the opportunity structure, as well as individual differences, were important determinants of preferences for such roles as worker, student, leisurite, homemaker, and citizen" (Super, 1990, p. 206). Each role had a theater in which it was typically played. The major theaters were: home, community, school, workplace, retirement community or home (Super, 1957; 1990)

Super claimed that the nature of the career pattern was the occupational level attained and the sequence, frequency,

and duration of trial and stable jobs and was determined by the individual's parental socioeconomic level, mental ability, education, skills, personality characteristics of needs, values, interests, traits, self-concepts, and career maturity. Success in coping with the demands of any given career stage depended on the readiness of the individual to cope with these demands. This coping skill was known as career maturity. Career maturity included the degree of success in coping with the demands of earlier stages and substages of career development, and especially with the most recent. "Career maturity is a constellation of physical, psychological, and social characteristics; psychologically, it is both cognitive and affective" (Super, 1990, p. 206). Thus, development through the life stages was guided by facilitated maturity of abilities and interests and also assisted by reality testing of these abilities and interests.

Super formed his concept of career maturity over a number of years. Career maturity referred to the individual's readiness to cope with the demands of adapting to the changes that occurred while in a stage. This concept was applied to those individuals adapting to the change brought on by transitions. Transitions occurred as the

individual moved from one stage to another or as the individual confronted external forces, such as restructured work environment, or internal forces, such as illness or injury (Super, 1957).

Super stated that as individuals transitioned through life stages some career aspects--such as vocational preferences, competencies, and their self concepts--changed with time and experience. Self-concepts were largely products of social learning and were increasingly stable from late adolescence until late maturity, which provided some continuity in choice and adjustment. This process of change was summed up in a series of life stages (a "maxicycle") characterized as a sequence of growth, exploration, establishment, maintenance, and decline, and these stages in turn was subdivided into (a) the fantasy, tentative, and realistic phases of the exploratory stage; and (b) the trial and stable phases of the exploratory stage. A small (minicycle) took place in transition from one stage to the next or each time an individual was destabilized by a reduction in force, changes in type of manpower needs, illness or injury, or other socioeconomic or personal events. Such unstable or multiple-trial careers

involved new growth, reexploration, and reestablishment (recycling).

Basic tenets proposed by Super regarding job satisfaction revolved around the premise people differed in their abilities and personalities, needs, values, interests, traits, and self-concepts and were qualified, by virtue of these characteristics, for a number of occupations. Furthermore, each occupation required a characteristic pattern of abilities and personality traits, with tolerances wide enough to allow some variety of occupations for each individual and some variety of individuals in each occupation. The construct of self-concepts was central to the experience of job satisfaction. The degree of satisfaction people attained from work was proportional to the degree in which they were able to implement self-concepts.

The process of career development is essentially that of developing and implementing occupational self-concepts. It is synthesizing and compromising process in which the self-concept is a product of the interaction of inherited aptitudes, physical makeup, opportunity to observe and play various roles, and evaluations of the

extent to which the results of role playing meet with the approval of superiors and fellow workers (Super, 1990, p. 207).

The process of forming a self-concept was one of comprise between self-concepts and reality. The individual engaged in role playing and learning from feedback. The role play was played in fantasy, in the counseling interview, or in such real-life activities as classes, clubs, part-time work, and entry jobs.

Thus, work satisfaction and life satisfaction depended on the extent to which the individual found adequate outlets for abilities, needs, values, interests, personality traits, and self-concepts. They depended on establishment in a type of work, a work situation, and a way of life in which one played the kind of role that growth and exploratory experience led one to consider congenial and appropriate.

Schlossberg's theory of transitions

Caberal and Salomone (1990) stated that there was a need for a model of adult career development that included the role that chance and personal characteristics played in decision making. How individuals attempted to understand these influences and cope with chance events needed to be considered. Schlossberg developed a model that did not

focus on age-grading but rather viewed adult development as a life-course approach. Schlossberg (1972, 1984) expanded the notion of transitions through stages to formulate a new approach to understanding adult career development.

According to Schlossberg, individuals were continuously faced with changes. Schlossberg (1984) found current adult development theories lacked an understanding of adults in transition.

As shown in Figure 1, Schlossberg's theory was conceptualized as three major elements: (a) transition, (b) transition process, and (c) the coping resources of the individual in transition. Each of these three elements will be presented and discussed.

The Transition

Schlossberg (1984) defined a transition as "any event or nonevent that resulted in change in relationships, routines, assumptions, and/or roles within self, work, family, health, and/or economics" (p. 42). Transitions involved three dimensions: type, context, and impact. Transitions were classified into two types. Some transitions were expected or anticipated, as in a promotion, were controlled by the individual and thus carried

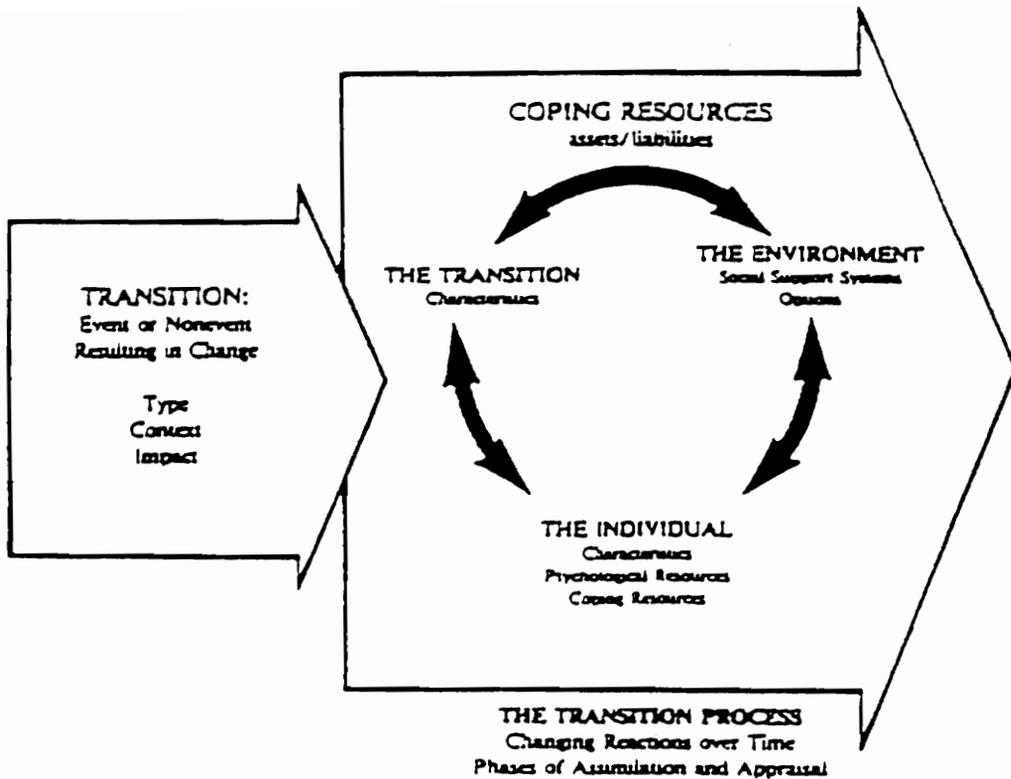


Figure 1 The Individual in Transition

Note: From Counseling Adults in Transition: Linking Practice with Theory (p.68) by Nancy K. Schlossberg, 1984, New York: Springer Publishing Company, Copyright 1984 by the Springer Publishing Company. Reprinted by permission

predictable consequences. Or transitions were unexpected or unanticipated as in the case of demotion, were not under the individual's direct control, and did not carry predictable consequences. Some transitions were anticipated but did not occur, such as a promotion that never came to realization.

Not only was the type of transition an important consideration, but also the context, setting, and impact of the transition on the individual considered. The context of the transition included the setting in which the change occurred and the relationship of the person to the transition itself. Adults were often in multiple transitions states which had varying impact on relationships, previously held assumptions, and life roles. Thus, while involved in a career transition, the individual was typically also facing personal issues.

The Transition Process

Schlossberg (1984) proposed three sets of factors that influenced the individual in the transition process: (a) variables that characterized the particular transition, (b) variables that characterized the particular individual, and (c) variables that characterized the particular environment. Each factor overlapped to predict the adaption or non-adaption to the transition. Depending on the individual's

perception of the transition, self, and environment, each variable was an asset or liability which assisted the individual's adaption to the transition. The definitions encountered with each factor will be presented.

Schlossberg (1984) identified the seven variables that characterized the transition as:

1. Trigger event - A specific event that, when it occurs, makes an individual look at his or herself differently.

2. Timing - Using age as a defining variable such as going to college after high school and marriage in the 20s.

3. Source - Change that comes about because the individual deliberately makes a decision to embrace change. Some changes are forced upon an individual by either circumstances or other individuals.

4. Role change - Transitions involving role change which is defined as a role gain or role loss. A role gain includes getting a job promotion whereas a role loss included retirement.

5. Duration - Whether the change is regarded as permanent or temporary.

6. Previous experience with a similar transition - An individual who successfully adapted to a transition in the

past will probably be successful at adapting to another transition that was similar in nature.

7. Degree of stress - Any transition causes some stress, whether it represents a gain or loss. How a person perceives the change and his or her relationship with others often affects how much stress accompanies the transition.

Schlossberg defined the variables that characterized the individual as:

1. Socioeconomic status - Socioeconomic differences impacts the amount of stress associated with transitions. Thus, lower income families face more financial difficulties and stress.

2. Sex role - Individuals ascribe to society-defined roles which dictated that men faced transitions connected to work and women transitions connected with family life or they ascribe to own definitions of sex roles.

3. Age and life stage - Schlossberg (1984) believed that instead of chronological age, life stage was a more useful concept when studying transitions. Chronological age was not as important when compared to biological age, psychological age, social age, and functional age.

4. State of health - Ill health in itself is a transition and a source of stress. Health affects the individual's ability to adapt to a transition.

5. Ego development - The frame of reference through which the individual views the transition.

6. Personality - Schlossberg (1984) described personality types challenged and lucky as more likely to successfully handle stress associated with transitions while those defined as self-defeating and overwhelmed are not able to handle the stress of a transition.

7. Outlook - How a person views life impacts on the way change was viewed.

8. Commitments and values - Basic values and beliefs that influences the individual's ability to adapt to a transition.

Schlossberg (1984) defined the variables that characterized the environment as four specific types of interpersonal support:

1. Intimate relationships - Relationships that involve the sharing of confidences.

2. Family unit - Schlossberg (1984) stated that an individual who perceive having a supportive family adapt to

transitions more successfully than those who perceived their family as unsupportive.

3. Network of friends - Friends are a support system much like a family. Social support assist the individual in a transition.

4. Institutional supports - Schlossberg (1984) defined institutional supports as those which are found in formal agencies such as; social welfare, community support groups, and religious institutions.

Coping Resources

Schlossberg (1984) defined an individual's coping resources as the individual's ability to adapt to a transition. Coping resources were assessed by exploring the variables of the transition, individual, and the environment. The goal was for the individual to balance assets and liabilities.

Transition Process and Resolution

Schlossberg (1984) contended that a transition was "a process of continuing and changing reactions over time--for better or for worse--which are linked to the individual's continuous and changing appraisal of self-in-situation" (p. 56). A transition was comprised of a series of phases:

1. Pervasive - The transition was the most salient feature of the individual's life.
2. Disbelief - Denied transition.
3. Betrayal - Dysphoric with precipitated event or responsible party.
4. Confusion - Unable to distinguish first step of resolution of transition.
5. Anger - Desired to "get even."
6. Resolution - Ready for action to resolve transition.

An individual's ability to have satisfactorily resolved transitions depended on traits of the individual as well as the nature of the contexts in which the transition took place. It was possible that the individual was not able to satisfactorily resolve the transition and faced a deterioration of circumstances. If successful, the individual ended with a boundedness in which the individual contained the transition and integrated it into the self-concept (Schlossberg, 1984).

Schlossberg (1972) proposed that individuals made career decisions based primarily on a decision-making model developed by Tiedeman and O'Hara (1963). Based on this model, decisions were viewed as two major stages,

anticipation and implementation. When individuals were in transition, they first fantasized alternatives before they weighed and implemented choices.

JOB SATISFACTION AND TEMPORARY WORKERS

A review of the literature did not produce scientific study aimed at the examination of job satisfaction of temporary workers. This section will present literature that connects these two constructs.

Super (1990) included job satisfaction and transition considerations in his 14 propositions of career development. He proposed that individuals transitioned through life stages. Furthermore, he believed that work and life satisfaction was proportional to the degree that an individual was able to find adequate outlets for abilities, needs, values, interests, personality traits, and self-concepts. Satisfaction was also dependent upon the degree to which the individual were able to implement self-concepts in the chosen outlets.

Hoppock was noted as one of the first theorist to contend that due to the fact that individuals were unique, they varied in degrees of job satisfaction experienced.

This view of worker satisfaction appeared to be the most widely accepted (Evans, 1993).

Beginning with Hoppock (1935), job satisfaction was a widely researched and theorized construct of work behavior. Hoppock (1976) stated that until he began constructing an attitude scale to measure job satisfaction, few attempts had been made to determine the relationships between job satisfaction and its contributing variables. He noted that the level of satisfaction changed quickly by changes in the nature of the job or the conditions under which it is done. Hoppock (1974b) also noted that work that was meaningless to one group of workers was of meaning to others. He stated that with better career planning, the job changes that came with career development was more satisfying.

Hoppock (1953) stated five reasons why career choices were important:

1. Choice of an occupation determined whether one was employed or unemployed.
2. Choice of an occupation determined whether one enjoyed or detested work.
3. Choice of an occupation influenced almost every other aspect of life.

4. Choice of an occupation determined success or failure.

5. Occupational choices determined how a democratic society utilized its labor force. (p. 1)

Hoppock (1935) noted that although obtaining occupational information was essential for wise career choices, most people went through the career process in a trial and error fashion. Individuals more often expressed dissatisfaction with occupational choices in times of economic prosperity than in times of economic hardship when employment was scarce. Hoppock contended that most people eventually made job adjustments and found harmonious employment. When workers obtained satisfying work, they showed fewer signs of emotional maladjustment, experienced more effective relationships with supervisors and co-workers, and felt more successful.

