Factors Affecting African-American Counselors' Job Satisfaction: A National Study

By

Cravor Zaray Jones

Dissertation submitted to the Faculty of the Virginia Polytechnic Institute and State University in partial fulfillment of the requirement for the degree of

Doctor of Philosophy

In

Counselor Education

Dr. Thomas Hohenshil, Co-Chair
Dr. Penny Burge, Co-Chair
Dr. Hildy Getz
Dr. Mark Benson
Dr. Dennis Cropper

February 8, 2005
Blacksburg, VA

Keywords: African American Counselors' Job Satisfaction

Copyright © 2005, Cravor Jones

Factors Affecting African-American Counselors' Job Satisfaction: A National Study

Cravor Jones

(Abstract)

The purpose of this study was to determine the factors that contributed to the job satisfaction of African American counselors (AAC). Although there are a variety of job satisfaction studies regarding mental health professionals, a literature review indicated research related to the job satisfaction of AACs was negligible. Knowing the factors that contribute to minorities' occupational satisfaction is especially important for mental health organizations because the information helps managers recruit and retain AACs.

Subjects were 182 currently employed AACs who were members of American Counseling Association (ACA). A modified version of the Minnesota Satisfaction Questionnaire (MSQ) and a Data Information Form (DIF) were used to collect data. The following research questions were studied: What were the aggregate levels of job satisfaction expressed by African American Counselors? Which of the 20 subscales on the Minnesota Satisfaction Questionnaire (MSQ) were rated as being important to AACs' job satisfaction? Which select demographic variables contributed significantly to the job satisfaction of AACs?

It was determined that 87% of participants in this study were satisfied or very satisfied with their current job. Only 13% of subjects indicated they were dissatisfied. Subjects were satisfied with 19 of 20 job facets. Social service was the only facet subjects indicated they were very satisfied with, and advancement was the only facet subjects indicated they were dissatisfied with on their current job. An analysis of demographic

variables revealed two significant associations: subjects who were not planning to leave their profession within the next 5 years were satisfied with their job, and subjects who indicated sexism did not affect their job were more satisfied with their current position. Overall, the results from this research indicated AACs were satisfied in their current position.

Table of Contents

Abstract…. …… ii
List of tables……. vii
Dedication…….. viii
Acknowledgements…… ix

Chapters

I Introduction……..……..…… 1
Multiculturalism……..……..……. 4
Statement of the Problem……..……. 7
Rationale of the Study…… 8
Study Limitations……..……..……. 8
Chapter Summary…….. 9

II Review of the Literature……..…….. 11

Definition of Job Satisfaction…….. 12
Historical Review of Job Satisfaction…..……. 15
Scientific Management……..…… 16
Hawthorne Studies……..……... 17
Hoppock Study……..……. 18
Theories of Job Satisfaction……. 19
Value Theory……..…….. 20
Model of Facet Satisfaction…….. 20
Social Information Theory…… 21
Job Characteristic Model…….. 21
Dispositional Theory…… 22
Measurement of Job Satisfaction…….. 23
Critical Incidents……... 23
Interviewing…….. 24
Estimation Method…… 25
Questionnaire……. 26
Causes of Job Satisfaction…… 27
Salary……. …… 27
Gender……... 28
Age…… 30
Years of Experience…….. 30
Job Diversity…… 31
Life Satisfaction…… 32
Supervision…… 33
Remaining in Current Position……. 33
Job Satisfaction of Mental Health Professionals…….. 34
School Counselors/Psychologists…….. 34

Psychologists……..…….. 35
Counselors…….…..…….. 36
African Americans' Job Satisfaction……..….. 37
Chapter Summary……...…… 39

III Methodology…….…….. 41
Research Questions…….…… 41
Participants…….…… 41
Instrumentation.…….…… 42
Date Information Form……... 42
Minnesota Satisfaction Questionnaire…… 43
Data Collection…… 46
Preliminary…….…… 47
First Mailing…….…… 47
Follow up Postcard…….…… 48
Follow up Letter…….. 48
Data Analysis…….. 49
Chapter Summary…….…… 50
IV Study Results…….. 51
Demographic Data…….. 51
Gender…… 51
Age…….. 52
Maritial Status…… 52
Highest Degree Achievement…… 52
Undergraduate Major…….. 52
Graduate Major……..…….. 52
CACREP…….. 57
Licensure…….. 57
Years Licensed as a Counselor…… 57
Certification…….. 57
Current Job Title……... 62
Employment Status…….. 62
Current Job Setting…….. 62
Clients seen per Week…… 62
Ethnic Clients…….. 62
Ethnic Background of Clients…… 66
Years of Counseling Experience…… 66
Estimate of Job Activities……... 66
Years Employed…….. 66
Salary…….. 68
Plans to Leave Present Job…… 68
Plans to Leave Profession…….. 68
Choose Profession Again…… 72
Barriers to Job Satisfaction…… 72
Factors Contributing to Job Satisfaction…… 72
Racism…… 73

Sexism……. 73
Job Satisfaction……. 74
Other Issues Contributing to Job Satisfaction…….. 74
Job Satisfaction of AA Counselors……... 74
Overall Levels of Job Satisfaction……... 74
Facets of Job Satisfaction…….. 76

AACs' Job Satisfaction and Demographic Variables..…. 76

Nonresponse Bias…….. 80

Chapter Summary…….. 85

V. Discussion, Conclusions, and Recommendations……....……. 86
Review of Research Questions……..…….. 86
Summary of Study Results……..……. 86
Discussion…….. 88
Overall Job Satisfaction……. 88
Facet Job Satisfaction……. 91
Demographic Variables……. 96
Conclusions……. 101
Recommendations……. 103
Chapter Summary……. 105
References……. 106

APPENDICES
A Responses to Ethnic Background…….……. 128
B Reasons for Leaving Current Job…….……. 130
C Reasons for Leaving Profession……. 132
D Choosing a Profession Again……. 134
E Barriers to Job Satisfaction……. 136
F Factors Contributing to Job Satisfaction……. 139
G Racism and Job Satisfaction……...……... 141
H Sexism and Job Satisfaction……... 143
I Issues contributing to Job Satisfaction……. 145
J Date Information Form……. 147
K Minnesota Satisfaction Questionnaire……. 151
L Correspondence……... 158

Vita…….. 165

List of Tables

Age Range of Subjects……..……..…… 53

Highest Degree Subjects Achieved.…….…….…….. 54

Undergraduate Majors…… 55

Graduate Majors……. 58

Professional Licensures…… 59

Years Licensed as a Counselor…..…….…….. 60

Professional Certifications……...….…… 61

Current Job Titles…….……. 63

Current Job Settings…….. 64

Number of Clients Seen Per Week.…… 65

Ethnic Clients Seen Per Week…… 67

Job Activities…….. 69

Years at Current Job……... 70

Salaries…….……. 71

Job Satisfaction…….…….…… 75

MSQ Levels of Job Satisfaction…… 78

Rank of MSQ Facet Scores……..…….…… 81

Multiple Regression Table……. 82

Correlation Matrix……. 83

Dedication

This dissertation is dedicated to my family who supported and encouraged me to complete my doctorate. I would especially like to dedicate this dissertation to Charles Jones (my brother) and Charles Thompson, my brother-in-law. The courage that each of you has shown during your illness was an inspiration for me to complete this project. I am praying that you both will make a complete recovery.

Acknowledgements

The author would like to acknowledge my committee: Dr. Hohenshil, Dr. Burge, Dr. Getz, Dr. Benson and Dr. Cropper. You all were vital in the completion of this research project. A special acknowledgement to Vicki Meadows who always knew the right answer to any question and who seemed to know when to give kind words of encouragement during stressful times. The author would like to acknowledge the staff at Bluefield State College. The words of encouragement and the financial support that everyone provided to me were important in completing this project. Finally, I would like to thank and to acknowledge Jesus Christ, my Lord and Savior.

Chapter l

Introduction

The immigration of people to the United States from around the world has created a multiracial nation. It was assumed that those people who came to this country— either involuntarily or by their own volition—would assimilate into the American way of life, which is rooted in European customs, values, and ideals. Currently, the United States is more of a pluralistic society. Atkinson, Morten, and Sue (1993) defined cultural pluralism as ethnic groups who try to retain unique parts of their own traditional culture but adopt various aspects of the mainstream or American culture. This new, emerging multicultural society will have a significant influence on the American work force because the number of Caucasian males, the traditional bulk of the labor force available for employment, will be smaller (Cox, Lobel, & McLeod, 1991). Managers of organizations and businesses will have to hire more minorities in a growing labor market (Fullerton & Toossi, 2001). Moreover, according to Wooten and Finley-Hervey (2003), understanding minorities' work preferences and how they are associated with their job satisfaction will help administrators manage a diverse work force.

Before the mid 1960s, European immigrants were given preference when seeking residency and citizenship in the United States, but the Immigration Act of 1965 increased the quota of third world immigrants who sought refuge and prosperity in this country. As a result, the number of people from Asia, Mexico, and South America increased at dramatic rates in the United States, and the immigration from Europe and Canada stagnated and declined. (U.S. Surgeon General's Report [USSGR], 2001). The number of people immigrating from Canada and Europe fell 58% during the1950's to the 1980's (U. S. Immigration and Naturalization Service, 1999).) Currently, minorities comprise 32% of the United States' population, and it

is projected by 2020 racial and ethnic minorities will be nearly 40% of the country's population and a majority by 2060 (U.S. Census Bureau [USCB], 2000).

With the aging of the baby boom generation and the plateauing of women entering the job market, there is speculation that a labor shortage will result in the United States during the twenty first century (Rynes & Barber, 1990). Fullerton and Toossi (2001) stated that the estimated civilian labor force in the United States will be 158 million by the year 2010, which is a 12% increase from the previous decade. With this growing labor force, minorities will comprise a major part of the expanding work force because of the influx of third world immigrants and the birth rates of indigenous minorities (Fullerton & Toossi, 2001). According to the U. S. Department of Labor [DOL] (2001), the projected growth rate of African Americans (AA) in the work force will be 21%, nearly two and half times the growth rate of Caucasians. With this anticipated increase of AAs and other minorities in the job market, organizations will have to understand the factors that contribute to their job satisfaction. Wright, Ferris, Hiller, and Kroll (1995) indicated that organizations that do not understand and consider the job needs of minorities will have fewer applicants to choose from when filling job vacancies. The implication of these researchers' statement is that workers will seek employment from other more accommodating companies. According to May, Lau, and Johnson (1999), organizations that offer benefits that workers covet will be able to attract, hire, and retain the best workers, which should also result in a satisfied workforce. Knowing the factors that contribute to minorities' occupational satisfaction is especially important for mental health organizations because little is known about the job satisfaction of AA and other minority mental health caregivers.

Generally, research has shown that AA workers have lower levels of job satisfaction when compared to Caucasian workers (Bailey, Wolfe, & Wolfe, 1996; Gold, Webb, & Smith, 1982; Milutinovich, 1977). A number of reasons have been given for the lower levels of AAs' job satisfaction. According to Weaver (1998), AAs have a much lower median income than that of Caucasians, AAs are more likely to be employed in menial or low skilled jobs, and AA females are less likely to be employed in managerial positions as compared to Caucasian females (Bennett, 1995). Currently AAs continue to lag behind Caucasians in income and quality of occupation (Cose, 2003; DOL, 2002), and it was determined that the unemployment rate for AA college graduates and non college graduates was nearly double the rate for the same respective Caucasian groups (DOL, 2003).

Nevertheless, additional research has shown that AA workers are more satisfied than Caucasian workers (Bartell, 1981; McNelly, 1989), and other research has shown that there is no difference in the job satisfaction of AA workers and Caucasian workers (Katzell, Ewen, & Korman, 1974; Moch, 1980). When comparing the job satisfaction of AAs with the job satisfaction of Caucasians, the results have been inconclusive. However, Weaver (1998) provided a dual explanation for the contradictory results obtained when studying the racial differences evident in job satisfaction research. First, Weaver indicated that many of the investigators in previous job satisfaction research did not have a representative sample of AA subjects because researchers obtained study participants from a limited number of organizations. Consequentially, Weaver indicated it is better to restrict the findings of these studies to those organizations, and not attribute the results to the entire labor force. Second, Weaver stated that the response rates were low or researchers did not report them, which indicated the responses may not have been representative of the racial groups in the

population. The implications of Weaver's study are that investigators should have a national sample of subjects that are representative of each racial group in the general population and researchers should offer potential subjects an incentive that will encourage them to participate in a study and motivate them to return stimulus materials. Such results will be more generalizable to the populations studied.

Multiculturalism

With an American society that is becoming increasingly diverse, multicultural counseling is emerging as an important component of the counseling profession. The National Council of Accreditation for Teacher Education and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) have endorsed the idea that multicultural training be included in counselor education programs (Baruth & Manning, 1991). Multicultural counseling is any therapeutic relationship in which counselors and clients differ in regards to their cultural background, values, and lifestyles (Peterson & Ninseholz, 1999). Minorities do not represent a significant segment of the mental health profession (Capuzzi & Gross, 1997), but efforts have been made to address minorities' limited access to mental health services by training nonminorities to work with them. Turner and Kramer (1995) provided an overview of the problem educators and mental health professionals confront when addressing the mental health needs of AAs and other minority communities:

> …one of the dilemmas we face is whether to train minorities to serve other minorities or to train all mental health service providers to be sensitive to the needs and characteristics of minorities. Currently there is more need for service than is being met. Too few ethnic minority professionals are available to answer all unmet needs.

Declining numbers of African Americans and other minorities are entering the mental health profession (p.18).

A solution that is important in meeting the health needs of a diverse population is the recruitment and retention of minorities into the mental health professions, particularly counseling. Sue and Sue (1999) stated it is important to recruit and to keep minorities in the counseling profession because minorities can be a valuable resource when ethnicity is an issue in the mental health setting. The inclusion of African American counselors (AAC) in the profession will also provide the counseling profession with an additional resource to address the mental health problems and concerns evident in the AA community. Brown (1997) stated that knowing the factors that contribute to AA psychologists' job satisfaction would aid in the recruitment of AAs into the profession and help retain those AAs already employed in the field; this can be accomplished by informing administrators of the factors that support and hinder AA mental health professionals' job satisfaction. It can also be suggested that knowing the factors that contribute to AACs' job satisfaction will help administrators recruit and retain AAs in the counseling field. How to recruit and to retain AAs in mental health continues to be a dilemma for the profession.

Mental health educators, researchers, and therapists have uniformly called for an increase in the number of minority mental health professionals. Although the efforts to have a more diverse group of mental health care providers began with the emergence of multiculturalism during the early 1960s, the number of minority mental health professionals continues to be small, especially AA professionals. African Americans comprise only 2% of the United States' psychiatrists, 2% of the psychologists, and 4% of the social workers. Furthermore, African American males and females comprise only 3.8% and 4.4%

respectively of the counselors in this nation (U.S. Center for Mental Health Services, 2000). The benefits of having more minorities in the profession are threefold. It would provide minority clients with the option of having a racially/ethnically similar health care provider; the presence of minority staff members may encourage reticent minority clients to seek help; and minority staff may help some nonminority staff to understand the importance of culture in treatment (Turner & Kramer, 1995). Many mental health administrators understand the social and professional benefits of having minorities on staff. However, it is perplexing why the number of AACs, and the number of other minority mental health professionals, has not increased more dramatically during the past three decades.

Researchers have offered various explanations for the lack of AA counselors. Lee (1999) indicated some African American students lack the financial support to complete a graduate degree and many AA students feel socially isolated in graduate school because there are few other minority students or minority faculty members. Furthermore, AAs may experience a hostile campus atmosphere since many attend a predominantly white institution. McDavis, Parker, and Parker (1995) contented that AAs do not have role models or mentors who will encourage them to pursue careers in certain occupations and this discourages AAs from entering various professions. Nevertheless, the American Psychological Association (1987), in an effort to recruit minorities into the mental health profession, advised psychologists to convey their personal job satisfaction to minorities. Mental health officials speculated that the personal job satisfaction testimonials would persuade minorities to choose psychology as a profession. A review of the literature indicated that the job satisfaction of mental health professionals has not been used as a method to recruit AAs into the profession, and the literature review also suggested that the mental health profession does not know or

understand the factors that contribute to the job satisfaction of currently employed AACs (Wooten & Finley-Hervey, 2003; Brown, 1997). McNeely, Sapp, and Daly (1998) stated that it is important for human service managers to know and to understand the factors that determine the job satisfaction of minorities in social service agencies. Therefore, determining the components that contribute to the job satisfaction of AACs will provide the mental health profession with pertinent information that will aid in the recruitment of AAs into mental health and the retention of AACs.