Hoppock (1960) produced the first longitudinal study on job satisfaction. Following up after 27 years, Hoppock found the largest increase in job satisfaction was achieved by workers who had changed jobs. One of the highest and most stable scores came from an English teacher who noted that his high job satisfaction derived from his ability to merge full-time work with a number of temporary work

assignments. Salary was not found to be a discriminate between satisfied and dissatisfied teachers. Hoppock (1935) contended that workers satisfied with their jobs showed fewer signs of emotional maladjustment, experienced more effective relationships with supervisors and co-workers, and felt more successful.

Clemons (1988) produced a classification of job satisfaction theories and classified Smith's, Kendall's, and Hulin's (1969a) as a discrepancy theory classification. According to Smith, Kendall, and Hulin (1969a), job satisfaction was determined by the match between the outcome a worker received and the outcome that was expected by the worker. Job satisfaction was measured by examining the congruency between received and expected outcomes expected by the worker.

Hulin and Smith (1965) proposed a linear model of job satisfaction. They collected data relevant to five separate areas of a worker's job satisfaction (work, pay, promotion, co-workers, and supervision) and six independent variables (age, tenure on the job, tenure with the company, job level, salary, and salary desired minus salary received) They found support for differences between the five dimensions of

job satisfaction and in their relationships to the set of independent variables.

Hulin (1969) studied environmental variables in examining sources of variation in job and life satisfaction. Data on the five variables of job satisfaction (work, pay, promotion, co-workers, and supervision) was collected using the JDI. He found that differences between communities result in predictable differences in workers' satisfaction with the community. The same community characteristics that resulted in differences in worker satisfaction with the cost of living in the community also had a significant effect on their satisfaction with pay.

Studies based on the concepts of Hulin (1969) supported the viewpoint that job satisfaction had consequences for life satisfaction. Results indicated that individuals who displayed higher levels of satisfaction reported fewer health and family problems which resulted in lower turnover and absenteeism (Hendrix, Steel, & Schlultz, 1987; Kanfer & Hulin, 1985; Near, Smith, Rice, & Hunt, 1983; Rosse & Hulin, 1985; Rosin, 1990; Tziner & Vardi, 1984).

Hulin conducted research on job satisfaction with layed-off workers who subsequently became reemployed. Findings suggested that intentions to quit, turnover,

absence, attempts to change jobs, and health disorders were negatively correlated with job satisfaction. Additionally, reemployed individuals expressed more confidence with job seeking skills and had engaged in a greater number of search behaviors than those not successful in finding employment (Kanfer & Hulin, 1985; Rosse & Hulin, 1985).

Smith, Kendall, and Hulin (1969a) contended that job satisfaction was measured across a variety of factors. They noted that job satisfaction was measured by the difference between the outcome a worker experienced and the outcome that was expected by the worker. Their assessment instrument, the JDI (1969b), measured multiple job satisfaction factors and was widely used to measure job satisfaction for years (Evans, 1993; Rhodes, 1993; Hanisch, 1992). Its six scales (work, pay, promotion, supervision, co-workers, and job in general) used adjective like items to which the respondent indicated agreement, disagreement, or a neutral response. The scales were revised to reflect changes in jobs and language (Smith, Kendall, & Hulin, 1985).

Few studies besides the NATS profiles (1989; 1994) were conducted on the job satisfaction of temporary workers. Jackle (1993) studied the factors that influenced the choice

to choose temporary work among nurses. She found that most contingent nurses preferred work flexibility. In a literature review, Henson (1993) found evidence that the growth of the temp industry was driven by employment demands. Henson concluded that workers sought temporary employment for schedule flexibility and for varied and satisfying work.

Barrett (1993) conducted a study on job satisfaction of temporary workers. The study focused on worker satisfaction with the brokering agency. A total of 330 employees from two agencies were surveyed. They experienced moderate satisfaction with the agency and 80% stated they would recommend temporary employment to a friend.

Blai (1991) used Maslow's theory of human motivation as the basis for a study aimed at predicting job satisfaction of 412 temporary government workers. The study explored the hypothesis that self assessed job satisfaction varied in relationship to the degree that psychological needs were satisfied in the workplace. Results indicated that the strongest psychological needs that influenced job satisfaction included: interesting duties, job security, and self-actualization. Lewis (1992) found that variables such as job satisfaction influenced temporary workers'

organizational commitment. Temporary workers tend to hold more organizational commitment and job satisfaction in regards to flexibility than full-time workers when allowed to work preferred schedule, although most viewed temporary work as a compromise to permanent employment (Feldman & Doeringhaus, 1992; Lee & Johnson, 1991).

NATS (1994) contracted with Lauer, Lalley & Associates, Incorporated, a Washington based public opinion research firm to produce the 1994 Profile of the Temporary Workforce. It was found that changes have occurred in the temporary help industry, related to shifts in the general labor force since the previous survey that was conducted in 1989. Survey results indicated that temporary workers tended to be older, highly skilled, and had high job satisfaction. Additionally, more men sought temporary assignments in 1994 than in the 1989 survey.

Temping did help provide a bridge to full-time employment for some workers. Several questions regarding motivations and satisfactions of temporary employment were asked of 2,189 respondents (NATS, 1994). Two-thirds of the respondents indicated that obtaining additional income and/or temping as a way to get a full-time job was either very or somewhat important in their decisions to become

temporary workers. Of those who were offered a full-time job, nearly 40% declined it because they preferred to work as temporary employees.

Job Satisfaction studies conducted at Virginia Tech

Evans' (1993) survey of certified substance abuse counselors in Virginia revealed that the variables of social services, moral values, and creativity strongly influenced job satisfaction. The variables of advancement, policy and compensation were the least influential on job satisfaction. Advancement and compensation was noted as a variable of job satisfaction for temporary work (NATS, 1989).

Brown (1992) also included the factor of promotion opportunities in his production of a national study of job satisfaction of school psychologists. Brown found that 86% of the practicing school psychologists were either satisfied or very satisfied with their jobs. School system policies and practices and opportunities for advancement were the only variables with which the group was dissatisfied. Furthermore, four variables were found to be predictors of job satisfaction: female gender, holding national certification, involvement in private practice and intention to remain in the current job for the next five years.

Rhodes (1993) gathered information pertaining to job satisfaction, including up-to-date demographic information to measure the difference between actual and desired amounts of time spent in different activities by Virginia school psychologists. The sample indicated that 81.2% were satisfied or very satisfied with their jobs. The level of overall job satisfaction for this sample was identical to studies done in 1983 and to a 1992 national sample of school psychologists. The results indicated that job satisfaction was explained, in part, by the congruency of the expectation and experience of work duties as first proposed by Smith, Kendall, and Hulin (1969a).

Trivette (1993) described the levels of occupational stress, psychological strain and coping resources of elementary school counselors. Coping resources referred to the counselor's ability to adapt to role strain. Schlossberg (1984) also noted the individual's ability to cope with transitions was an essential ingredient in the successful transition resolution.

Lewis (1992) used classified staff (permanent) employees and non-student hourly wage (temporary) employees to assess the relative importance of sociodemographic, structural and attitudinal variables to account for a

worker's perceived organizational commitment. Only attitudinal variables were found to impact organizational commitment of temporary workers. The attitudinal factors that affected job satisfaction of temporary workers included the perception of work values expressed in the workplace.

THE RISE OF TEMPORARY WORK AS AN INDUSTRY

This section will describe the literature relating to the progression of the temporary workforce. First, an introduction of the industry and worker will be presented and then possible causes for this rise will be discussed.

Introduction

Brokering agencies for temporary workers became an established industry during World War II. As 17 million men left the civilian workforce for military service, women took their places in factory jobs. Job openings were created in the lower paying clerical jobs abandoned by the women. Temporary positions were created to fill this void. This phenomenon was noted as the foundation of women in the workforce (Belous, 1989). Women continued to comprise the largest segment of the temp workforce although the percentage of males increased from 20% in 1989 to 28% in

1994 (Lawlor, 1994). During the early years of the temporary industry, in the 1940s, workers were utilized to replace permanent workers who were either ill or on vacation. The employee was a profit center for the temp agency and permanent employment by the contracting company was discouraged.

The last two decades witnessed a dramatic increase in the payroll base of the temporary worker industry from \$547 million to \$10 billion (Sacco, 1992a). In 1990, the temporary employment agency, *Manpower*, had a total of \$13.5 billion in revenue. The corporation's 1994 second quarter report stated an expectation of a rise to a five year high with 27% of surveyed firms intending to increase hiring in late 1994 (Manpower, 1994).

Between 1982 and 1994 the temping industry grew more than 360%. The number of individuals employed as temporaries in 1993 grew by 21% over 1992 as 1.6 million people temped which resulted in a gain of 17% or \$19,661,000. In 1989, a special edition of the Personnel Journal was dedicated to this phenomenon. Almost 17% of all jobs added during the economic recovery of 1982-1987 were temp positions. The same situation occurred with the recent recession and subsequent recovery. For example, service and

temporary positions accounted for 153,000 new jobs in 1994 alone (Greenwald, 1994). Bridges (1994) warned in Jobshift that the permanent jobs lost would not return and contracting for employment would become the norm. The Bureau of Labor Statistics projected that growth from 1992-2005 was aimed at three industries: health, retail, and business services which included temporary services. These services accounted for 49% of all job growth (BLS, 1993).

The temporary worker

Temporary work was sometimes considered in the same context as contingent, part-time, leased, contract, or seasonal work. The lack of an established definition of a temporary worker hindered exact estimates of this segment of the labor force. For example, it was estimated that temporary workers who were placed in assignments by agencies accounted for 1.5 million workers (Sperry, 1993). However, temps were also found in internal pools of temporary employees within organizations which accounted for even greater estimates than 1.5 million temporary workers. Polivka and Nardone (1989) distinguished contingent work as having low level properties of job security and access to benefits, while having more salient features of variability and unpredictability of hours than permanent positions.

They, therefore, defined contingent work as, "Any job in which an individual does not have an explicit or implicit contract for long-term employment or one in which the minimum hours worked can vary in a nonsystematic manner" (p. 11). Part-time was defined as "a work period less than the full workday or full workweek. Part-time employees differed from temporary employees as they worked a regular schedule for their employer on an ongoing, indefinite basis. A temporary worker was an employee who did not make a commitment to an employer to work on a regular, ongoing basis but was free to accept or reject assignments as the individual choose. A temporary employing agency furnished its own employees to satisfy a companies' temporary staffing needs and special projects (Temp, 1989, p. 410). This definition encompassed all types of non-permanent workers, including part-time, self-employed, and temporary workers. What they all had in common was a tenuous tie to the employing company or the leasing agency (Moore, 1992). Belous (1989) estimated that in 1987 at least 29 million workers fitted this description.

Temporary workers on an average earned 15-20% less than permanent employees. Many temps got some type of benefits but most did not qualify for health insurance or pensions

(Moreau, 1994). In 1994, wages for workers in the temporary work force ranged from \$6.00 to \$7.00 an hour. Clerical workers, which represented the largest temporary occupational group, averaged \$6.46 an hour. Benefits for temporary workers were sometimes available once the worker met specific criteria, usually an accumulation of over 1,500 hours of service in one year. Nationally franchised agencies paid between \$200 and \$400 a year in vacation pay. Other benefits included paid leave, health insurance, and referral bonuses (Vosbrinck, 1994; Williams, 1989). Only 2% of temporaries signed up for health insurance each year (Lewis, 1994).

The restructuring of the corporation as a contributing factor to the rise of temporary work as an industry.

Overall, the temporary help industry experienced a 15.7% annual growth despite four recessions over the last 20 years. The fundamental basis for the growth was the reshaping of the corporate workforce. The temporary work industry fitted closely with the strategic staffing approach to hiring that gained popularity in the 1990s (Collins, 1994). Increasing, the focus in the organization was on core employees in internal departments that maintained the organization (Sacco, 1989). Other duties such as mail,

payroll, and personnel were out sourced to contract agencies (Stanley, 1994). Personnel needs were assessed and then controlled through flexible staffing, thus saving money. Temps served as a way to handle shifting work loads and screen for possible permanent hires (Messmer, 1993).

The emergence of information occupations, such as those that involved computer specialties, was a trend that explained some of the growth of the temporary help industry. NATS (1994) stated that 63% of temporary workers served in clerical capacities. Additionally, 50% of growth in the temp industry during the 1990s was forecasted to be in office services (Moore, 1992). Today's temporary worker often possessed the needed advanced computer skills. Service industries accounted for nearly all the projected job growth to the year 2000. Two of these service industries, health care and business services, were expected to add 10 million workers by the year 2000 (McDaniels, 1989). NATS (1994) found that the increase of health and business specialty temps, such as managers and contingent nurses, were the fastest growing segment of the temporary industry.

The totality of the contributing factors led to the rise of the temporary work industry which had produced an

annual \$10 billion trade (Sacco, 1992b) with at least 1.5 million participating workers. Belous (1989) stated that during the 1980s, the temp labor force grew 40-50% faster than the entire labor force with a 33-50% increase in the number of jobs created for temps. The increased use of temps suggested a permanency of temporary positions (Bridges, 1994; Feldman & Doeringhaus, 1992; Grossman & Magnus, 1989; Millner, 1989).

Individual factors as a contributing factor to the rise of temporay work as an industry

Besides the changing corporation, individual choice explained some of the rise in the temporary work industry. The four categories of temporary workers are identified by NATS (1994) as: skill builders, between jobs, parents, and choose to temp.

In 1988, almost one third of temps stated they desired permanent jobs (Belous, 1989). NATS (1994) reported that 40% of working temporaries reported having been offered a permanent job as a result of the temp assignment. Of this percentage, 38% refused the offer for reasons such as not liking the environment, not liking the pay, and preferring to remain a temp. One reason the company offered permanent employment to a temp was the attitude of the company to "try

out" workers before making them a permanent hire. This practice was known as a temp-to-perm situation also referred to as try-before-you-hire. It was the practice of sending temporary employees on assignment for the express purpose of ultimately placing them in a permanent situation with the company (Temps, 1989). The temp-to-perm trend began in the early 1980s and gained widespread acceptance in the 90s. In 1994, Manpower reported that one-third of its 640,000 temp employees advanced to full-time work. Kelly Services created KellySelect which catered to temps who sought full-time jobs (Lewis, 1994; Schmidt, 1995).