Statement of the Problem

With a limited number of minority counselors, it is essential to determine the factors that contribute to their job satisfaction. This information may be useful in evaluating why currently employed AACs remain in this occupation. Job satisfaction is a major factor that influences whether an individual will enter and continue in an occupation. Furthermore, Wooten and Finley-Hervey (2003) stated that organizations must know how to manage a diverse group of workers because this will aid in the recruitment and retention of minorities, especially AAs', and because AA workers report lower levels of job satisfaction. Currently, a literature review indicated there is a dearth of research related to AACs' job satisfaction. Therefore, the purpose of this study is to investigate the job satisfaction of AACs. The following research questions will be used to study the problem:

1. What are the aggregate levels of job satisfaction expressed by African American Counselors?
2. Which of the 20 subscales on the Minnesota Satisfaction Questionnaire (MSQ) are rated as being most important to AACs' job satisfaction?

3. Which select demographic variables contribute significantly to the job satisfaction of AACs?

Rationale of the Study

African Americans are disproportionately represented in various high-risk groups that are prone to mental illness such as children in foster care, people who are homeless, people who are incarcerated, and people who are victims of violence. With AAs at high risk for mental illness, their utilization of mental health services is half that of nonHispanic whites. Emergency rooms and family physicians rather than outpatient mental health clinics often provide psychological intervention services to AA patients (USSGR, 2001). The need for mental health personnel and services in the African American community is critical. Moreover, understanding minorities' work preferences and how this is associated with their job satisfaction will help administrators manage a diverse work force (Wooten & Finley-Hervey, 2003). Determining the factors that contribute to the job satisfaction of currently employed AACs is important to the African American community, the mental health profession, and the nation. This information will help employers and the counseling profession in the recruitment and retention of AACs in the mental health field. The purpose of this study is to determine specific factors affecting AACs' job satisfaction.

Study Limitations

This study will determine the factors that affect the job satisfaction of AACs. Subjects will be AACs who are members of American Counseling Association (ACA). The results of this study should be generalized to this AAC group only and not be generalized to nonAACs or to AA professionals in other mental health disciplines, such as social work, psychology, and psychiatry.

Dillman (2000) stated that the self-administered mail survey tends to be a more popular method of data collection than the interview survey. Nevertheless, the use of self-reporting mail questionnaires has inherent problems. According to Salant and Dillman (1994), it is difficult to determine if the person to whom the survey was mailed is the actual person who completes the questionnaire or the person may have had assistance completing the survey. Edwards, Thomas, Rosenfeld, Kewley-Booth (1997) stated that mail surveys are time consuming to distribute and expensive to conduct. In addition, a mail survey does not allow subjects to ask questions about information they do not understand. According to Greenberg and Baron (1993) the problem with all self-reporting instruments is how truthful are the responses given by subjects. The accuracy of the responses provided depends upon how well subjects can report their feelings and how honest subjects are when providing responses to questions. Since it is difficult to determine the level of subjects' sincerity, the responses obtained can be inaccurate or misleading (Greenberg & Baron, 1993).

Summary

The United States is a racially and ethnically diverse nation, and cultural diversity has created concerns for the mental health profession. To provide culturally sensitive services, multicultural counseling has emerged as an important part of counselor training. In addition, the recruitment and retention of minority counselors is imperative because of the expanding minority population and numerous mental health problems confronting minority communities. Minorities will augment the mental health field with professionals who can provide insight into minority issues and provide an additional resource in minority communities, especially the AA community. The number of AACs is small relative to the number of African Americans in the general population. Furthermore, organizations have limited knowledge of

the factors that affect AACs' job satisfaction. It is important to determine the factors that contribute to the job satisfaction of AACs because this information will aid in the recruitment of AAs into the counseling profession and help retain currently employed AACs.

Chapter II

Review of the Literature

An occupation can be one determinant of a person's type and quality of lifestyle, define a person's status in society, and reflect a person's personality. Since a job has many defining personal and social attributes, people have various thoughts and feelings about their occupation. Many researchers consider job satisfaction to be workers' subjective and personal attitudes that are related to the job (Halloran & Benton, 1987).

The study of job satisfaction has been one of the most investigated concepts in organizational/industrial psychology. According to Stanley (2001), job satisfaction is important because physical wellness, job productivity, and occupational commitment are the results. Therefore, continued job satisfaction research will provide the mental health community with the variables that improve counselors' personal and professional life, and enhance organizational quality.

During the early 1970's, research regarding the job satisfaction of mental health professionals was relatively nonexistent. Sarata (cited in Buffum & Konick, 1982) stated he found only twenty studies related to the job satisfaction of mental health professionals. However, researchers began to understand the importance of job satisfaction research that included mental health personnel, so the past thirty years has seen an increase of research in this area (Jaeger & Tesh 1989; Perlman, Hartman, & Theyel, 1979; Pierce, 2001; Tang 1993). This research has yielded valuable job and career information to mental health clinicians, supervisors, and directors.

Although job satisfaction studies regarding mental health professionals have increased, the literature indicated research related to the job satisfaction of AACs is

negligible. Sanchez (1992) postulated that an increased emphasis on multiculturalism in mental health would result in an upsurge of articles on racial and ethnic diversity, yet he found only 2.3% of 8227 journal articles that focused on diversity issues in mental health. Nagayama, Gordon, and Maramba (2001) used the PsychINFO database to search for articles on minority mental health issues. The results indicated that only 3% of the articles published during 1993 to 1999 were related to racial and ethnic issues, and most of these articles were in specialty journals, not the more prestigious journals. These researchers also stated that "If the current neglect of cross-cultural and ethnic minority issues persists, psychology will remain ill-equipped to face the challenges of the new millennium" (p. 25).

The current paucity of research regarding AACs' job satisfaction is troubling. It is not known whether this lack of empirical investigation is an oversight by researchers, a result of neglect by the mental health community, or a reaction to the small number of AACs in the profession. With the lack of empirical investigation into minority counselors' job satisfaction, it is prudent to contribute to the knowledge base regarding AACs' occupational satisfaction.

The following chapter will provide definitions of job satisfaction, a historical perspective of job satisfaction research, job satisfaction theories, and finally, causes of job satisfaction.

Definition of Job Satisfaction

Since work is a critical part of most peoples' lives, workers have various feelings about their job. It is these feelings—also known as attitudes—that determine job satisfaction. Work related attitudes are the vital aspect of job satisfaction because they determine how enjoyable, or unenjoyable, a person feels a job is or will be (Greenberg & Baron, 1993). Consequentially, understanding the components that form an attitude is important. According

to Schermerhorn, Hunt, and Osborn (2000), attitudes consist of three elements: an affective component, a cognitive component, and a behavioral component

The affective component encompasses the good and bad feelings about a job, such as how people feel about their supervisors, coworkers, salaries, fringe benefits, office settings, and commute to work. The cognitive component is all the information a person knows about a job. This information can be based on facts, conjecture, and rumors. And a person's predisposition to respond in a favorable or an unfavorable way to things on a job is the behavioral component. This aspect of an attitude determines the course of action a person chooses (Greenberg & Baron, 1993; McGuire, 1985; Steers, Porter, & Bigley, 1996). According to Jex (2002), there is a strong connection between job satisfaction and attitudinal variables. When defining job satisfaction, researchers incorporate one or more of these three components in the definition.

No uniform definition of job satisfaction has been agreed upon by researchers (Siegel & Lane, 1982). Many early researchers defined job satisfaction in terms of need fulfillment (Porter, 1962; Schaffer, 1953; Wofford, 1971). These researchers stated job satisfaction was a function of how well an occupation allowed a person to fulfill personal needs, and the needs can be physiological or psychological (Spector, 1997). This definition is the basis of a needs-based theory of job satisfaction. The basic principle of a needs-based theory is that people have needs for certain things and some needs motivate peoples' behavior (Jex, 2002). In addition, researchers hypothesized that job satisfaction caused or was the major factor that improved job performance. Vroom (1964) stated "Individuals are satisfied with their jobs to the extent to which their jobs provide them with what they desire, and they perform effectively in them to the extent that effective performance leads to the attainment of what

they desire" (p. 264). Empirical research has not supported a strong relationship between job satisfaction and job performance (Ambrose & Kulik, 1999; Kanfer, 1990; Wanous & Zwany, 1977). Furthermore, according to Kanfer (1992), general needs can be satisfied in various ways and a job is only one method of satisfying a need. Overtime, needs-based theories and needs-based definitions of job satisfaction have diminished in the literature, and currently researchers define job satisfaction by cognitive factors that contribute to job satisfaction (Spector, 1997).