One reason an individual chooses to temp was to enhance career opportunities by building skills that improved permanent employment prospects. Training was an important factor in the rise of the temping industry as temps often received training in the latest technology from the brokering agency. Steven Sacco (1992b), Executive Director of NATS, claimed 75% of all workers had to be retrained by the year 2000. Temps not only came to the office with updated skills, they also trained current core employees (Sacco, 1993). Also, there were times when the available staff did not have the necessary skills for a project. Losey (1991) stated the need for specialized services had

increased the use of temps with specialized skills, such as, accountants, nurses, and engineers.

NATS (1994) identified the opportunity to update or build skills as a primary reason for seeking temp work. In a survey of temporary workers, NATS (1994) found that 80% of temporary workers agreed with the statement that temporary work provided experience and training that enhanced career opportunities. In 1994, 30% of temps received over 20 hours of free training. Over 80% of today's temporaries had word processing skills and 20% had desktop publishing competencies (Barrance, 1994; Olsen, 1994; Richman, 1994). The need for basic literacy skills as well as more advanced computer skills was intensifying in fast-changing workplaces undergoing restructuring. The loss of highly skilled workers to early retirement or lay-off had not been replaced by entry level workers. More than onetenth of applicants were rejected because they lacked basic workplace literacy skills. Temps came to the employer with advanced workplace skills (Richman, 1994). Thus, skill building through temporary work enhanced an individual's permanent job opportunities.

Another reason for the rise in temp work was the time needed for other commitments, such as family obligations.

The workplace and family were the two central institutions in most Americans' lives (Zedeck & Moiser, 1990). Changes in the work environment, social values, and family structures were occurring rapidly (McDaniels, 1989). Only 20% of families were traditional nuclear families. Almost 60% of families were headed by single mothers (Burge, 1987; Friedman, 1987). There was also a significant increase in dual career families (Rosen, 1990; Zedeck & Moiser, 1990).

Greenhaus (1988) described the types of conflicts that produced stress for working families: time based, strain based, and behavior based. The strain was particularly harsh on women as many were in a position where upon they served as caretaker to both their children and their parents (Rothausen, 1994). Temporary work provided flexibility for an individual to work while still attending to family needs.

Another possible explanation for an individual to choose temp work related to the aging workforce. The older worker was expected to be one of the fastest growing segments of the workforce. By the year 2000, 40% of the workforce was in the 35-54 age bracket (Learson, 1991). Restructuring created a phenomena of early retirement and employee buyout. Many of these workers possessed the same skills that were sought in the temp workers hired to fill

the employment gaps. The American Association of Retired Persons (AARP) conducted a poll that found that 51% of these retired workers wanted to work beyond age 65 and desired to enter the company temp pool. Besides the benefit to the company of retaining highly skilled, committed, and motivated employees, working had a positive impact on the individual (Hanisch & Hulin, 1990). Working retirees reported fewer health problems and financial problems than those not returning to work (Brown & Gray, 1991). Temp agencies responded to the need for employment of these workers by creating special recruitment programs aimed at the older worker. Between 1989 and 1994, the proportion of temps aged 35-64 rose from 40-50% (Lewis, 1994).

Early retirements produced talented workers who found it hard to get a comparable permanent position. One option was for highly specialized workers to choose temp work (Berets, 1989). Likewise, temp agencies were recruiting displaced homemakers, military spouses, and retired persons (Lexington, 1990). Retirees were often sought as temps because this population tended to be motivated to work and were often already qualified for the job. The temporary workforce was aging. In 1989, 57% of the workers were under

the age of 34; in 1994, less than half of the total number of temps were under the age of 34 (Brown & Gray, 1991).

SUMMARY

Companies were discovering that using temps enabled management to respond to permanent workers' increased demands for flex time. Allowing employees the flexibility in scheduling work hours around other responsibilities increased morale, commitment, retention, and productivity of permanent workers, while decreased turnover, tardiness, and absenteeism (Somer & Malins, 1991).

The benefits of employing temporary help plus the increase in workers seeking temp assignments resulted in a boom in the temping industry. A survey by Grossmand and Mangus (1989) found that 94% of organizations with 5,000 or more employees used temp help services, and 88% of the companies with 500 or less employees leased temporary help. Furthermore, they found that 73% of companies had specific budgets for leasing temporary workers. Recent employment projections indicated that the temporary worker industry was booming and the temping industry was an established segment of the American labor market. The growth of the temporary workforce was projected to grow at a faster pace than the

total workforce for the rest of the century (Hecker, 1993; Klein, 1993; Schuster, 1994).

This chapter presented literature related to career development and career transitions. Next, literature that examined job satisfaction as it related to temporary workers was presented. The last section of this chapter explored literature related to the rise of the temporary work industry.

The results of this literature review suggested that job satisfaction was a social phenomenon worthy of academic study. The rise of the temporary industry suggested that this occupational field has become an established segment of the workforce. Although no study was conducted that specifically addressed the causal factors of satisfaction for temporary workers, evidence in the literature suggested that career transition considerations possibly explains some of the effect of job satisfaction for temporary workers.

Chapter Three will contains the methodology of the study. The results of the study are reported in Chapter Four. Conclusions and recommendations for future research are discussed in Chapter Five.

CHAPTER THREE

METHODOLOGY

The purpose of this chapter is to describe the methodology and procedures of this study. The following topics will be discussed in this chapter: (a) the research approach, (b) the research hypothesis, (c) the research procedure, (d) the research questions, (e) a description of the pilot study, (f) a description of the population, (g) a description of the research instruments, (h) the procedures used in collecting data, and (i) the analysis procedures.

RESEARCH APPROACH

The purpose of this study was to determine the effect of the degree of planfulness of a career transition on the subsequent experience of job satisfaction in persons who sought or worked in temporary employment. Factors considered under planned career transitions included: health, finances, family, place of residence, work options, leisure options, personal issues, networking issues, and other issues. Factors considered under job satisfaction included: present work, pay, promotion opportunities, supervision, relationships with co-workers, and the job in general.

RESEARCH PROCEDURES

The questionnaire was the most frequently used approach in the investigation of job satisfaction primarily because large number of workers could be surveyed on a large number of factors. The personal interview was also a popular method of establishing data because researchers discovered facets that eluded instruments that collected data via paper and pencil (Schultz, 1982). This study utilized both of these approaches as individuals were requested to self-report responses to questions concerning planfulness of career transitions and job satisfaction in private via paper and pencil. In order to capture spontaneous responses to the factors, randomly selected individuals also completed personal interviews.

For this study, data were collected through self-report on three instruments; Demographic Questionnaire, McDaniels Career Transition Considerations (Modified) (MCTC-M) (1991) form, and the Job Descriptive Index - Revised (JDI-R) (1985). These instruments were simultaneously mailed to 137 subjects. Personal interviews were conducted with 13 subjects, chosen selectively.

RESEARCH HYPOTHESIS

This study tested the hypothesis: For temporary workers, job satisfaction was dependent upon planfulness of their career transitions. Data was collected on the independent variable, planfulness of the career transition, and on the dependent variable, expressed job satisfaction. The hypothesis was tested empirically by inferential statistics.

RESEARCH QUESTIONS

The following questions were considered in this study of temporary workers:

1. What factors significantly contributed to the planfulness of career transitions?
2. What factors significantly contributed to experiencing job satisfaction?
3. Was there a significant difference between the degree of planfulness of career transitions and the experience of job satisfaction?

PILOT STUDY

A pilot study was conducted in the fall of 1994 to insure the effectiveness of the methodology utilized. The

proposed procedures and instruments were applied to twelve persons of the identified population which were persons seeking and employed in temporary work at Virginia Tech. Respondents for the pilot study were selected purposely from individuals with an application on file with the temp pool at Virginia Tech who had obtained at least one temp assignment.

The subjects were informed that they were participating in a pilot study and their feedback was solicited via both written comments and verbal responses. The study procedures and instrumentation were reviewed by the researcher and committee members and the study methodology modified appropriately as indicated by the pilot study. The item answer choices were expanded on the Demographic Questionnaire and Interview Protocol to allow for more answer disparity. Questions on the Interview Protocol were also simplified to improve respondent comprehension. Wording on the McDaniels Career Transitions Considerations was also simplified and written in a form that addressed temporary workers directly. These modifications did not appear to greatly differ from the final product and no information was lost due to modification, so the pilot findings were combined with the findings of the full study.

The pilot study confirmed the appropriateness of the research design and instruments.

DESCRIPTION OF THE POPULATION

This study sought to obtain information about workers who purposely sought temporary assignments. There were over one million temps at work everyday in 1994, making exact enumeration of the population exceedingly difficult (Sacco, 1994a). Therefore, applicants to the internal pool of temporary workers (temp pool) at Virginia Tech, during Fall 1994, served as the population for this study. Only workers who had placed an application in the temp pool file were utilized without regards to the number, if any, of completed temp assignments. In order to be placed in the temp pool, candidates made direct application to the personnel office and updated their applications every three months. These workers were not allowed to work at any one assignment for more than 120 days. At the point of this study, there were 137 applicants between August and November, 1994. The majority of applicants were female and most assignments were in the clerical field which was typical of the profile of temporary workers was defined by NATS (1994).

Workers obtained assignments through university departments which selected and interviewed qualified applicants from the temp pool. The decision to hire any given applicant was made by the individual department. Departments also requested particular individuals from the pool. Precise records on temp assignment history were not kept by the personnel department. Therefore, it was possible that an applicant was in the temp pool but never selected for an assignment.

A response rate of 70% (N=96) was sought for this study. Twelve individuals completed interviews as part of the pilot study. Ten percent (n=13) of the original 137 temp pool applicants were randomly selected to complete personal interviews. Personal interviews allowed for elaboration of the respondents' expressed planfulness of their career transitions and their subsequent expressed job satisfaction.

RESEARCH INSTRUMENTS

Demographic information was obtained through use of an original Demographic Questionnaire displayed in Appendix A. The researcher designed the questionnaire which asked each respondent to indicate: age, gender, marital status, income

source, and educational level. Information was also sought regarding the individual's temporary employment plans and reasons for choosing temporary work. This information was included in the national profile of a temporary worker survey (NATS, 1994). Thus this information not only described the study population but also allowed for national comparison.

Planfulness of career transitions was measured by data collected on the McDaniels Career Transition Considerations (Modified) (1991) form. This form was originally designed for clinical use with individuals contemplating a career transition. This form was modified to collect research data that specifically addresses temporary workers. The modified form can be found in Appendix A. The form consisted of nine scales measuring factors of: (a) health, (b) finances, (c) family, (d) place of residence, (e) work options, (f) leisure options, (g) personal issues, (h) networking issues, and (i) other issues that influenced planfulness of career transitions. These factors were identified by the NATS 1994 study as important to today's temporary workforce. The respondent was instructed to indicate estimates of transition consideration on a rating scale with anchors at 0 (very little), 25 (little), 50 (somewhat), 75 (much), and

100 (very much). Respondents were then requested to rank order the factors in order of importance, with one (1) indicating most important, to nine (9) indicating least important. Respondents could also record zero (0) to indicate that the respondent did not consider the factor to have any significance in regard to the transition. An averaged score was obtained for each respondent that placed the individual into one of three groups: not planful (those with primarily 0-25 anchor responses); somewhat planful (those with primarily 50 anchor responses); planful (those with primarily 75-100 anchor responses).

Job satisfaction was assessed using Smith's, Kendall's, and Hulin's (1985) Job Description Index - Revised (JDI-R) which is reproduced in Appendix A. This 72-item instrument was designed to tap six dimensions of job satisfaction: (a) supervision, (b) co-workers, (c) pay, (d) promotional opportunities, (e) the work itself, (d) job in general. Results of factor analyses of the instrument indicated that the factor structure was consistent with the five dimensions and it was not sample-specific (Dragow & Kanfer, 1985; Jung, Dalessio, & Johnson, 1986). The items asked the respondent to indicate satisfaction or dissatisfaction by using three choices (yes/no/?). Scale scores (one for each of the five

dimensions) were interpreted on the basis of normative data. The JDI was revised in 1985 by Smith, Balzer, Brannick, Chia, Eggleston, Gibson, Johnson, Josephson, Paul, Reilly, and Whalen to reflect changes in jobs and to update the language used on certain items. As a result of this revision, 11 items were replaced across 4 of the scales; the Promotions subscale remained unchanged. The number and type of the subscales, as well as the quantity of items included on each subscale, remained the same. Reliability of the revised subscales had a coefficient alpha of .88 across the six scales. Convergent validities for the revised instrument and other satisfaction measures that assessed specific aspects of satisfaction range from .49 to .70 (Gillet & Schwab, 1975).

No established instrument existed specifically for the measurement of job satisfaction of temporary workers. The JDI-R (1985) was chosen for this study because it was used to measure job satisfaction of workers employed in a wide range of occupations. The JDI-R (1985) was based on the premise that job satisfaction was the level of congruence between worker's expectations and reality of the job. This instrument's approach fitted the purposes of this study and

appeared to measure factors of job satisfaction that applied to temporary workers.

Graham (1993) developed an interview format based on Schlossberg's (1984) theory of adult transitions that assisted individuals in elaborating on their adaption to a transition. The interview protocol was utilized in her study of the career transitions of non-traditional students. The modified format, presented in Appendix A, was adjusted to include questions regarding job satisfaction.

RESEARCH TIMELINE

1. A listing of applicants from August to November 1994 to the internal pool of temporary workers was obtained from the Personnel Services Department at Virginia Tech in Blacksburg, Virginia.

2. A pilot study was conducted on the campus of Virginia Tech with 12 individuals from the population. Modifications were made to the demographic Questionnaire to include more answer choices and the McDaniels Career Transition Considerations form was modified to specifically address temporary workers.

3. Each worker was asked to fill out the Demographic Questionnaire, MCTC-M (McDaniels, 1991) and the JDI-R

(Smith, Kendall, & Hulin, 1985) which were mailed to them in a manila envelope. A hard peppermint candy was included to provide an incentive, as suggested by Dillman (1978) to complete and return the instruments. An addressed stamped envelope was provided for them to return the instruments.

4. Ten percent (n=13) of the population was to be randomly selected by use of a random sampling procedure. The chosen workers were to be personally contacted and an interview time and place determined.

RESEARCH ANALYSIS

Significant differences within and between the three groups--not planful, somewhat planful, and planful--on the levels of job satisfaction were tested by means of an one way analysis of variance (ANOVA). This procedure compared the variance observed between the groups against a measure of chance error which was the variance within the groups (Borg & Gall, 1989). Where significance was found, a post hoc test (Neman-Keuls) was utilized to locate the presence of the difference.

Factors of career transitions were identified by use of frequency distributions of ratings and rankings of factors.

Interview data was analyzed by coding statements that identified variables proposed by Schlossberg (1984) as related to planned career transition, reasons for choosing temp as proposed by NATS (1994), and job satisfaction proposed by Smith, Kendall, and Hulin (1985). Frequency distributions were computed and the findings from the personal interviews presented in narrative form.

SUMMARY

This chapter described the research methodology of this study. Specifically, the following topics were discussed: (a) the research approach; (b) the research hypothesis; (c) the research procedures; (d) the research questions; (e) a description of the pilot study; (f) a description of the populations; (g) a description of the research instruments; (h) the procedures used in collecting data; and (i) the analysis procedures. Tables were constructed to display the data collected and are presented in Chapter four with comments and discussion. Chapter five will provide a discussion and recommendations as a result of the findings.

CHAPTER FOUR
RESULTS OF THE STUDY

The purpose of this chapter is to present the data analysis and results of the research procedures. The chapter is divided into seven sections: (a) a description of the pilot study, (b) a description of the subjects who were the population for the study, (c) the results of the McDaniels Career Transition Considerations (Modified) (1991) form, (d) the results of the Job Descriptive Index - Revised (1985), (e) the findings with respect to each research question, (f) summary of research, and (h) summary of the results of the study.

DESCRIPTION OF THE PILOT STUDY

A pilot study was conducted with 10% (n=12) of the population in fall 1994. Respondents for the pilot study were selected purposely from job seekers with an application on file with the temp pool at Virginia Tech who had obtained at least one temporary assignment. Feedback was solicited via both written comments and verbal responses. The study procedures and instruments

were reviewed by the researcher and selected consultants. As the result of the pilot study, modifications were made to the Demographic Sheet, McDaniels Career Transitions Considerations, and Interview Protocol as a result of respondent feedback. Answer responses were expanded on the Demographic Sheet and Interview Protocol to allow for a wider range of answers. Questions on the Interview Protocol also were simplified to improve respondent comprehension. Wording on the McDaniels Career Transition Considerations also was simplified and written in a form that addressed temporary workers directly. These modifications did not appear to greatly differ from the final product so the pilot findings were combined with the findings of the full study. The pilot study proved to be a very worthwhile preamble to the full-blown study later. The tryout was most helpful in sorting out minor procedural and perception problems and confirmed the basic research procedures.

DESCRIPTION OF THE POPULATION

The population for this study were 137 applicants to the internal pool of temporary employees at Virginia

Tech in the Fall of 1994. All members of the population were mailed the study forms on January 19, 1995. Twelve individuals were interviewed as part of the pilot study. In addition, 13 individuals were randomly selected to complete personal interviews in addition to survey instruments. Four survey respondents requested and received personal interviews. These interviews were completed January 19 to February 10, 1995. February 7, 1994, twenty days after the initial mailing, 100 usable surveys were returned and 20 packets were returned from the post office as unable to locate. Therefore, the population size was adjusted to 117. The final response rate for the study was 85% ($N=100$) and 29 personal interviews. All data collection was completed by February 10, 1995.

RESULTS OF THE DEMOGRAPHIC QUESTIONNAIRE

Age and Gender

The majority of respondents were between the ages of 18-34 (68%). Females comprised 93% of the population, while males comprised 7% of the population. Questions about race were not asked as the population

for the study was drawn from an area primarily caucasian.

Marital Status

Respondents who reported being married comprised 45% while 44% indicated being single. Responses written in the space provided next to "other" include divorced and widowed.

The majority of married respondents indicated having a spouse/significant other who worked full-time (61%; N=34). Part-time employment by a spouse/significant other comprised 18.2% (N=10) while 5.5% (N=3) reported having an unemployed spouse/significant other. Eight respondents (14.5%) stated their spouse/significant other was a full-time student.

Income

Thirty-seven (38.1%) respondents reported being the primary financial provider in the home while 35 (36.1%) reported a spouse/significant other as the primary financial provider. Other respondents to this question included: equal contribution (9.3%; N=9) and grandparents or educational loan as the primary source of income (6.2%; N=6).

Education

Twenty-six percent indicated high school education or less, 37% reported having completed coursework beyond high school but less than bachelor degree. Twenty-six percent reported having completed a bachelor degree and 11% reported holding a graduate degree. The most commonly reported courses of study included business, English, and communications. Recorded institutions were located in a 25 mile radius of the study site and included Virginia Tech, Radford University, and New River Community College.

Demographics of temporary assignments

The majority of respondents reported having obtained less than five temp assignments (76%). Fourteen percent of the respondents indicated having obtained more than five assignments. More than half (66%) had not temped at a site other than Virginia Tech. Other sites reported by those who have temped at commercial agencies (34%) included Manpower, Adia, Norrell, and Bright.

Over half of the respondents (57%) were currently employed as temp workers at Virginia Tech. Forty-three percent of the respondents were not currently working

as a temp. Twelve respondents failed to answer this item. Of those not currently temping, forty-six percent indicated being employed in a permanent position.

The range of responses on how long respondents planned to seek temporary employment ranged from less than one month to indefinite plans. The largest response rate was for the answer indefinitely (31%). Five respondents indicated plans to temp for less than one month. Four respondents did not respond to this item.

Reasons for seeking temp work

The most chosen reason for temping was being between jobs (37%). Choosing to temp as a permanent occupational choice was the least chosen (14%) reason. Other reasons for seeking temp work included: temping to enhance career options (25%); unable to work full-time (29%); and other reasons, such as being pregnant or between school semesters (19%).

Written statements

Written responses in the additional comment section included mostly positive statements (N=8) and two negative statements regarding temp work. A record

of the written statements can be found in Appendix B
Examples include:

(064) I wonder how well they follow up on assignments, the first time I worked about ten hours. The professor left me a message at home that I was no longer needed. I never got paid.

(030) I was seeking a permanent position. Because of where I live (southwest Virginia) I was forced to consider temp work - poor job choices.

(049) I entered the temp pool while seeking full-time employment, which I found outside the university two months later, but I was offered a temporary 1500 hour assignment which I accepted because it offered more opportunity for future advancement.

(043) Temporary work is an excellent source to learn different skills. It can broaden your career and may lead to a permanent job opportunity. Temporary work is very beneficial!

Summary of the Demographic Questionnaire

An examination of the demographic data suggests that individuals seeking temporary work at Virginia Tech were primarily choosing temporary employment while searching for a permanent position and planned to temp

for at least seven months. Results suggested that the individuals felt that temping was an avenue for finding full-time employment as the experience enhanced career options by building skills and gaining work experience while earning an income.

Several of the demographic variables of this population resembled the national profile of temp workers (NATS, 1994), in that the majority were (a) female, (b) in between jobs, (c) temping to enhance career options, (d) have completed less than five temp assignments, (e) plan to temp over seven months, (f) temp at only one site and, (g) have less than a bachelor degree.

RESULTS OF THE MCDANIELS CAREER TRANSITION CONSIDERATIONS (MODIFIED) FORM

Table 1 shows the frequency and percentage distribution of responses to the career transition consideration factors on the MCTC-M (1991)--health, finances, family, residence, work options, leisure options, personal issues, networking issues, and other issues. Respondents were asked to indicate how much consideration was given to each factor by choosing the

response that best expressed the degree of consideration for each factor. The choices were: very little, little, somewhat, much, or very much. An averaged score was obtained for each respondent and then three categories were formed: not planful (N=27), somewhat planful (N=9), planful (N=64).

Respondents indicated giving much or very much consideration to the factor of health (28%); finances (93%); family (47%); place of residence (37%); work options (70%); leisure options (31%); personal issues (42%); and networking issues (36%). Eighty-three respondents did not record a response to the other factor. Results suggested that most consideration was given to financial situation as reported by 93%. The factor of work options was also highly rated as a career transition consideration (70%). Considerations recorded as other factors included: attending school full-time, flexible time, and social considerations. Factors most rated as having played little or very little consideration included health and leisure options.

Table 1.

Respondent ratings on each MCTC-M (1991) factor.

	Very Little	Little	Somewhat	Much	Very Much
Health	36%	12%	24%	18%	10%
Finances	2%	2%	3%	38%	55%
Family	19%	17%	16%	19%	28%
Residence	18%	13%	32%	17%	20%
Work Options	7%	5%	18%	39%	31%
Leisure Options	26%	18%	25%	19%	12%
Personal Options	24%	15%	16%	27%	15%
Networking Options	22%	21%	18%	23%	12%
Other	0%	0%	29.4%	41.2%	29.4%

Note: N=100.

Respondents were then asked to contemplate how much importance was given to each factor while in the transition. Respondents were instructed to rank order the factors as one (1) denoting most important consideration to nine (9) meaning the least important consideration. Respondents also had the option of ranking a factor as zero (0) to denote that the factor

had no importance in consideration during the career transition. Table 2 displays the pattern of the top three rankings of the respondents. Three factors--finances, work options, and family--were ranked by respondents as being the most important considerations when in a career transition. Financial consideration was ranked as the first, second, or third choice by 91.1% (N=82) of the respondents. Forty-six (56.1%) respondents ranked work options as the first, second, or third most important consideration. Family considerations was ranked first, second, or third most important consideration by 36 (47.3%) of the respondents.

The lowest numerical rankings that could be applied to each factor was nine (9) for the factor ranked last or zero (0) to denote that the factor had no importance in career transition consideration. The factors most frequently given the lowest rank were the factors other (18.8%; N=3) and health (4.2%; N=3). These factors were also most frequently ranked as having no importance (12.5%; N=2) (12.5%; N=2).

Table 2.

Three highest ranking MCTC-M (1991) factors

MCTC factor	Ranked 1st	Ranked 2nd	Ranked 3rd
Health	7 9.9%	2 2.8%	5 7%
Financial	57 63.3%	20 22.2%	5 5.6%
Family	6 7.9%	21 27.6%	9 11.8%
Residence	3 4%	8 10.7%	15 20%
Work Options	10 12.2%	19 23.2%	17 20.7%
Leisure Options	4 5.7%	0 0%	11 15.7%
Personal Issues	6 8%	8 10.7%	10 13.3%
Network	5 6.7%	6 8%	6 8%
Other Issues	1 6.3%	4 25%	3 18.8%

Note: N=100.

Written Statements

Appendix B contains a record of the written statements by respondents concerning career transitions. Written comments included:

(043) Temporary work is great for anyone as it expands your mind to several different jobs!

(049) It gave me an opportunity to gain work experience with state policies/issues. Temp work paid better than no work.

(117) Recently moved to the area, temping quickest way to be employed.

Summary of McDaniels Career Transition Considerations (Modified) Form

Results of responses on the MCTC-M (1991) suggested that for this population primarily finances, followed by work options, and then family, were the primary considerations when in a career transition. Temp work was chosen by the majority of the population as a planful adjustment to a career transition. The next section will examine the findings in regards to satisfaction with the temping choice.

RESULTS OF THE JOB DESCRIPTIVE INDEX - REVISED

Respondents were also given the JDI-R (1985). The entire population completed all six scales (work on present job, present pay, promotion opportunities, supervision, co-workers, and the job in general). The mean, standard deviation, as well as the range of responses can be found on Table 3. The range of scores

on each scale ranged from 0 (low) - 54 (high). A score of 27 was considered neutral. Scores substantially above the midpoint (31 or above) were considered to indicate levels of satisfaction while scores substantially below the midpoint (23 or below) indicated levels of dissatisfaction. The scores on the scales of co-workers (\underline{M} =41.7; \underline{SD} =11.8); supervision (\underline{M} =44.9; \underline{SD} =11.8); and the job in general (\underline{M} =41.7; \underline{SD} =11.8) indicated that the respondents experienced satisfaction with these factors.

By examining the mean of the scales of present work (\underline{M} =31.9; \underline{SD} =12.8) and pay (\underline{M} =32.1; \underline{SD} =16) it was suggested that respondents were satisfied with these factors and were borderline dissatisfied with the promotion opportunities (\underline{M} =23; \underline{SD} =18). However, when considering the standard deviation of these scales, confidence in these findings waned.

Table 3.

Descriptives for JDI-R (1985) Scale Totals.

Scale	M	SD	Min	Max
Present Work	31.92	12.83	3	54
Pay	32.1	15.99	0	54
Promotion	23	18.12	0	54
Supervision	44.85	11.82	6	54
Coworkers	45.35	11.19	10	54
General Job	41.65	11.76	7	54

Note: N=100.

Analysis of variance was computed for each scale by the degree of planfulness of the respondents. The 0-100 anchors on the form was replaced by 1-5 anchor system, in that; 0=1, 25=2, 50=3, 75=4, 100=5. The averaged score was obtained by averaging the scores on eight factors. The scale of other was not a denominator in this equation because respondents had the choice not to answer this item. Response to this item was considered an indication of planfulness. Respondents with an averaged score at the lower end of the scales ($\bar{M} < 16$) of the MCTC-M (1991) were considered not planful ($\bar{N}=27$), an averaged score around the middle

($\underline{M} > 16$ & < 24) were considered somewhat planful ($\underline{N}=9$), and an averaged score at the upper end ($\underline{M} > 24$) of the scale were considered planful ($\underline{N}=64$).

Comparisons were made among the degree of planfulness and job satisfaction of the three groups. Table 4 contains the summary ANOVA representing the results of the analysis of variance (ANOVA) for degree of planfulness and satisfaction with work on present job. A significant difference among the groups was found, $F(2, 97) = 7.03, p < .05$. The use of a post-hoc test (Newman-Keuls) found the difference to be located between the planful and somewhat planful groups, the planful and the not planful groups, and the somewhat planful and the not planful groups. These results indicated that the more planful respondents experienced more satisfaction with work involved in temporary assignments than less planful respondents.

Table 4.