Currently, most researchers define job satisfaction in a variety of ways. According to Muchinsky (2000), "Job satisfaction refers to the degree of pleasure an employee derives from his or her job" (p. 271). Jewell (1998) stated, "Job satisfaction is an attitude… it is something that cannot be seen, but whose presence or absence is believed to be associated with certain behavior patterns" (p.211). The job satisfaction definitions of Locke and Spector are more comprehensive. Locke (1976) defined job satisfaction "As a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p.1300). Spector (1996) stated, "Job satisfaction is an attitudinal variable that reflects how people feel about their jobs overall as well as various aspects of them. In simple terms job satisfaction is the extent to which people like their jobs" (p.214). It is apparent that most definitions of job satisfaction incorporate affective and/or cognitive components. Nevertheless, researchers do not agree that job satisfaction should be defined as a one-dimensional concept (affect or cognitive) or a multidimensional concept (affect and cognitive); furthermore, some researchers use affect and cognitions as synonymous terms. These issues have caused a degree of concern and trepidation among some researchers.

There is no consensus among researchers regarding whether job satisfaction is comprised of either cognitive components or affective components or a combination of these two components. According to Organ and Near (1985), job satisfaction is more cognitive than affective, and Brief (1998) stated researchers have focused on cognitive factors and ignored or minimized affective factors of job satisfaction. In support of a cognitive based definition of job satisfaction is the research by Brief and Roberson (1989) who found that cognitive factors correlated more highly with job satisfaction than do affective factors. Nevertheless, Weiss, Nicholas and Daus (1999) found that both cognitive and affective components were important in job satisfaction. When evaluating a job, or other factors, it is very difficult to separate affect from cognition. If a person thinks about something, those thoughts elicit feelings; if a person feels a certain way about something, those feelings elicit thoughts (Judge et al, 2001). Consequentially, according to Judge and Church (2000), "Cognition and affect are inextricably related" (p.167). Moreover, Levinson (1983) stated it is the need and purpose of the researcher who will determine the definition of job satisfaction. For this research, job satisfaction is operationally defined as the scores on the Minnesota Satisfaction Questionnaire (MSQ).

A Historical Review of Job Satisfaction

At the beginning of the twentieth century, job satisfaction was an area of little interest for researchers. Early pioneers in the field of industrial/organizational psychology focused their attention on the hiring process and how to improve employees' job skills (Jex, 2002). Although early investigators did not produce a wealth of empirical data regarding job satisfaction, there was a certain level of nonquantitative analysis regarding employees' reaction to their job. Freud (1922) stated that unconscious impulses were a major influence on

the behaviors a person exhibited while working. In addition, Freud stated group morale helped curb self-indulging thoughts and reinforced the achievement of group goals. Janet (1907) felt factory jobs were not cognitively challenging and this allowed workers to focus on negative thoughts and, as of result of these unhealthy thoughts, workers were more likely to develop mental illness. These early researchers provided the groundwork for later job satisfaction research. However, the theory of scientific management, the Hawthorne Studies (as cited in Roethlisberger & Dickson, 1939), and the Hoppock Study (1977) were the impetus that encouraged later researchers to investigate job satisfaction. The following section contains a review of these important areas of job satisfaction research.

Scientific Management

The primary concern of factory owners, plant managers, and supervisors at the height of the industrial revolution was how to increase plant efficiency and productivity. The prevailing attitude at the time was that the job or task was the most important component that increased production and people were less significant in the effort to increase plant surpluses (Greenberg & Baron, 1993). Fredrick Taylor, an engineer by training, did not concur with the established opinion of the era that the worker was unimportant in the effort to increase productivity. Taylor (1911) noticed how some workers did not try their best to produce a product or how some workers were unproductive when conducting a task. He believed that productivity could be increased by designing jobs, which meant the simplification and standardization of job routines (Murchinsky, 2000). Taylor analyzed each job and developed a standardized method for completing a task, and he implemented a new pay system that was based on individual production. These efforts were effective in improving production and in 1911 lead to the publication of Taylor's book, *Principles of Scientific Management*.

After years of service as a manager at various companies, Fredrick Taylor had developed innovative principles and practices for improving the productivity of workers. The following important concepts emerged from Taylor's research: have scientific analysis of each job to determine the best method for completing a task; have scientific hiring of workers, based on personal characteristics that will allow the worker to be productive; provide detailed training for workers; and reward workers, which will encourage high production (Spector, 2000; Van De Water, 1997). Furthermore, Taylor believed that employees' job satisfaction would increase when jobs were made less exhausting and wages were improved. Scientific management was developed to improve worker productivity, but Fred Taylor's theory established him as an authority on worker productivity and it also had a positive effect on improving workers' job satisfaction (Siegel & Lane, 1982).

Hawthorne Studies

Scientific management provided supervisors with pertinent information regarding production, yet scientific management theory motivated researchers to investigate how the performance of a worker was affected by other factors in the work environment. The Hawthorne Studies was the beginning of this research. The Hawthorne Studies was instrumental in understanding that behavior in the work place is influenced by numerous intrinsic human factors, such as workers' desires, motivations, thoughts, and personal interactions (McGregor, 1960).

During the mid 1920s, researchers developed a series of studies at the Chicago Western Electric Company to determine the factors that would improve plant production (Jewell, 1998). The Hawthorne studies took place during a twelve-year period. The initial research studied two groups of subjects under different lighting conditions—standard lighting

and variable lighting—to establish how the level of illumination affected workers' production. However, the results proved confusing for investigators because no direct association could be made between production and lighting. To explore the causes for the study's findings, the plant management retained Elton Mayo and other researchers to investigate the results. Mayo and his colleagues implemented another series of studies that included additional experimental variables such as the length of rest time a worker was allowed, the method of payment for workers, the quality of the work place, and the length of a work day. Researchers found that social relationships on the job influenced workers' behavior more than the job itself or the company's policies (Roethlisberger & Dickson, 1939). According to Weir (1976), the Hawthorne studies was pivotal in the development of the 'human relations' policies that created a better work environment. These policies encouraged supervisors to be respectful of workers and they promoted better communication between workers and management. Upon completion of the Hawthorne studies, researchers realized that they had studied something other than the physical aspects of a job that increased production; they had studied employees' thoughts and feelings that affected plant production and factors that influenced workers' job satisfaction (Seigel & Lane, 1982).

Hoppock Study

The first comprehensive study of job satisfaction was completed two years after the results of the Hawthorne studies were published. Robert Hoppock (1977) conducted this pioneering work. In 1933, Hoppock interviewed 351 employed adults from one small town to determine workers' levels of job satisfaction. The following two research questions were analyzed: are workers in the community satisfied with their job, and are workers in some jobs more satisfied than workers in other jobs? To facilitate the analysis of data, researchers

classified workers into professional, semiprofessional (skilled manual and white-collared), semiskilled, and unskilled categories. The researcher found that 63% of the residents "like" their jobs, 9% were "enthusiastic about" their jobs, and 5% "loved" their jobs. Only 11% indicated they "don't like" their jobs, 1% indicated they "dislike" their jobs, and 2% indicated they "hate" their jobs. The second analysis indicated that high levels of job satisfaction were associated with high status occupations. Hoppock found that the higher the job level of the worker the higher the level of job satisfaction, indicating that professional workers were the most satisfied with their job and the unskilled workers were the least satisfied with their job. Hoppock's experiment has been replicated numerous times and the findings are consistently the same (Buffum & Konick, 1982; Gallup, 2002; Strauss, 1974).

The Hawthorne Studies and the Hoppock Study are the pioneering research in the area of job satisfaction The Hawthorne studies revealed the significance of employees' wants and thoughts and how they influenced workers' productivity and job satisfaction. The Hoppock Study developed practical methods for assessing job satisfaction of workers. However, Locke (1976) stated that only the Hawthorne Studies significantly influenced the direction of job satisfaction research. Nevertheless, other researchers indicated both studies shaped future theory and research regarding job satisfaction (Saal & Knight, 1995).