Satisfaction with Present Work by Degree of Planfulness

ANOVA SUMMARY

Source	df	SS	MS	F-Ratio	F Prob
Between Groups	2	2063.46	1031.73	7.03	0.0014
Within Groups	97	14233.9	146.74		
TOTAL	99	16297.36			

Results of the Newman-Keuls post-hoc test

	Not Planful	Somewhat Planful	Planful
Not Planful		S	S
Somewhat Planful			S

Summary ANOVA Table 5 displays the results of the ANOVA for the degree of planfulness and satisfaction with the job in general. A significant difference among the groups was found $F(2, 97) = 10.18, p < .05$. The use of the Newman-Keuls post hoc test discovered the difference to be between the planful and somewhat planful, the planful and not planful, and the somewhat planful and not planful. The results suggested that

the more planful respondents experienced more satisfaction with the job of temp work than less planful respondents.

Table 5.

Satisfaction with Job in General by Degree of Planfulness

ANOVA SUMMARY

Source	df	SS	MS	F-Ratio	F Prob
Between Groups	2	2377.34	1188.67	10.18	.0001
Within Groups	97	11331.41	116.81		
TOTAL	99	13708.75			

Results of the Newman-Keuls post-hoc test

	Not Planful	Somewhat Planful	Planful
Not Planful		S	S
Somewhat Planful			S

Summary ANOVA Table 6 represents the results of ANOVA for the degree of planfulness and satisfaction with co-workers. Significant difference was found $F(2, 97) = 6.39, p < .05$. Through use of the Newman-Keuls

post hoc test, the difference was located between the planful and not planful groups. Results suggested that the more planful respondents experienced more satisfaction with co-workers in temp work than nonplanful respondents.

Table 6.

Satisfaction with Co-Workers by Degree of Planfulness

ANOVA SUMMARY

Source	df	SS	MS	F-Ratio	F Prob
Between Groups	2	1444.7	722.35	6.39	.002
Within Groups	97	10964	113		
TOTAL	99	12408.75			

Results of the Newman-Keuls post-hoc test

	Not Planful	Somewhat Planful	Planful
Not Planful			S

Summary ANOVA Tables 7, 8, and 9 represent the results of ANOVAs for present pay, promotion opportunities, and supervision, respectively. No

significant differences were found for any of these scales which suggested that degree of planfulness had no effect on the job satisfaction of these factors.

Table 7.

Satisfaction with Pay by Degree of Planfulness

ANOVA SUMMARY

Source	df	SS	MS	F-Ratio	F Prob
Between Groups	2	204	102	0.39	0.67
Within Groups	97	25118.9	258.9		
TOTAL	99	25323			

Table 8.

Satisfaction with Promotion by Degree of Planfulness

ANOVA SUMMARY

Source	df	SS	MS	F-Ratio	F Prob
Between Groups	2	1013.5	506.75	1.56	0.21
Within Groups	97	31506.5	324.8		
TOTAL	99	32520			

Table 9.

Satisfaction with Supervision by Degree of Planfulness

ANOVA SUMMARY

Source	df	SS	MS	F-Ratio	F Prob
Between Groups	2	113.5	56.76	0.4	0.67
Within Groups	97	13719.22	141.43		
TOTAL	99	13832.75			

Summary of the Job Descriptive Index - Revised Scales

Results of the analysis of the factors of job satisfaction suggested that factors defined by Smith, Kendall, and Hulin (1969a; 1969b; 1985) were measures of job satisfaction for this population. Respondents indicated that supervision, co-workers, and the job in general were factors of job satisfaction. Furthermore, the degree of planfulness on two of the factors, co-workers and the job in general, significantly effected the degree of job satisfaction on these two factors.

RESULTS OF THE STRUCTURED INTERVIEWS

This section reports the responses to the structured interview. A total of 29 applicants to the temp pool were interviewed at various office sites around the campus. Interviews were conducted between January 19 to February 20. Information was sought regarding the transition of the individual seeking temporary work. Schlossberg (1984) defined a transition as "any event or nonevent that results in change in relationship, routines, assumptions, and/or economics" (p. 49). Schlossberg (1984) proposed three sets of factors that influence the transition process; (a) variables characterizing the particular transition, (b) variables characterizing the particular individual, and (c) variables that characterize the particular environment. Each question area will be presented and the percentage of coded answers discussed. Appendix B displays the code sheet used in the study. Frequency distributions were computed for statements that reflect, (a) characteristics of the transition, (b) characteristics of the individual, (c) characteristics of the environment, and (d) characteristics of job satisfaction.

Characteristics of the Transition

Schlossberg (1984) identified these variables as trigger event, timing, source, role change, duration, previous experience with a similar transition, and stress. Of these variables, respondents reported that the source (25%) and timing (25%) of the transition involved being in between jobs (15%), as in the case of a lay-off, or experiencing a role change (19%), such as recent college graduation or parenthood, at the time that they sought temp work. Temp work was also sought by respondents in a transition, such as full-time coursework, that prevented permanent employment or recent migration to the area and the need for instant employment. Seven respondents named becoming parents as the reason for their transition.

Respondents indicated financial need as a major component in their career transition (22%). Eighteen respondents reported having given consideration to how long they expected to temp. Fourteen (14%) selected temp work during a previous transition and eight respondents reported temping as a permanent occupational choice.

Respondents considered themselves to be skill builders (12%) and sought temp work as a means to gain skills and experience to increase chances for higher paying and more satisfying work than currently experiencing. Other transitions (7%) the respondents reported for seeking temp work was as a means of socializing and interacting with others.

These findings suggested that individuals were in a career transition and sought temp work as a means of adaption to the transition. The applicants expected temporary work to assist primarily with monetary, training, and social needs. While few workers planned to temp on a permanent basis, some individuals reported planning to temp indefinitely.

Written Statements

A record of the written statements can be found in Appendix B. Presented here are selected examples of the statements made by respondents during the interview on the subject of transitions.

(093) Trying to decide where to go to graduate school. Temping to see if I like Virginia Tech and Blacksburg.

(137) I lost my job and needed quick employment. I got temp jobs in the past.

(026) I had the education but no job experience. Personnel suggested temp pool.

Characteristics of the Individual

Schlossberg (1984) proposed that variables that characterize the individual influenced the individual in the transition process. Schlossberg (1984) defined the variables that characterize the individual as: socioeconomic status, commitment, and values. The majority of respondents indicated that not much consideration was given to pondering if temping would satisfy work values and experienced difficulty in answering this question without specific instruction (60%). Overall, the sample expressed that temp work was congruent with their true character. Most respondents stated that temping satisfied their work values such as a need for controlling work schedule, regular work hours, and environment (87.5%; $n=21$). Three respondents (12.5%) stated temp work did not satisfy their work values. Twelve respondents (88%) indicated that temp work duties satisfied work interests. Three respondents ($n=12\%$) disagreed with

this statement. The majority of respondents reported that temp work suited their work skills (88%; $n=22$). Respondents expressed positive statements that temp work satisfied financial needs for their transition (89.3%; $n=25$). Three respondents (10.7%) disagreed with this statement.

Written Statements

Appendix B represents a record of written statements. Presented here are selected examples of statements made by respondents regarding individual characteristics.

(043) I grabbed what I could get. Temping did not meet my needs.

(117) I valued the team player environment and challenging job assignment.

(082) Wanted to try clerical work after retail work. Temping filled need for work. Temps salary close to permanent job salary.

Characteristics of the Environment

Schlossberg (1984) identified the third factor that influenced the individual in the transition process as variables that characterize the environment. Schlossberg (1984) defined these characteristics as;

intimate relationships, family unit, network of friends, and institutional supports.

The majority of respondents indicated feeling positive feedback from support systems regarding the choice of temp work (88.9%; $n=24$). Likewise, the majority of respondents reported feeling support from the employing organization (Virginia Tech) (92.3; $n=24$). Specific evidence of support included consideration of schedule and work environment needs when working, and feeling like a valued employee at work sites.

Written Statements

Presented here are selected examples of statements made by the respondents regarding the environment. Appendix B contains a record of written statements.

(080) Tech supports hard workers. I have a very understanding spouse.

(095) I'm the only consideration I have. Tech is not as supportive as other temp agencies.

(088) I can take the assignments I want. My family likes the extra money.

Characteristics of Job Satisfaction

Elaboration was sought on the characteristics of job satisfaction specifically with temporary workers.

Factors represented on the JDI-R (1985) were reported by temporary workers as indicators of job satisfaction. Co-workers, supervisors, and clients were a source of satisfaction (89.7%; $\underline{n}=26$) or dissatisfaction (10.3%; $\underline{n}=3$) with temp work. Another important characteristic reported were the wages of the temp work (83.3%; $\underline{n}=20$). For some respondents, wages were a source of dissatisfaction (16.7%; $\underline{n}=4$). Others reported the factors work duties (81.8; $\underline{n}=18$), upward mobility (78.6%; $\underline{n}=11$), and excitement of the job (70.6; $\underline{n}=12$). Perceptions of job excitement was the most reported source of job dissatisfaction (29.4%; $\underline{n}=5$). The next most frequently reported source of dissatisfaction was mobility (21.4%; $\underline{n}=3$), followed by duties (18.2; $\underline{n}=4$).

Additionally, respondents reported a primary importance of flexibility (100%; $\underline{n}=17$) and scheduling (93.3; $\underline{n}=14$) as factors of satisfaction with temp work. One respondent reported dissatisfaction with work schedule (6.7%) and no respondent reported dissatisfaction with work flexibility.

The characteristics most often reported as causing satisfaction were; people, flexibility, and work duties. The characteristics most often reported as

dissatisfying were lack of excitement of work, lack of promotion opportunities, and people.

Written Statements

Presented here are selected examples of statements made by respondents regarding job satisfaction. A record of statements can be found in Appendix B.

(043) I got to meet alot of nice people and learn about American culture.

(090) I do not like the uncertainty of schedule, promotion, and no benefits.

(082) If I haven't had the temp job I wouldn't have gotten a permanent job.

FINDINGS WITH RESPECT TO EACH RESEARCH QUESTION

The arrangement of this section will be to state the research question and then to provide a summary of the data analysis.

1. What factors significantly contributed to the planfulness of career transition?

Frequency distributions were computed on the ratings and rankings of nine career transition considerations--health, finances, family, residence, work options, leisure options, personal issues,

networking issues, and other issues. Respondents were given the option to rate each factor on a scale of very little to very much to indicate how much consideration was given to the factor while in the career transition.

One factor, finances (93%), most clearly emerged as the most considered factor in the planfulness of a career transition. Work options (70%) and family issues (47%) were two factors that were also highly rated as a consideration of a career transition. Ratings of the other factors were as follows: (a) personal issues (42%), (b) residence (37%), (c) networking issues (35%), (d) leisure options (31%), (e) health (28%), and (f) other (12%).

After rating each factor, respondents were asked to rank order the importance the factors played while in the career transition. Finances was ranked as the first, second, or third most important consideration by 90.5% (N=82) of the respondents. The respondents ranked work options as one of the top three most important consideration by 56.1% (N=46). Family issues was ranked by respondents as the first three most important by 46.3% (N=36) The other factors top three rankings were as follows: (a) other (40.1%; N=8), (b)

networking (22.7%; $N=17$), (c) residence (34.7%; $N=26$), (d) personal issues (32%; $N=24$), (e) leisure (21.4%; $N=15$), and (f) health (19.7%; $N=14$).

The factors most frequently ranked as the least important or of no importance include other (31.3%; $N=5$), health (12.7%; $N=9$), and leisure (8.6%; $N=6$). These findings were supported by statements in the structured interviews as evidenced by financial situation being reported as a characteristic of the transition. Role change indicators such as new parenthood, recent graduation, and being in between jobs, were also verbally reported by respondents as considerations of the career transition.

The findings suggested that the factors that were most clearly considered indicators of planfulness were financial situation, work options, and family issues. The factors least considered indicators of planfulness included other factors, health, and leisure options.

2. What factors significantly contributed to experiencing job satisfaction?

Job satisfaction was measured by the JDI-R (1985) using six scales: (a) present work, (b) pay, (c) promotion, (d) supervision, (e) co-workers, and (f) job

in general. Each scale listed adjectives that describes the scale factor. Respondents were instructed to indicate if the word that described their personal experience of the factor. Scores for each factor ranged between 0-54, with a median score of 27. Smith, Kendall, and Hulin (1985) suggested that scores above 31 indicated satisfaction with the factor. Scores below 23 indicated dissatisfaction with the factor. The population means and standard deviations were examined and the results suggested that the most clear indicators of factors of job satisfaction included co-workers ($\underline{M}=45.4$; $\underline{SD}=11.2$), supervision ($\underline{M}=44.9$; $\underline{SD}=11.8$), and the job in general ($\underline{M}=41.7$; $\underline{SD}=11.8$). Low levels of satisfaction was found with present pay ($\underline{M}=32$; $\underline{SD}=16$) and present work ($\underline{M}=31.9$; $\underline{SD}=12.8$). Promotion ($\underline{M}=23$; $\underline{SD}=18$) was found not to be a factor of job satisfaction. The findings suggested that, for the population, factors expressed as indicators of job satisfaction included co-workers, supervision, job in general, pay, and work. These findings were supported by statements in the structured interviews as evidenced by expressed satisfaction with co-workers and supervisors (89.7%; n=26), wages (83.3;

n=20), and work itself (70.6%; n=12). However, the sample indicated satisfaction with promotion opportunities (78.6%; n=11). Three (21%) sample respondents indicated dissatisfaction with promotion opportunities. Results from the population indicated low level dissatisfaction with chances of promotion ($M=23$; $SD=18$).

3. Was there a significant difference between the degree of planfulness of career transitions and the experience of job satisfaction?

Analysis of variance (ANOVA) was calculated among the degree of planfulness and the six scales of job satisfaction. Three groups of planfulness were found-- not planful, somewhat planful, and planful. ANOVAs were calculated for each scale using the Number Cruncher Statistical System (1987). Significant differences were found for the degree of planfulness and satisfaction with present work and the job in general between both the planful and somewhat planful and the planful and not planful [$F(2, 97) = 7.03, p < .05$; $F(2, 97) = 10.18, p < .05$]. Significance was found in regard to satisfaction with co-workers between the planful and the not planful ($F(2, 97) = 6.39, p <$

.05). Significance was not found for the scales of pay, promotion, or supervision. The results suggested that the more planful the career transition, the more satisfaction was experienced in regards to co-workers, work, and the job of temp work.

SUMMARY

This chapter provided a description of the population of the subjects for this study and the results of the data analysis for each research question. Several summation points based on results of the data analysis include:

1. Females comprised the majority of those seeking temp work. Most of these workers obtained less than five assignments and planned to temp at least seven months. Of the reasons given for applying to the temp pool, monetary compensation appeared to be the major concern with the majority reported being between jobs or seeking career enhancing experiences.
2. Financial situation was found to be the factor most clearly significant to planfulness of the career transition. Respondents rated and ranked finances as the most considered and important factor of a career

transition. Other contributing factors reported included work options and family issues.

3. The job in general, supervision, and co-workers were the factors most clearly representative of job satisfaction. Other factors included present work and pay. Promotion opportunities was not found to be an indicator of job satisfaction.

4. Respondents were categorized as either not planful, somewhat planful, or planful. Analysis of variance found significant differences among degree of planfulness and factor of job satisfaction for work, co-workers, and job. Specifically, the more planful the career transition, the greater the experience of job satisfaction with work on present job, co-workers, and the job in general.

5. Structured interviews supported the findings of the MCTC-M (1991) and the JDI-R (1985) with the exemption of promotion opportunities. Data collected by the instruments suggested dissatisfaction with promotion opportunities. However, respondents verbally reported satisfaction with this variable. Other findings from the structured interviews included noted transitions being in between jobs and experiencing a role change.

Specific role changes included recent graduation from college, desire for work outside the home, and recent parenthood. Financial need was clearly a major component in the career transition.

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

This chapter summarizes the following: (a) research findings, (b) discussion of the research findings, (c) conclusions, and (d) implications. Recommendations for further study are also presented.

INTRODUCTION

The general purpose of this study was to determine the effect the degree of planfulness of a career transition had on the subsequent experience of job satisfaction in persons who sought or worked in temporary employment. This study was grounded in several established theories: (a) Super's (1957, 1963, 1976, 1980, 1983, 1990) theory of career development; (b) Schlossberg's (1972, 1984) theory of career transitions; (c) Hoppock's (1935, 1960, 1974a, 1974b, 1976) theory of job satisfaction; (d) Smith's, Kendall's, and Hulin's (1969a, 1969b, 1985) theory of job satisfaction.

Super (1990) first proposed that individuals evolved through stages and role changes. Schlossberg

(1984) expanded Super's work by establishing the theory that adults evolved through life transitions. Hoppock (1935) began the first studies on job satisfaction. Hoppock (1974b) noted that with better career planning, job changes that came with career development were more satisfying. Smith, Knedall, and Hulin (1969a) postulated that job satisfaction was the congruence between expected and experienced facets of the job.

The growth of the temping industry made temporary employment a viable option for adults in a transition. In the last ten years the temporary work industry tripled, which made it one of the hottest businesses for 1994 (Schuster, 1994). In 1993, the Bureau of Labor Statistics estimated that temporary workers comprised 1.3% of the total workforce, which accounted for 1.5 million workers (Sperry, 1993).

Before full implementation of the research, a pilot study was conducted with 10% (n=12) of the population. Respondents for the pilot study were selected purposely from job seekers with an application on file with the temp pool at Virginia Tech who had obtained at least one temporary assignment. Feedback was solicited via both written comments and verbal responses. The study

procedures and instruments were reviewed by the researcher and selected consultants. As the result of the pilot study, modifications were made to instruments and procedures resulting in a model approach to the study of temporary workers.

The population for this study were 137 applicants to the internal pool of temporary employees at Virginia Tech in the fall of 1994. The final response rate for the study was 85% ($N=100$) with 29 respondents receiving personal interviews. All data collection was collected between January 19 and February 10, 1995.

Demographic information was collected on respondents on areas such as: (a) employment plans, (b) reasons for seeking temporary work, (c) education level, (d) marital status, and (e) income. These areas were explored by NATS (1989; 1994) when a national profile of the temporary worker was presented.

Planfulness of the career transition was measured by use of the McDaniels Career Transition Considerations (Modified) (1991) form. This form requested respondents to rate and rank considerations of nine factors: (a) health, (b) finances, (c) family,

(d) residence, (e) work options, (f) leisure options, (g) personal issues, and (h) other issues.

The Job Descriptive Index - Revised (Smith, et. al., 1985) was chosen for this study because it was used to measure job satisfaction of workers employed in a wide range of occupations. The JDI-R was based on the premise that job satisfaction was the level of congruence between worker's expectations and reality of the job. This instrument measured six scales of job satisfaction: (a) present work, (b) pay, (c) promotion opportunities, (d) co-workers, (e) supervision, and (f) the job in general. These factors were incorporated by the NATS studies on job satisfaction of temporaries.

Structured interviews were conducted with 29 respondents using an Interview Protocol. Data was collected on characteristics of the transition, individual, environment, and job satisfaction. Responses statements were coded for each of these areas.

SUMMARY OF FINDINGS

The purpose of this study was to determine the effects of planned career transitions and the job

satisfaction of temporary workers. Three research objectives were designed to accomplish this purpose. The research findings have been summarized as follows.

Research question 1 was designed to determine what factors significantly contributed to the planfulness of career transition. Frequency distributions were computed on the ratings and rankings of nine career transition considerations: (a) health, (b) finances, (c) family, (d) residence, (e) work options, (f) leisure options, (g) personal issues, (h) networking issues, and (i) other issues. Results of responses on the MCTC-M (1991) suggested that for this population, primarily finances followed by work options and then family were the primary considerations when in a career transition. Temp work was chosen by the majority of the population as a planful adjustment to a career transition. Role change indicators such as parenthood, graduation, and migration were also verbally reported by respondents as considerations of the career transition.

Research question 2 was designed to determine what factors significantly contributed to the experience of job satisfaction. Job satisfaction was measured by the

JDI-R (1985) using six scales: (a) present work, (b) pay, (c) promotion, (d) supervision, (e) co-workers, and (f) job in general. Examining the means of these scales suggested that factors of highest job satisfaction most clearly included; supervision, co-workers, and the job in general. Low levels of satisfaction were found for pay and work. Promotion was found not to be a source of job satisfaction. These findings were supported by statements in the structured interviews as evidenced by expressed satisfaction with co-workers and supervisors, wages, and the work itself. However, the persons interviewed indicated satisfaction with promotion opportunities.

Research question 3 was designed to determine if there was a significant difference between the degree of planfulness of career transitions and the experience of job satisfaction. Analysis of variance showed significant differences between the degree of planfulness and three of the six scales of job satisfaction. The more planful groups expressed greater job satisfaction with the work itself and the job in general. The planful group expressed more job

satisfaction with co-workers than those who were not planful.

DISCUSSION OF RESULTS

Demographic information and the national profile

The National Association of Temporary Services produced the only profile of a temporary worker based on a national sample (1989; 1994). The population of this study was consistent with this national profile. Several variables of the national profile parallel the demographic information provided by the population of this study. The majority of temporary workers were female, single, childless, and employed in clerical positions. Over half of the temporary workers had obtained education that surpassed high school level but less than a bachelor degree. The majority of temps indicated plans to temp at least seven months with most reporting indefinite plans. Barrett (1993) reported similar demographic findings in a study on the satisfaction of temporary workers with commercial agencies. Jackle (1993), in a study of contingent nurses, did not support these demographic variables except for the large proportion of female workers.

However, Jackle dealt with a select group of specialty temps.

NATS (1994) described four categories of temporary workers: (a) skill builders, (b) between jobs, (c) parents, and (d) choose to temp. Like the national findings, the majority of temp work seekers reported being in between jobs as the primary reason for applying to the temp pool. Unlike the national sample, the population also reported not being able to work full-time, primarily due to family obligations, as a primary reason.

The setting for this study was temporary workers in the temp pool at a large, rural, land grant university. The university serves as a primary employer for the area. However, characteristics of the population matched those found in the nation and in commercial agencies, indicating that the seeker of typical temp work displays common characteristics.

Temporary workers and career transitions

Most temporary employment seekers were adjusting to some type of a career transition that involved financial consideration. The majority of the population indicated transitions that involved being in between

jobs such as: (a) current college students and recent graduates, (b) recent migration to area, and (c) those laid off from a job. These types of role change were a characteristic of a career transition as proposed by Schlossberg (1984). Several other findings of this study supported the contention that individuals evolved through transition stages. Schlossberg's definition of a transition involved a change in role, relationships, family, and economics. Besides role changes that involved work, temp workers also were involved in role changes with family. The most noted change involved parenthood. Temp work provided an income while also giving flexibility to schedule work time around family time.

The role salience of this population was also noted in the work of Super (1990). The roles of possible salience for this population included worker, parent, spouse, homemaker, and student. Other roles such as leisurite and pensioner were not considered salient as workers did not regard leisure options as a major consideration nor were many respondents in a retirement situation.

A primary role change found in the study was being unemployed. The population for this study was comprised of individuals seeking or working in the temp pool at a large university in a small rural area. The university serves as a major employer for the area. In addition to recently unemployed local citizens seeking work at Virginia Tech, often those migrating to the area seek work at the university. Many respondents experienced a transition that involved moving to the area to be with family. Temporary work in the temp pool was one way to enter permanent employment at the university.

The availability of temp work versus permanent employment was evident during this research. During the course of this study, a hiring freeze was placed upon all positions at the university. Temps were still able to work during this time. One way that employees were hired was through entering the temp pool and then placed in a position that would become permanent.

A factor of career transition examined in this study, networking, surprisingly was not determined to be a primary consideration of the population. One possible explanation for this finding was that although

networking was viewed as a means for obtaining professional employment opportunities, individuals seeking clerical work did not understand or value networking as an employment tool.

Job satisfaction of temporary workers

Overall, temp workers at Virginia Tech reported feelings of job satisfaction. Most satisfaction stemmed from the people associated with temp assignments, followed by the job in general. These results supported findings by Hoppock (1935), Jackle (1993), Henson (1992), and NATS (1994) that social aspects of the work provided satisfaction. To a lesser extent, pay and the work itself was a satisfaction to workers. The findings of this research along with other studies aimed at examining the job satisfaction of temporary workers (Barrett, 1993; Henson, 1992) suggested that temporary workers did not express the idea that temp work led directly to a permanent position. There was a disparity in the research regarding satisfaction with the brokering agency. While this study found satisfaction with the employing organization (Virginia Tech), other studies have found dissatisfaction (Henson, 1992; Barrett, 1993). This

result suggested more investigation was warranted into the contracting aspect of temporary work.

Planned career transitions and job satisfaction

The majority of temporary workers were at least somewhat planful in their career transitions. No other study examined the effect of the degree of planfulness of the transition on the job satisfaction for this population. This study served as the basis for a model for examining this issue of temporary workers. The three forms appeared to effectively collect data on these constructs and the interview served as a means of information verification and expansion. Results from the collected data suggested that the degree of planfulness significantly effected the experience of satisfaction for temporary workers in that the more planful the transition the greater the experience of satisfaction with work, co-workers, and the job of temporary work. This finding was bolstered by the work of Schlossberg (1984) whose definition of a transition correlated with the experiences of individuals seeking temporary work. Super's (1990) theory of life span/life space career development was also congruent with the stages and roles of temporary workers.

McDaniels' (1991) formulation of nine factors of career considerations greatly assisted with identifying considerations of temporary workers. The job satisfaction of temporary workers was congruent with the theoretical approach proposed first by Hoppock (1935) and later honed by Smith, Kendall, and Hulin (1969), that the more congruent job expectations and experiences, the greater the experience of satisfaction.

CONCLUSIONS

Conclusions which were drawn from this study are as follows:

1. As supported by NATS (1989; 1994), the primary reason for seeking temp work was for employment and income. Financial situation emerged as a primary consideration while in a career transition rather than temping as a permanent occupational choice.

2. Temp work was a viable employment option for females. The vast majority of current workers were female and planned to temp at least seven months, which indicated that at least some womens' needs for employment were fulfilled by temporary employment.

3. Temporary workers were planful in a career transition. The majority of individuals reported being at least somewhat planful while adapting to the transition situation. It was widely accepted that this process can be assisted through counseling intervention (Schlossberg, 1984). Career counselors should address the issues of finances, work options, and family issues with transitioning adults who are contemplating temporary work as an adaptation strategy.

4. Temping was a viable option for individuals choosing to temp for a variety of reasons such as with role changers. For example, temp work filled a void for those who are unemployed while seeking permanent employment. Temp work also provided employment flexibility for those desiring work but were unable to obtain/maintain full-time employment. Temporary work was sought as a result of being in between jobs or in a role change as defined by Schlossberg (1984), which supported the notion that temporary workers experienced transitions. Furthermore, the worker's individual transition concerns were assessed using the McDaniels Career Transition Considerations (1991). Planfulness

during transition led to subsequent job satisfaction in temporary work.

5. Overall temporary workers experienced job satisfaction in areas such as pay, people, flexibility, and work; which supported the theoretical assumptions of Hoppock (1935) and Super (1990) that job satisfaction correlated with the degree a worker found an outlet for personal values, interests, and skills in the work environment. Planful workers experienced greater job satisfaction which supported the approach of Smith, Kendall, and Hulin (1969a) that job satisfaction was the congruence between the expectation and experience of the job.

6. Individuals who entered temp work with the anticipation of a permanent job offer experienced dissatisfaction with the reality of the opportunities. Promotion opportunities for this study referred to obtainment of a full-time position and not upward mobility in a permanent position as studied in traditional research. The interviewed persons of this study did not indicate satisfaction with ability to obtain a full-time position as a result of temping,

indicating that more research should be conducted in this area.

IMPLICATIONS FOR COUNSELORS

The findings and conclusions of this study suggested many implications for counselors, including:

1. Temp work is a viable option for career exploration and immediate employment. Exploration of the transition consideration concerns and expectation of temporary work to fulfill those concerns enable individuals to make a more informed choice to seek temp work. In turn, this more planful transition results in more job satisfaction with temporary work.

2. Counselors should use a life-span/life-space developmental approach with clients. Helping professionals should assist individuals in understanding that career decisions are not isolation, singular events but evolve through the progression of life.