Theories of Job Satisfaction

During the past 60 years, various theories of job satisfaction have been espoused. The explanations for job satisfaction have included such rationales as the job itself determines job satisfaction, the workers' character influences job satisfaction, and personality determines the job satisfaction of workers. Edwin Locke (value theory), Edward Lawler (facet theory), Salanck and Pfeffer (social information processing theory), Hackman and Oldman (job

characteristics model), and Staw and Ross (dispositional theory) each postulated a theory of job satisfaction. Although the literature contains numerous other theories of job satisfaction, these theories are relatively new, since they were developed during the past thirty years. A review of each theory will follow.

Value Theory

A value, according to Locke (1976), "Is that which one regards as conducive to one's welfare. A value is what a person consciously or subconsciously desires, wants or seeks to attain" (p.1304). Edwin Locke (1976) stated that job satisfaction was a function of how well a job fulfilled a person's wants and desires, or allowed the person to obtain something that is valued. Thus a worker determines how adequately a job provides important benefits such as pay, supervision, office space. Job satisfaction is the result when workers compare what the job offers with what they value. Moreover, the value theory suggests that job satisfaction is individually determined, so each person will have different factors that determine his/her job satisfaction, because each person places a different importance on each job component. A factor that is valued and obtained is more likely to lead to satisfaction than a factor that is obtained but not valued (Landy, 1978).

Model of Facet Satisfaction

The facet model delineates the aspects of a job that contributes to an individual's job satisfaction. Lawler (1973) stated job satisfaction is a function of what workers perceive they should receive from a job such as salary, promotions, leave time, and what workers actually receive. When a worker's subjective perceptions match actual perceptions, or these perceptions are congruent, job satisfaction is the result. If the perceptions of the worker are below what the person perceives they should be, or perceptions are incongruent, job

dissatisfaction is the result. According to Lawler, various factors affect perceptions. The current benefits or rewards of workers are the major influence on their perceptions. However, other factors also influence perceptions: the benefits that other workers receive, the skills and abilities a worker has to perform an occupation, and the expertise required to perform an occupation influence the perceived equity of rewards. Nevertheless, if workers perceive that they are overcompensated, this creates a psychological discomfort and workers will seek ways to reduce these feelings (Landy, 1980). Lawler indicated that the different feelings about the various facets of an occupation are what determine job satisfaction.

S*ocial Information (Learning) Theory*

The basic tenet of social information theory indicated people are diligent collectors of information about their job and they use this information to form thoughts and opinions about the work environment. According to Bandura (1971), social learning is what influences the attitudes of workers. Salancik and Pfeffer (1978) postulated that workers do not have an opinion regarding their job satisfaction until they are asked, and the answers they give are what the workers think is the majority opinion among their coworkers. In part, workers mirror the thoughts and feelings of other workers because that is what is expected of them. Researchers indicated the social information theory provided a likely explanation of job satisfaction, but it is rarely cited in the literature because it is applicable to certain people and certain situations (Saal & Knight, 1995).

Job Characteristic Model

Hackman and Oldman (1976) stated that any job can be designed so that it is satisfying to a worker. To accomplish this task, the job must contain five characteristics. The job must require various skills and talents, a worker must be able to start and complete a

product that is useable, the job must be perceived as important, the job must have a high level of independence, and the workers must subjectively determine if their work is effective. The enrichment of a job with all of these components will result in workers being motivated and satisfied with their jobs (Hackman & Oldman, 1976).

Dispositional Theory

The pioneering work of Staw, et al. (1985, 1986) investigated how personal factors determine job satisfaction. The dispositional theory stated that workers have innate, unchanging tendencies to be satisfied or dissatisfied and this influenced job satisfaction. Consequently, job satisfaction is a function of personality characteristics. The implication of this theory is that manipulating a job or improving workers' attitudes will have minimal affect on their job satisfaction. Although the dispositional theory is dramatically different from other theories of job satisfaction, most researchers will agree that, in some manner, job satisfaction and personality are associated (Judge & Church, 2000).

Providing a theoretical basis for job satisfaction is an important objective for researchers. A cogent theory or theories of job satisfaction should provide administrators with information that will improve their workers' job satisfaction and increase the level of organizational commitment among workers. According to Saal and Knight (1995), the attitudes of workers are influenced by intrinsic factors and individual circumstances, so no single theory of job satisfaction can totally explain workers' thoughts and feelings about their jobs. Each of the job satisfaction theories presented provides some foundation for this research. However, the faceted theory offers the most logical basis for this study.

Currently, researchers mainly utilize a faceted instrument to determine job satisfaction (Jex, 2002). A faceted-questionnaire— which includes the MSQ— provides a thorough

assessment of job satisfaction because the questionnaire assesses numerous job components (Spector, 2000). The MSQ measures 20 job facets, and in this research, it is the principal assessment tool and it provides the operational definition for defining job satisfaction. Therefore, Lawler's Facet Theory is the primary theoretical basis for this research.

Measurement of Job Satisfaction

Various instruments have been developed to measure job satisfaction. According to Landy (1980), researchers are reticent to use an instrument developed by another researcher so the number of job satisfaction instruments continues to proliferate. The common objective of these instruments is the assessment of job satisfaction, but the methods and ways of measuring job satisfaction are not uniform so the analysis of data among studies becomes complicated. In addition, many of the instruments measure job satisfaction differently. According to Schneider (1985), a single method of assessing overall job satisfaction should be developed because this would facilitate the analysis of data between studies. Since the literature indicated there is not an agreement among researchers regarding the best approach to assess job satisfaction, a broad range of assessment methods has emerged over the years. According to Greenberg and Baron, (1995) some of the most beneficial methods to assess job satisfaction are the critical incident method, the interview, and the questionnaire. In addition, researchers have also used an estimation method to determine a person's job satisfaction (Spector, 2000). A review of these techniques will follow.

Critical Incidents

According to Blum (1956), the impressionistic method is a nonquantitative, or nonstatistical, method of analyzing attitudes. Greenberg and Baron (1995) described this method as critical incidents, which is allowing subjects to explain pleasant and unpleasant

aspects of their jobs and then the researcher looks to discover underlying themes. Most researchers refer to this method as qualitative research. Merriam (1998) concisely defined this research method as understanding a phenomenon from a subject's own perspective, not a researcher's perspective. According to Murchinsky (2000), the qualitative researcher is not an aloof, detached investigator but a researcher who is more personally involved in the research process. The data are collected by interviews (described later), document review, observation, conversations, and personal experience; furthermore, data collection and data analysis can, and often does, take place concurrently (Kidd, 2002). However, the credibility of the data collected depends upon the sensitivity, skills, and training of the researcher (Labuschagne, 2003). According to Murchinsky (2000), "Qualitative research involves new ways of understanding research questions and how these ways influence the conclusions we reach about the topic under investigation" (p.33).

Interviewing

Before 1927, and prior to the development of surveys, investigators primarily used interviews to determine how workers felt about their jobs (Landy, 1989). Holstein and Gubrium (2003) stated "Put simply, interviewing provides a way of generating empirical data about the social world by asking people to talk about their lives" (p. 3). According to Seidman (1998), the major purpose of interviewing is to understand the experiences of other people and the interpretations they make of these experiences. Consequentially, the interview affords a researcher the opportunity to focus on specific information, to clarify vague information, and the chance to uncover new information. Over the years, the structured interview, semi-structured interview, and the unstructured interview have been used to understand the job satisfaction of workers.

Merriam (1998) stated the structured interview is a rigid question-and-answer format with a set of pre-determined questions that are asked in a specific order, and it is akin to an oral survey. The unstructured interview is a very lax format with open-ended questions, which makes this method more like a casual conversation, and furthermore, the researcher has the option of exploring answers. A format considered to be a combination between the previous two interview methods and which has a mixture of structured questions and open-ended questions is the semi-structured interview. The flexibility of this method has contributed to it being a popular method of interviewing among researchers, more so than the other two interview methods. According to Pedhazur and Schmelkin (1991), interviewing allows investigators to observe subjects and the opportunity to probe subjects for additional information, but researchers also understand that this format is expensive to use, is time consuming to conduct, and is prone to researchers' biases. Therefore, many researchers limit the use of the interview to special situations (e.g., working with children, disabled persons, and illiterate people).