3. Counselors should teach clients transition adaption strategies. Building upon the knowledge that career development is a life-long process, individuals

can be guided to expect and appreciate changing roles and develop coping skills for managing these changes.

4. Counselors should teach clients long-term planning and decision-making skills. Individuals can be guided to formulate and hone decision making skills and effective career planning strategies.

5. Temporary help agencies as well as counselors should develop assessment instruments to assist individuals in deciding if temporary work will address their individual transition situation. A measure of job satisfaction should also be developed to specifically address temporary workers that will assist the company and individual in making appropriate temporary work decisions.

RECOMMENDATIONS FOR FURTHER STUDY

This study was the first systematic research to examine causal relationships of job satisfaction of temporary workers and thus serves as a model for subsequent study. The temporary industry has not been studied in depth by independent researchers, especially in regards to the job satisfaction of its workers. Thus, many avenues are open to scientific study. This

study examined causal relationships of job satisfaction by determining the effect of the degree of planfulness of temporary workers on subsequent job satisfaction and may be used as the model for future study. This final section will provide suggestions for individuals who might consider further research around this topic.

Individuals who might consider further study might find the following recommendations for further study helpful:

1. Further examination of the career transition and job satisfaction of specific occupational assignments such as: (a) management, (b) janitorial, (c) technical--which is increasingly found in the national temporary work force but not proportionally represented in this population.

2. A correlational approach could be used with this study and its results analyzed by means of multiple regression to formulate a predictive equation of job satisfaction with temporary workers.

3. The research procedures, especially the qualitative component, of this study could be expanded to include follow-up after an interval number of

temporary assignments to examine if satisfaction with temp work is assignment specific.

4. Screening models for those seeking temporary employment could be developed both for industry use and career counseling implementation.

5. Comparisons can be examined between the career transition and job satisfaction of permanent workers versus temporary workers.

6. Further study could be directed at examining the incongruence in regards to satisfaction with promotion opportunities. For example, job seekers can be questioned as to expectations and realizations of upward mobility.

7. A longitudinal approach could be employed to examine the long-term effects of career transition consideration and job satisfaction of temporary workers.

8. Further research could be aimed at developing an instrument that specifically addresses the job satisfaction of temporary workers. For example, traditional instruments, like the JDI-R (1985), refer to promotion opportunities as the expectation of upward mobility in a job. Temporary workers connate promotion

opportunities to mean chance of obtaining full-time employment.

9. The procedures of this study could be replicated with a population that consists of applicants to a commercial agency such as *Manpower* to verify the parallelism of temp pool workers and agency temporary workers.

10. This study could be replicated with a more ethnically diverse population to determine what, if any, role racial background plays in transition planning or job satisfaction of temporary workers.

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Appendix A

RESEARCH INSTRUMENTS

Demographic Sheet

Please respond to the following questions. Thank you.

1. What is your age?
 - A. 13-24
 - B. 25-34
 - C. 35-44
 - D. 45-54
 - E. 55-64
 - F. 65 and over
2. What is your gender?
 - A. Female
 - B. Male
3. What is your marital status?
 - A. Married, no children
 - B. Married, with children (specify ages _____)
 - C. Single with children (specify ages _____)
 - D. Single, no children
 - E. Other (specify _____)
4. If applicable, what is your spouse's/significant other's employment status?
 - A. Employed full-time
 - B. Employed part-time
 - C. Not employed
 - D. Other (specify _____)
5. Who provides the main source of income in your household?
 - A. Self
 - B. Spouse/significant other
 - C. Parent
 - D. Equal contribution with another
 - E. Other (specify _____)
6. What is your highest level of education?
 - A. High school or less (specify _____)
 - B. Course work beyond high school (specify _____)
 - C. Completed Business/trade school (specify _____)
 - D. Completed Associate degree (specify _____)
 - E. Completed Bachelor degree (specify _____)
 - F. Completed Graduate degree (specify _____)
7. How many different temporary assignments have you obtained?
 - A. 0 assignments
 - B. 1-2 assignments
 - C. 3-4 assignments
 - D. 5-6 assignments
 - E. 7 or more assignments

- OVER -

January 1995

13. Have you ever worked as a temp at a site other than Virginia Tech?
- A. No
 B. Yes (specify _____)
9. Are you currently working (or seeking work) as a temp?
- A. No
 B. Yes
10. If no, are you employed in a permanent position?
- A. No
 B. Yes (specify _____)
11. How long do or did you want to work as a temporary?
- A. Less than a month
 B. 1-3 months
 C. 4-6 months
 D. 7-12 month
 E. Over a year
 F. Indefinitely
 G. Do/Did not know
12. Circle following statement(s) that describe your reason(s) for seeking temporary employment.
- A. I am between jobs
 B. I think temping will enhance my career options
 C. I choose to temp as a permanent occupational choice
 D. I am not able to work full-time
 E. Other (specify _____)
13. Please add any additional comments regarding temporary work. (Continue on an extra sheet, if necessary.)

Please return forms to:

Debra Preston
 108 E. Eggleston Hall
 Virginia Tech
 Blacksburg, VA 24061-0102

_____ YES. I would like a copy of the summary study results.

_____ YES. I would like a personal interview.

The McDaniels Career Transition Considerations (MCTC)
(Modified)

Please think back to when you decided to seek temporary work and then indicate how much consideration you gave to the following factors relating to career transitions. There are two parts to this form. First, **CIRCLE** the number that reflects how much you considered each factor (very little, little, somewhat, much, very much). Please give a general self estimate on each of the factors.

Second, indicate the importance each factor played in your decision to enter temp work by ranking the item or items as you feel they are important to you. For example: one (1) would be most important to nine (9) least important or zero (0) for no importance. **WRITE** the number in the space provided under **YOUR RANK ORDER**. Please make notes as needed.

YOUR RANK ORDER

_____ **A. HEALTH** - How much did you consider your health when deciding to enter temp work?

0	25	50	75	100
Very Little	Little	Somewhat	Much	Very Much

Notes: _____

_____ **B. FINANCES** - How much did you consider your financial situation when deciding to enter temp work?

0	25	50	75	100
Very Little	Little	Somewhat	Much	Very Much

Notes: _____

_____ **C. FAMILY** - How much did you consider family issues when deciding to enter temp work?

0	25	50	75	100
Very Little	Little	Somewhat	Much	Very Much

Notes: _____

_____ **D. PLACE OF RESIDENCE** - How much did you consider your geographical location needs when deciding to enter temp work?

0	25	50	75	100
Very Little	Little	Somewhat	Much	Very Much

Notes: _____

YOUR RANK
ORDER

_____ E. WORK OPTIONS - How much did you consider your work options when deciding to enter temp work?

0	25	50	75	100
Very Little	Little	Somewhat	Much	Very Much

Notes: _____

_____ F. LEISURE OPTIONS - How much did you consider your leisure options when deciding to enter temp work?

0	25	50	75	100
Very Little	Little	Somewhat	Much	Very Much

Notes: _____

_____ G. PERSONAL ISSUES - How much did you consider personal issues when deciding to enter temp work?

0	25	50	75	100
Very Little	Little	Somewhat	Much	Very Much

Notes: _____

_____ H. NETWORKING ISSUES - How much did you consider networking issues when deciding to enter temp work?

0	25	50	75	100
Very Little	Little	Somewhat	Much	Very Much

Notes: _____

_____ I. OTHER ISSUES - State the consideration: _____

0	25	50	75	100
Very Little	Little	Somewhat	Much	Very Much

Notes: _____

Additional comments regarding your choice to seek temporary work and your satisfaction with this choice:

Please return forms to: Debra Preston
308 East Eggleston Hall
Virginia Tech
Blacksburg, VA 24061-0302

THE JOB DESCRIPTIVE INDEX

(REVISED)

Company _____

City _____

Please fill in the above
blanks and then turn the
page

Code No. _____

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THE JOB DESCRIPTIVE INDEX

Additional instructions
for completing the Job
Descriptive Index (JDI).

When completing the JDI,
please reflect on your
satisfaction with temp
work in general, not
a specific assignment.
The exception to this
instruction is the first
section entitled WORK ON
PRESENT JOB. For this
section, please reflect
on your satisfaction with
your present or last
assignment.

Thank you for completing
and returning the Demo-
graphic Sheet, the
McDaniels Career Trans-
itions Considerations
Form, and the Job
Descriptive Index.

Please return forms to:

Debra Preston
108 E. Eggleston Hall
Virginia Tech
Blacksburg, VA 24061-0102
Call me at (703) 552-2164
if you have any questions

Think of the work you do at present. How well does each of the following words or phrases describe your work? In the blank beside each word or phrase below, write

 Y for "Yes" if it describes your work

 N for "No" if it does NOT describe it

 ? if you cannot decide

Think of the pay you get now. How well does each of the following words or phrases describe your present pay? In the blank beside each word or phrase below, write

 Y for "Yes" if it describes your pay

 N for "No" if it does NOT describe it

 ? if you cannot decide

.....

WORK ON PRESENT JOB

- Fascinating
- Routine
- Satisfying
- Boring
- Good
- Creative
- Respected
- Uncomfortable
- Pleasant
- Useful
- Tiring
- Healthful
- Challenging
- Too much to do
- Frustrating
- Simple
- Repulsive
- Gives sense of accomplishment

Go on to the next page.....

.....

PRESENT PAY

- Income adequate for normal expenses
- Fair
- Barely live on income
- Bad
- Income provides luxuries
- Insecure
- Less than I deserve
- Well paid
- Underpaid

Go on to the next page.....

Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe these? In the blank beside each word or phrase below, write

- Y for "Yes" if it describes your opportunities for promotion
- N for "No" if it does NOT describe them
- ? if you cannot decide

.....

OPPORTUNITIES FOR PROMOTION

- Good opportunities for promotion
- Opportunities somewhat limited
- Promotion on ability
- Dead-end job
- Good chance for promotion
- Unfair promotion policy
- Infrequent promotions
- Regular promotions
- Fairly good chance for promotion

Go on to the next page.....

Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this? In the blank beside each word or phrase below, write

- Y for "Yes" if it describes the supervision you get on your job
- N for "No" if it does NOT describe it
- ? if you cannot decide

.....

SUPERVISION

- Asks my advice
- Hard to please
- Impolite
- Praises good work
- Tactful
- Influential
- Up-to-date
- Doesn't supervise enough
- Has favorites
- Tells me where I stand
- Annoying
- Stubborn
- Knows job well
- Bad
- Intelligent
- Poor planner
- Around when needed
- Lazy

Go on to the next page.....

Think of the majority of the people that you work with now or the people you meet in connection with your work. How well does each of the following words or phrases describe these people? In the blank beside each word or phrase below, write

- Y for "Yes" if it describes the people you work with
 N for "No" if it does NOT describe them
 ? if you cannot decide
-

CO-WORKERS (PEOPLE)

- Stimulating
- Boring
- Slow
- Helpful
- Stupid
- Responsible
- Fast
- Intelligent
- Easy to make enemies
- Talk too much
- Smart
- Lazy
- Unpleasant
- Gossipy
- Active
- Narrow interests
- Loyal
- Stubborn

Go on to the next page

Think of your job in general. All in all, what is it like most of the time? In the blank beside each word or phrase below, write

- Y for "Yes" if it describes your job
 N for "No" if it does NOT describe it
 ? if you cannot decide
-

JOB IN GENERAL

- Pleasant
- Bad
- Ideal
- Waste of time
- Good
- Undesirable
- Worthwhile
- Worse than most
- Acceptable
- Superior
- Better than most
- Disagreeable
- Makes me content
- Inadequate
- Excellent
- Rough
- Enjoyable
- Poor

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Interview Protocol

"I am interested in your decision to seek temporary work and how satisfied you are with this choice. I'll ask many questions of you to encourage a complete description relative to your transition and subsequent job satisfaction. In all areas we explore please elaborate fully giving as much detail as possible. Some of my questions may be probing as my intention is to stimulate you to delve into the experience as much as possible. I want to assure you that everything you say will be kept confidential. The tape of our conversation will be coded with a tracking code, and as soon as the dissertation process is complete, I will erase the tape. Please feel free to ask me questions at any time during the interview".

Characteristics of the Transition

"Please describe for me your decision to become a temporary worker. Place your decision in the context of your life, and how did those experiences lead to this decision?" (skill builder, between jobs, parent, choose to temp, money, role change, affect, source,

timing, onset, duration, degree of stress, previous experience with a similar transition)

Characteristics of the Individual

"Help me to understand how this decision reflects your character or true nature. Describe how your values influence your decisions. Describe what effect this decision has had on your life." (work values, interests, skills, financial impact)

Characteristics of the Environment

"Reflect now upon the manner that others were affected or will be affected by your decision. Who played what role in this decision?" (internal support systems, institutional support)

Characteristics of Job Satisfaction

"Please describe your experience of job satisfaction as a temporary worker. What aspects of temporary work have provided you with job satisfaction or dissatisfaction? (wages, flexibility, schedule, people, promotion, work, job, excitement of job)

APPENDIX B

RESEARCH METHODOLOGY INFORMATION

Structured Interview Response Sheet

Code number of statements made by respondent in each category.

Characteristics of the Transition:

- | | |
|-----------------------|-----------------------|
| 1. Build skills _____ | 8. Source _____ |
| 2. Between Jobs _____ | 9. Timing _____ |
| 3. Parent _____ | 10. Onset _____ |
| 4. Choice _____ | 11. Duration _____ |
| 5. Money _____ | 12. Stress _____ |
| 6. Role Change _____ | 13. Pre. Exp. _____ |
| 7. Affect _____ | 14. Other Tran. _____ |

Quotes:

Characteristics of the Individual:

1. Values _____
2. Work Skill _____
3. Interest _____
4. SES _____

Quotes:

Characteristics of the Environment:

1. Support system _____
2. Int. support _____

Quotes:

Characteristics of Job Satisfaction:

- | | |
|-------------------|----------------------|
| 1. People _____ | 5. Flexibility _____ |
| 2. Wages _____ | 6. Schedule _____ |
| 3. Duties _____ | 7. Excite _____ |
| 4. Mobility _____ | |

Quotes:

Record of Written Statements on Instruments

Demographic Sheet:

(064) I wonder how well they follow up on assignments, the first time I worked about 10 hours. The professor left me a message at home that I was no longer needed. I never got paid.