Estimation Method

The easiest method to assess the job satisfaction of a worker is to ask a third party (Bass & Barrett, 1972). Researchers have asked supervisors to estimate the job satisfaction of their employees (Spector, Dwyer, & Jex, 1988), observers were asked to estimate workers' job satisfaction after observing them for a short duration (Glick, Jenkins, & Gupta, 1986), primary school children were asked to estimate the level of their parents' job satisfaction (Trice & Tillapaugh, 1991), and husbands were asked to estimate the job satisfaction of their spouses (Barling & MacEwen, 1988). Although the estimation method is an easy process to determine job satisfaction, it provides the least accurate results of all the measurement

methods (Bass & Barrett, 1972). Since pertinent intrinsic information regarding job satisfaction is collected from a secondary source rather than from the primary source—the worker—the information gathered is not as accurate, reliable, or thorough. According to Spector (1997), the estimation method is not comparable to directly asking workers about their job satisfaction.

Questionnaire

Currently, the questionnaire is the most popular method used to assess workers' job satisfaction (Spector, 2000). According to Jewell and Siegall (1990), job satisfaction is a subjective and personal matter, so the questionnaire may be the best method to assess the attitudes of workers. In addition, the literature delineates various benefits that the questionnaire provides in the investigation of job satisfaction. The questionnaire is cost effective; subjects can maintain their anonymity; it allows for mass administration at one time; all subjects respond to the same questions; and it facilitates the analysis, interpretation, and generalizability of data (Henersen, Morris, Fitz-Gibbon, 1978; Schutt, 2001). Since researchers have developed numerous questionnaires to measure job satisfaction, most instruments can be categorized as either a global measure, a faceted measure, or a need fulfillment measure (Jewell & Siegall, 1990; Spector, 1997).

Global instruments measure the overall feelings of workers regarding their job; it takes into consideration all of the advantages and disadvantages a person considers about a job and determines an aggregate measure of job satisfaction (Spector, 1997). The faceted instrument measures different components of a job to determine workers' satisfaction with each component (Spector, 2000). This approach can cover any aspect of a job, yet the facets measured depend upon the preference of the researcher. An instrument that measures whether

a job meets the personal necessities of a worker is the need fulfillment method. Currently, most researchers utilize a questionnaire when conducting job satisfaction research because the focus of the investigation is on the thoughts and feelings of workers, so researchers rarely use need fulfillment instruments (Spector, 1997). The type of questionnaire used will depend upon whether the researcher defines job satisfaction as a global concept, a faceted concept, or a need concept (Jewell & Siegall, 1990).

Causes of Job Satisfaction

The large volume of research attempting to determine what causes or influences job satisfaction is varied and extensive. Researchers have investigated how salary, gender, age, job seniority, job diversity, life satisfaction, supervision, remaining in current position, race and various other factors affect job satisfaction (Brown, 1997; DeMato, 2001; Greenberg & Baron, 1993; Sweeny, 2000). The following section contains a review of these job satisfaction variables.

Salary

Greenberg and Baron (1995) stated that a fair and equitable pay system contributes to job satisfaction. Miceli and Lane (1991) found that workers who perceived that their company had a fair method of determining wages and of paying workers accordingly were more satisfied with their job. In addition, Solly (1983) found that salary was a good indicator of job satisfaction. Additional research indicated that workers' perception of pay equity and satisfaction is influenced by whether workers think their salary is comparable to other people with similar credentials and jobs (Lawler 1981). Berkowitz, Fraser, Treasure, and Cochran (1987) interviewed subjects regarding their job satisfaction and these researchers found that the best indicator of workers' job satisfaction was their subjective perception that they were

being treated fairly. The implications of this and other research are that an equitable salary and the perception of fairness are major factors that contribute to job satisfaction.

Nevertheless, additional research indicated that salary was not an important factor in job satisfaction (Herzberg, Mausner, Peterson, & Capwell, 1957). Spector (1996) stated salary is more closely related to the facet of salary satisfaction than to overall job satisfaction. Therefore, Spector theorized that by comparing the salary and the salary satisfaction of people with different jobs there would be minimal correlation of the two variables. Researchers studied the salary level and salary satisfaction for three different groups of employees who all held different jobs, and it was determined that salary and salary satisfaction r= .17, which confirmed the hypothesis (Spector, 1985). Additional support for this theory was established when Rice, Phillips and McFarlin (1990) found that salary and salary satisfaction had a r= .50 for mental health professionals who held the same jobs. In general, it can be postulated that monetary rewards will always affect workers' job satisfaction when a culture places high value and prestige on the acquisition of material goods and services.

Gender

Research results regarding job satisfaction and gender differences have been inconsistent. Witt and Nye (1992) indicated there is little or no gender differences regarding job satisfaction, (Kramen-Kahn & Hansen 1998) stated women are more satisfied with their jobs than males, and Black and Holden (1998) indicated men are more satisfied with their job than females. Although the literature regarding gender differences is voluminous but inconsistent, sex differences continue to be a common variable that is studied.

Research has indicated there are gender differences related to job satisfaction. Black and Holden (1998) found that male psychologists were more satisfied with their opportunity

for advancement, pay level, and the respect they received than their female colleagues. Other research found that female therapists indicated they received more compensation from their job, and it was determined that females had better coping skills than male therapists (Kramen-Kahn & Hansen 1998). In addition, Lee, Mueller, and Miller (1981) found that females were more satisfied with their job compensation than their male counterparts, and working conditions provided more job satisfaction for males than females.

However, other literature indicated that if certain job characteristics are held constant the gender difference in job satisfaction will be small (Hulin & Smith, 1964; Sauser & York, 1978). In a study of 51 male and 51 female college faculty members who were equal in degree, faculty rank, and department assignment, only a small difference between men's approval and women's approval of coworkers and satisfaction with supervision was found (Smith & Plant, 1982). Witt and Nye (1992) conducted a meta-analysis of gender differences regarding job satisfaction and found no significant results. Weaver (1980) conducted a seven-year longitudinal survey of job satisfaction that included gender. He also found very little gender differences in job satisfaction and the gender differences that were found were attributed to the disparity in education, salary, and job tenure.

Nevertheless, additional research has shown that when job factors are not held constant, there are no gender differences in job satisfaction. Maynard (1986) investigated the job satisfaction of 338 workers who were employed in rehabilitation centers. The final sample included professionals, semiprofessionals, and unskilled workers. With 173 women and 165 men in the sample, the researcher found no gender differences in job satisfaction. According to Jewell (1998), "Sources of job satisfaction for both men and women are the work

conditions and outcomes they consider personally rewarding. These differ from one individual to the next, but they no longer differ predictably by sex, if they ever did" (p219).

Age

Age is a factor that has consistently been shown to be related to job satisfaction, although the association between these two variables is not totally understood. Most studies have shown that job satisfaction increased with age, or that job satisfaction vacillated or fluctuated with age. Bernal, Snyder, and McDaniel (1998) found that job satisfaction increased for both males and females as they got older. Brush, Moch, and Pooyan (1987) conducted a meta-analysis of several studies and found that overall job satisfaction was positively correlated with an increase in age. Other research has shown that job satisfaction varies with age. Kets de Vries, Miller, Toulouse, Friesen, Boivert, and Theriault (1984) found that job satisfaction declined during a person's 20s, it peaked during the late 30's or early 40's, and finally job satisfaction declined as the retirement age approached. In an international study of age and job satisfaction, it was found that satisfaction was at it lowest point at the age of 25 to 31, but satisfaction increased each year until a worker's career was completed (Birdi, Warr, & Oswald, 1995). Researchers investigating how age influences job satisfaction have found dubious results. With a labor force that is constantly aging, researchers will likely continue to investigate how age affects job satisfaction.

Years of Experience

Bass and Barett (1972) stated that seniority, or years of service, with the same organization contributed to job satisfaction. Kreis (1983) found that the length of workers' employment with a company was an indicator of job satisfaction. Other researchers found that high-ranking persons in an organization are more satisfied with their job than low-ranking

persons. It was concluded that high-level officials have better working conditions, which encourages them to continue employment with a company but also contributes to their job satisfaction (Near, Smith, Rice, & Hunt 1984.) However, additional research found that newly hired workers tend to be more satisfied with their job because of the novelty of a new position (Schultz 1982). And Duffy, Ganster, and Shaw (1998) found that workers with a positive affect and a long employment tenure were more likely to leave their positions if they became unhappy with their jobs. Generally, it is evident that seniority can have either a positive or a negative affect on how workers feel about their jobs.

Job Diversity

Monotonous job duties are a source of complacency and boredom in workers. According to Wright (1990), workers will be more satisfied with their job if there is a level of variety incorporated in their position. Griffin (1991) conducted a long-term quasi experiment to determine how changing job characteristics influenced the attitudes of workers. Results indicated that workers' job satisfaction increased because of changes in job responsibilities. In addition, during a two-year follow-up to this study, job satisfaction levels had returned to pre-experiment levels. In a national survey, it was found that job satisfaction improved, productivity increased, and job burnout was reduced when role diversity associated with a job was increased (Huberty & Huebner, 1988). Moreover, various studies have indicated that school psychologists who have the opportunity to participate in activities beyond their traditional job duties report being more satisfied with their job (Jerrell, 1984; South, 1990). To explain the positive correlation between role diversity and job satisfaction, Wright (1990) found that the relationship between job diversity and job satisfaction is more prevalent among workers who perceived that their job was a long-term career occupation, not as a temporary

occupation. Research has consistently shown that workers are more likely to be satisfied with their jobs if they have an opportunity to do a variety of work related tasks.

Life Satisfaction

Researchers have theorized that the more workers are satisfied with life activities (nonwork behavior) the more they will be satisfied with their job (work behavior). Kabanoff (1980), in his review of writings related to work, identified three theories related to the association of life satisfaction and job satisfaction. First, the compensation theory stated that people who find their work nonpleasing will try to make other areas in their life more pleasing, and vice or versa. Second, the spillover theory postulated that satisfaction (or dissatisfaction) with work will generalize to other aspects of the workers' lives. Finally, the third theory stated that the relationship between work and life satisfaction are independent of one another and is known as the segmented theory.

In general, researchers stated there was a positive association between life satisfaction and work satisfaction (Adams, King, & King, 1996; Judge & Wantanabe, 1993). In addition, the research of Kirkcaldy and Cooper (1993) supported the compensation theory; and Liou, Sylvia, and Brunk's (1990) study supported the spillover theory. Finally, according to Jewell (1998), the support for the segmented theory is not as strong as the two other theories of job satisfaction and life satisfaction, but currently there is a lack of research to discount it. Nevertheless, Judge and Watanaabe, 1993) stated that job satisfaction and life satisfaction influence one another, and Lambert (1990) stated the three theories are simply methods in which a correlation between job satisfaction and life satisfaction can be made.

Supervision

Trempe, Rigny, and Haccoun (1985) found that when workers perceived that their supervisor was competent, cared about them, and respected them, workers' level of job satisfaction was higher; in addition, workers who saw their supervisor as incompetent, insensitive, and self-centered had lower job satisfaction. Schroffel (1999) studied the job satisfaction of workers who provided services to seriously mentally ill clients. The results indicated that workers satisfied with their supervision had higher overall levels of job satisfaction. Brown, Hohenshil, and Brown (1998), in a ten-year follow-up study of school psychologists, found that psychologists were satisfied with the supervision they had received. Researchers postulated that this finding was the result of receiving supervision from qualified staff.

Remaining in Current Position

The decision to remain in a job has been associated with job satisfaction. Brown (1992), in a ten-year follow-up study, surveyed school psychologists' about their job satisfaction, their desire to remain in their current job, and their plans to remain in the school psychology profession. The investigator found that two thirds of the respondents had planned to remain in their current positions and 91% had planned to remain in the profession. The researcher concluded that the school psychologists who had expressed satisfaction with their jobs were more likely to remain in the profession and in their jobs. Additional research has consistently shown that workers who plan to remain in their current positions are more satisfied with their jobs (Anderson, 1982; Brown, 1997; DeMato, 2001; Levinson, 1983; Rhodes, 1993).

Job Satisfaction of Mental Health Professionals

Since the mid 1970's, interest in the job satisfaction of mental health professionals has grown. Early job satisfaction research had focused exclusively on the industrial work force. However, after 1974, researchers began to investigate the job satisfaction of various mental health personnel because it was realized that health care professionals' attitudes could affect the quality of care they provided (Perlman, Hartman, & Theyel, 1979). A review of the literature regarding the job satisfaction of mental health professionals will follow.

School Counselors/School Psychologists

DeMato (2001) surveyed 339 elementary school counselors to determine their level of job satisfaction. This research was a follow-up study to similar studies conducted previously (Murray, 1995; Kirk, 1988). Using the MSQ as the method to collect data, the results indicated six areas that produced the greatest levels of job satisfaction: social service, moral values, creativity, activity, variety and ability utilization. In addition, it was found that low salary, company policies, and limited opportunity for advancement contributed to job dissatisfaction. These findings were very similar to results found in previous research.

Coll and Freeman (1997) studied how role conflict (unnecessary tasks or extra job duties) among elementary school counselors compared with the role conflict of middle and high school counselors. It was determined that elementary school counselors had a higher level of role conflict than the two other school counselor groups. Furthermore, it was shown that role conflict lowered job satisfaction for all school counselors.

In a ten-year follow-up study of public school psychologists' job satisfaction, Rhodes (1993) surveyed school psychologists in Virginia. The researcher found that 81.2% of the sample was satisfied with their job. The findings indicated that subjects' ability to determine

their job duties, their desire to remain in their current position, and their opportunity to devote time to research were associated with job satisfaction. The findings were similar to previous research results (Levinson, 1983).

Brown, Hohenshil, and Brown (1998) in a replication of a 1984 study of school psychologists' job satisfaction, determined that 86% of subjects were "satisfied" or "very satisfied" with their job. Using the MSQ as the assessment instrument, only two facets were associated with job dissatisfaction. These facets were school policies and promotion prospects, yet the subjects were more satisfied with their chances for advancement than the subjects who were in the 1984 study. Being female, planning to remain in their current job for five years, being nationally certified in their profession, and having a private practice were predictors of job satisfaction.

Psychologists

Walfish, Moritz, and Stenmark (1991) surveyed 87 clinical psychologists 8 years after graduating from college to determine their level of career satisfaction. The same subjects had participated in an earlier study of job satisfaction (Walfish, Polifka, Stenmark, 1985). The subjects were also asked to indicate if they would choose psychology as a profession again. The results indicated that respondents were satisfied with their job, and responses to the question regarding the opportunity to choose psychology as a profession again indicated subjects would overwhelmingly re-enter psychology as a career.

McCowan and Johnson (1990) surveyed 85 members of the American Psychological Association, Psychologist in Independent Practice Division regarding their job satisfaction. The results indicated that independent psychologists were satisfied with their professional

career. Furthermore, psychologists with student contact were more satisfied with their job than those with no student contact.

Bergen, Aceto, and Chadziewicz (1992) interviewed 47 police psychologists, 28 males and 19 females, to determine how satisfied they were with their job. The majority of their duties included counseling, screening and selection of officers who had potential psychological problems, training (stress management), and organizational development (morale boosting activities). Respondents indicated they were satisfied with their job.

Counselors

Sweeney, Hohenshil, and Fortune (2002) assessed the job satisfaction of 210 employee assistance professionals (EAP). The MSQ indicated that 8.5% of the subjects were very satisfied with their job and 70.6% were satisfied with their job. Overall, the EAP professionals were moderately satisfied with their jobs. In addition, it was determined that EAPs who provided services on a contractual arrangement had a higher level of job satisfaction than EAPs who were employed by a company.

Evans and Hohenshil (1997) investigated the job satisfaction of substance abuse counselors (SAC). The MSQ was used as the survey instrument, and the researchers found that SACs were satisfied with their jobs. It was also determined that SACs were least satisfied with their opportunities for advancement and most satisfied with the chance to help the public. But over 75% of the respondents indicated they plan to leave their current job within five years.

Ferrell, Morgan, and Winterowd (2000) studied the job satisfaction of mental health caregivers who provided psychological services to male inmates in state correctional facilities across the nation. The subjects were 162 mental health professionals, including clinical

psychologists, counseling psychologists, social workers, and counselors. Investigators found that staff were generally satisfied with providing clinical services and related clinical activities (testing). Nevertheless, staff were least satisfied with their individual supervision and administrative duties, such as report writing and case documentation. The results in this study were consistent with previous research (Smith & Sabatino, 1990). Overall, the research indicates that counselors tend to be satisfied with their jobs.