(071) Gotten alot of experience working as a temp over 3 years now. Would like to have a permanent job. Having temps gets you there (usually).

(057) When my husband and daughter died, I gave up my permanent job and opted for temp work.

(043) Temporary work is an excellent source to learn different skills. It can broaden your career and may lead to a permanent job opportunity. Temporary work is very beneficial!

(037) The job I am in present is classified as wage/temp but it is not temp in the classic sense. I could probably stay as long as I wanted to.

(109) Current job was an emergency hire - only way to be hired was through the temp pool.

(117) Have enjoyed the opportunity it has given me to learn some policies and procedures of Virginia Tech.

(030) I was seeking a permanent position. Because of where I live (sw VA) I was Forced to consider temp work - poor job choices.

(049) I entered the temp pool while seeking full-time employment, which I found outside the university 2 months later, but I was offered a temporary 1500 hour assignment which I accepted because it offered more opportunity for future advancement.

McDaniels Career Transition Consideraitons

Other:

(085) Attending school full-time.

(090) Temping at Virginia Tech I heard is a good way to achieve full time permanent employment.

(083) Office work would enforce skills as related to leisure activity of writing.

(037) Time for personal/household business.

(028) Fellowship with co-workers and keeping updated with computer and new office procedures.

(057) Due to my circumstances temp work was flexible to meet my needs.

(094) Flexible work.

(134) Social time with others.

Additional comments:

(043) Temporary work is great for anyone it expands your mind to several different jobs!

(109) For current position had to enter temp pool as emergency hire.

(025) Temporary work is very important because everyone needs experience for whatever job you choose.

(117) Recently moved to the area, quickest way to be employed.

(030) I took temp work to feed my family. Only took temp work as a last resort.

(049) It gave me an opportunity to gain experience with state policies/issues. Temp work paid better than no work.

Structured Interview Response Quotes

CHARACTERISTICS OF THE TRANSITION:

- (137) Needed to get a job quickly to pay back loans.
- (093) Trying to decide where to go to graduate school. Temping to see if like VA. Tech/Blacksburg.
- (080) Can't work full-time because not a US citizen. Going to summer school and needed money, flexibility, and mobility.
- (086) On academic probation and wanted to stay in area. Go a job in a week.
- (083) Wanted a new career so temping allowed me to explore office work. Retired from nursing.
- (088) Choose to temp to work outside home for self satisfaction.
- (084) Not certain what I wanted to do and would be fun.
- (095) Lost job and needed quick employment. Got temp jobs in past.
- (026) Had the education but no job experience. Personnel suggested temp pool.
- (085) Taking graduate classes part-time and working full-time but unhappy with job so went back to school full-time and doing part-timework.
- (090) Moved from out of state. Daughter is student at Tech. Like area and want to be near family. Temp is way to network and get inside job announcements.
- (082) Job was cut back to part-time so wanted to look for other job.
- (129) I'm a recent mother. Only took to work short periods of time.

- (002) Needed a job that allows me to care for child.
- (061) I've been laid off from Federal Mogul almost six months and cannot find permanent job.
- (099) Temped at various agencies as moved with husband for his career.
- (134) Pregnant and need to temp as assignment ends when baby is due.
- (115) After graduation needed to work right away.
- (136) Husband transferred to Radford University. Needed money for monthly bills. Previous experience is that temping gets a job quickly. Got a job in a week.
- (106) Just looking for spending money while in school.
- (109) I was an emergency hire which meant I had to enter temp pool first so I would have an edge when the job went permanent. Moved with wife to area.
- (025) Have own business and needed an additional, flexible job.
- (114) Husband in Blacksburg needed summer jobs before school starts. Truly temporary.
- (098) Temping before going to graduate school in NC.
- (100) Needed extra job for money. I'm hoping to better my position as right now I'm in sales.
- (117) Recently married a student and moved to Roanoke. Want to become full-time at Virginia Tech.
- (056) Children at in school now so I need skills to get permanent work. Prefer Radford area.
- (064) Teaching contract was not renewed. Wanted to stay in education setting but not public schools.

(043) Main reason to pay bills. No green card so cannot take permanent job.

CHARACTERISTICS OF THE INDIVIDUAL:

(043) Grab what I can get. Temping did not meet my needs.

(64) Computers experience so of interest. Dining Hall job not of interest.

(056) Able to get long-term assignments in a variety of settings.

(117) Value team player environment and challenging job assignment.

(100) Jobs at Tech are more in-line with what I want but I cannot support myself on temping alone.

(098) I like working in an academic setting.

(114) I like security and set hours which was true with this job. Too simple but interest in accounting. This job confirmed my choice.

(025) Temp work is good until full-time work can be found.

(109) Job was what I wanted to do.

(106) Like the people but not the work.

(136) Got alot of experience out the job. Degree is in secretary science so overqualified but learned new Macintosh computer skills. Got free training.

(115) Parents pay bills.

(134) Just a temp job . Don't enjoy it as I prefer a more socially relevant job.

(069) Same type of work that I'm used to doing.

(061) I like to work but in an industry not educational setting. The money helps.

(002) Enjoy the work.

(129) Like computer work and working regular hours (8-5).

(082) Wanted to try clerical work from retail. Filled need for work. Temps salary close to permanent job salary.

(090) Learned MAC computer for free.

(085) Value work and I want to better myself.

(026) Pays the bills. I like the variety of different assignments.

(095) Interested in office work. Don't have long-term career goals. Wasn't making as much money as before.

(084) Could see more career paths by temping. Having variety makes life more enjoyable. The money is not as important.

(088) The work suits me.

(083) Start pay smaller than my previous job.

(086) Help to get permanent job now want to change major to Human Resources where temp job is located.

080) Like to keep working but have time off for family.

(093) Assignment too easy and routine in offices. This job is more challenging.

(137) Got degree in computer science so well suited for clerical work.

CHARACTERISTICS OF THE ENVIRONMENT:

(137) Family wants me to move back home and not stay in area.

(093) I'm the only one who makes decisions for me. Department is supportive.

(080) Tech supports hard workers. I have a very understanding spouse.

(086) Parents said had to go home unless I go back to school or get a job. Co-workers helped motivate to go back to school.

(083) Tech wanted me in a complimentary job. Family also wanted me to have time for leisure goals as I'm retired.

(088) I can take the assignments I want. My family likes the extra money.

(084) Family gets along better because I am more happy and satisfied with myself when I work. Tech is not supportive of temps as no credit is given for work done.

(095) I'm the only consideration I have. Tech is not as supportive as other temp agencies.

(026) I must work to pay family bills. Husband wants me to get a job right away.

(085) Husband supports school and temp decision. Tech works with my schedule.

(090) My daughter encourages me to temp so I can be near her. Tech is a wonderful employer.

(082) My course work does not interfere with class or family so no need for support from Tech.

(129) Husband likes that I'm home when her gets home.

(002) The department is supportive now, but previous department was not. Temps were not given as much credit for work done.

(061) Family wants me to have full-time work.

(099) Tech is good to work for because you know how to get around campus.

(134) Choice was mine to make but family played a role.

9115) Parents concerned with drive as I live in West Virginia.

(136) Had to have job but temping is better than fast food. Tech worked with my needs.

(106) Parents would rather I study than work. Everyone is friendly at Tech.

(109) Department has political problems due to jealousy of my getting this position.

(025) Family is supportive and works with me, so does Tech.

(114) Tech worked with schedule to match my husband's work.

(117) My department has been very supportive of me and the necessity of my position.

(056) Husband is happy that I am now bringing money into the house.

(064) Friends kept me going when I wanted to quit looking for temp work.

(043) Parents are concerned with my finances while in school so they are supportive although they do not know what temping is.

CHARACTERISTICS OF JOB SATISFACTION:

(043) I got to meet alot of nice people and learn about American culture.

(064) I worked two days and never got paid. Personnel was not helpful. I was not able to get a permanent job like I thought I would.

(056) Overall I'm pleased with the type of work, hours, and co-workers.

(117) I was able to start working quickly and am getting my foot in the door. There's no benefits.

(100) Tech works with my other obligations.

(098) Tech works with my schedule.

(114) Temping was better than my expectations. Co-workers and supervisors are good and hard working.

(025) Satisfying when working; not when not. I get personal satisfaction from working. I can't think of any dissatisfying things.

(109) I got a permanent job for temp position.

(106) Co-workers are nice but the clientele is not.

(136) Parking for temps is unfair because it costs alot more for temps than permanent workers. I liked the free training.

(115) I like being around alot of people. It's not easy to adjust to working part-time after having a full-time job.

(134) Temps don't get permanent jobs.

(099) People at Tech are nice and hard working.

(061) The people and money are nice.

(002) Temp workers need benefits. It would help departments keep trained workers and also need to be more secure regarding hours.

(129) Promotion not a major consideration for me but the environment suits my needs.

(082) If I haven't had temp job I wouldn't have gotten permanent job.

(090) I do not like the uncertainty of schedule, promotion, and no benefits.

(085) I'm another satisfied customer with temping.

(026) Temping is fun the time flies when the work is exciting.

(095) Sometimes I get weird temp assignments and they can be boring but I'd recommend temping to anyone who did not know what they want to do as a career.

(084) temp job turned permanent. I don't need the money I am looking for personal fulfillment.

(088) I like to get out with other people.

(083) Temping is routine work.

(086) Other departments not as friendly as present assignment.

(080) Temping gives me money and time for other things in life.

(093) The pay is minimal and no benefits but there's a good chance for more jobs.

(137) Temping can lead to a permanent job.

APPENDIX C

CORRESPONDENCE



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Division of Administrative and Educational Services

College of Education
E. Eggleston Hall, Blacksburg, Virginia 24061-0302
(703) 231-1642 Fax: (703) 231-7345

January 19, 1995

[Redacted] 100
[Redacted]
Riner, VA 24149

Dear Ms. [Redacted]:

As a recent applicant to the temp pool at Virginia Tech, you are eligible to participate in an innovative study to identify sources of job satisfaction for temporary workers. You do not need to be currently engaged in a temporary assignment to serve as a critical resource for this study. You are among a select group of only 125 individuals chosen for this study. I encourage you to participate in this process by completing and returning the following three forms:

1. Brief demographic sheet
2. McDaniel's Career Transitions Considerations
3. Job Descriptive Index

Please follow the instructions on each form carefully. Completing the forms will only require 10 to 15 minutes of your time and may prove to be interesting to you. Approximately 13 individuals will be contacted for a personal interview to discuss other factors that influence the choice to seek temp work and subsequent job satisfaction.

A successful rate of return is critical to the results of this study. Please complete and return the forms in the campus mail or in the envelope provided by February 2, 1995. Your responses will be confidential; only group results will be reported. The identification number on the forms will be used solely for the purpose of tracking respondents. Your name will not appear on any printed material. If you would like a copy of the summary study results, please indicate this request on the back of the demographic sheet. If you would like to request a personal interview, please indicate this request on the back of the demographic sheet as well.

If while completing the forms you have any comments, suggestions, or concerns, please feel free to write on the form next to the area of concern or contact me on Monday, Tuesday, Thursday, and Friday afternoons at (703) 231-5106 or any other time at home (703) 552-2164. Collect calls accepted.

Thank you. Your time and interest are greatly appreciated!

Sincerely,

Debra Preston, Ph.D Candidate
308 E. Eggleston Hall; Va. Tech
Blacksburg, VA 24061-0302
(703) 231-5106

(Home)
1213 Mt. View Estates
Blacksburg, VA 24060
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Department of Psychology
Bowling Green, Ohio 43403
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Cable: BG51000

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Ms. Debra Preston
1213 Mountain View Estates
Blacksburg VA 24060

----- J
Please refer to
this number in
correspondence:

BPL 95 - 31

Dear Ms. Preston,

Thank you for your request, received March 6, 1995 to reprint from our publication

Schlossberg: COUNSELING ADULTS IN TRANSITION ; 1984

the following material:

Fig. 3-1, "The Individual...;" Fig. 3-2, "Coping Resources."

Your reprint is requested for inclusion in: (Title, Author, University, Date)

Dissertation: "Effects of Planned Career transitions...", D. Preston,
??? University; March 1995

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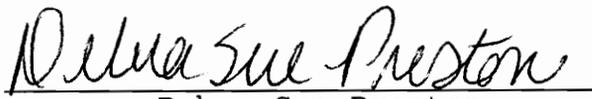
VITA

Debra Preston was born in Lansing, Michigan on March 28, 1964. She moved with her family to Raleigh, North Carolina in August, 1975. The author received the Bachelor of Science degree in social work from East Carolina University in 1986. Ms. Preston served one year as Shelter Night Manager at the Pitt County Family Violence Program in Greenville, North Carolina and one year as Adult Services Social Worker at Pamlico County Department of Social Services in Bayboro, North Carolina before completing a Master of Arts in Education in 1989, also at East Carolina University.

Following completion of the Masters degree, Ms. Preston served two years as a School Counselor for Roanoke Rapids High School in Roanoke Rapids, North Carolina. She then worked one year as Protective Services Social Worker for Wilson County Department of Social Services in Wilson, North Carolina before entering the doctoral program in Student Personnel Services at Virginia Tech, with a specialization in career development. While completing post-master study, Ms. Preston was employed in several temporary positions including: Assistant Manager for the City of Raleigh Parks and Recreation Department in Raleigh, North Carolina; Clerk for the University Bookstore at Virginia Tech, and

Employment Counselor for New River Community Sentencing, Inc. The author served as charter member, treasurer/secretary, and president of the Tau Eta Kappa Chapter of Chi Sigma Iota at Virginia Tech. Other student organizations include delegate for the Graduate Student Assembly and member on the Educational Leadership Council. Ms. Preston served one year as Hotline Operator Graduate Assistant at Virginia VIEW and one year as Administrative Graduate Assistant in the Counselor Education Program Area. The author was awarded the first annual Hoppock Scholarship for career development achievement. She received the Doctor of Philosophy degree in Counselor Education/Student Personnel Services with a specialization in career development in 1995.

Currently, Ms. Preston is employed as Assistant Professor in the Department of Psychology for Pembroke State University at Pembroke, North Carolina. She is a National Certified Counselor and Career Counselor and Certified School Counselor in North Carolina. The author is a current member of Chi Sigma Iota, National Career Development Association, and the American Counselors Association.


Debra Sue Preston