African Americans' Job Satisfaction

The literature regarding the job satisfaction of mental health professionals has increased, but empirical data related to the job satisfaction of AACs are sparse. Although many of the studies regarding job satisfaction included AACs in the subject sample, the number of AA subjects in each study was relatively small. The following section reviews pertinent job satisfaction literature regarding AAs. Wooten and Finley-Hervey (2003) conducted a national study of AA and Caucasian workers' job satisfaction and factors related to work tenure. For AA workers, the results indicated that economic incentives, learning opportunities, family-friendly work place, convenient job location, supportive work environment, and job security were the reasons most stated for accepting a job and for remaining with an organization. However, the researchers also found that AA workers had significantly lower levels of job satisfaction and organizational commitment than Caucasian workers did.

Greenhaus, Parasuraman, and Wormley (1990) studied the job experiences and job satisfaction of AA managers (373) and Caucasian managers (455). Researchers used AA and Caucasian managers who were comparable in age, years of service, job duties, and organizational level. The results indicated that AA managers had lower levels of career

satisfaction. AAs did not perceive as if they had future career opportunities with their company, AAs felt as if they received harsher job ratings from their supervisor, and AAs thought their company did not appreciate them. These results were the opposite of what Caucasian managers indicated in the study.

Tuch and Martin (1991) investigated the job satisfaction of Caucasian and AA workers. Researchers found that AAs had lower job satisfaction, and they concluded that since AAs' perceived that their jobs had fewer rewards than what Caucasians perceived regarding their jobs, this contributed to the lower level of satisfaction.

Niemann and Dovidio (1998) examined the job satisfaction of AA faculty members who were employed in various university psychology departments across the nation. The subjects included AAs (84), Asians (35), Caucasians (247), and Hispanics (59). The results indicated that AAs had significantly lower levels of job satisfaction than Caucasians; Hispanics were less satisfied than whites, but there was no significant difference; Asians did not significantly differ in their job satisfaction when compared to Caucasians. Additional results indicated that AAs employed as the only minority in the department had significantly lower job satisfaction.

Furthermore, Brown (1997) examined the job satisfaction of 114 AA school psychologists. This research is similar to an earlier study of school psychologists' job satisfaction (Brown, 1992), but all of the subjects were AAs in Brown's (1997) study. This research appears to be the first to conduct a comprehensive investigation of AA school psychologists' job satisfaction. Using the MSQ as the assessment instrument, the researcher found that 80% of the subjects were satisfied with their job, and just over 50% of the subjects indicated they had planned to continue in their job for at least five more years. However, it

was found that, when compared to previous research, AA school psychologists' level of job satisfaction was lower than Caucasian school psychologists.

Summary

The research related to the job satisfaction of counselors was sparse before 1970. Since job satisfaction influences the quality of care provided by counselors, investigators realized the importance of understanding the factors that influenced counselors' job satisfaction. During the past 30 years, the volume of research related to counselor job satisfaction has increased, but there is a dearth of research regarding the job satisfaction of AACs. With numerous health issues confronting minority communities, minority counselors will be an additional resource in addressing minority health issues. Therefore, knowing germane job satisfaction information will help in the recruitment and retention of AA mental health personnel.

Work is a central part of most peoples' lives, so it is important to understand the thoughts and feelings that contribute to job satisfaction. There is no consensus among researchers regarding how to define job satisfaction; thus, many researchers focus on the cognitive and/or affective aspects of a job when defining job satisfaction. Currently, job satisfaction is defined as the pleasure people derive from their jobs, or the attitudinal factors that indicate how people feel about their jobs (Spector, 2000).

Researchers have postulated numerous theories of job satisfaction and developed various methods to measure job satisfaction. Since the mid 1970s, five theories of job satisfaction have emerged: the value model, the facet model, the social information model, the job characteristic model, and the dispositional theory. In addition, the questionnaire, the interview, the estimation method, and the critical incidence method have been used to

measure job satisfaction. These job satisfaction theories and measurement methods have provided broad approaches to understanding the factors that are associated with job satisfaction.

The literature has shown that many job components are associated with job satisfaction, such as workers' age, years of experience, job diversity, life satisfaction, quality of supervision, and plans to remain in current position. The race of workers, salaries, and workers' gender have provided inconclusive information regarding how these factors affect job satisfaction. However, there is a paucity of research regarding which of these factors are significantly related to the job satisfaction of AACs. The purpose of this study is to determine which factors are associated with AACs' job satisfaction.

Chapter III

Methodology

This study determined the current aggregate levels of job satisfaction and the demographic factors that affected the job satisfaction of AACs who are members of the American Counseling Association. Personal and occupational information were obtained by utilizing a self-administered mail survey and a demographic form; the study also yielded descriptive statistics. The following section contains the research questions, a description of the participants in this study, the assessment instrument used to measure job satisfaction, the method of data collection, and the method of data analysis.

Research Questions

This study was designed to investigate the following research questions:

1. What were the aggregate levels of job satisfaction expressed by African American Counselors?
2. Which of the 20 subscales on the Minnesota Satisfaction Questionnaire (MSQ) were rated as being important to AACs' job satisfaction?
3. Which select demographic variables contributed significantly to the job satisfaction of AACs?

Participants

According to J. Gaskins (personal communication, October 8, 2003), the American Counseling Association has over 54,150 members. The racial breakdown of ACA membership is as follows: 936 are AAs; 346 are Asians; 20,270 are Caucasians; 793 are Hispanics, 242 are Native American, and 334 are listed as Other. A total of 182 members of ACA were surveyed for this study. Since ACA members represent all counseling fields-- e.g.,

agency, private practice, school counseling— a variety of counseling occupations were included in the final sample of subjects.

Instrumentation

A modified version of the Minnesota Satisfaction Questionnaire (Weiss, Dawis, England, & Loftquist, 1967) and a Date Information Form (DIF) were used to collect data. The MSQ was used to determine overall job satisfaction and to provide 20 different job satisfaction subfactors. The DIF was used to collect demographic and job information.

Date Information Form

The DIF used in this study was developed based on demographic forms used in previous job satisfaction research (Brown, 1997: DeMato, 2001; Sweeney, 2000). Subjects provided the following personal information: age, gender, and marital status. In addition, subjects provided information regarding their education such as degree level, undergraduate major, and graduate major. Finally, subjects provided answers to questions about aspects of their jobs, their professional credentials and development, and their career plans. The questions regarding aspects of subjects' job consisted of full-time or part-time employment status, number of clients seen per week, weekly job duties, job title, employment setting, years at current job, present salary, perceived racial bias on the job, perceived gender bias on the job, barriers to their job satisfaction, factors that contribute to their job satisfaction, and overall rating of their job satisfaction. Questions regarding subjects' credentials and professional development included professional licensures obtained, professional certifications achieved, number of years licensed as a counselor, and years of counseling experience. The questions that were related to subjects' career plans included plans to remain

in the profession, plans to remain in current position, and the choice of choosing counseling as a profession again.

Minnesota Satisfaction Questionnaire

The MSQ is frequently used to assess job satisfaction (Jayaratne, 1993; Spector, 1997). Since the development of the MSQ in 1967, it has been used to assess the job satisfaction of school counselors, employee assistance counselors, rehabilitation counselors, and substance abuse counselors (DeMato, 2001; Evans & Hohenshil, 1997; Satcher & McGehee, 1995; Sweeney, 2000). According to the MSQ instructional manual (Weiss, Dawis, England, & Lofquist, 1967) there are two versions of the MSQ, the short form and the long form.

The MSQ is a self-administered, untimed, paper-and-pencil, hand-scored instrument. According to the MSQ manual (Weiss, et al, 1967), subjects should complete the questionnaire in fifteen to twenty minutes. The MSQ long form consists of 100 items that provide an overall job satisfaction score and 20 subfactor scores; the subfactor categories are as follows:

1. Ability utilization: the chance to use personal abilities
2. Achievement: the feelings of achievement one achieves from the job
3. Activity: staying busy on the job
4. Advancement: chances for advancement on the job
5. Authority: chance to tell others what to do
6. System policies and practices: how system policies are implemented and practiced
7. Compensation: feelings about pay in relation to amount of work

8. Coworkers: how one gets along with coworkers
9. Creativity: the chance to implement one's ideas
10. Independence: opportunity to work alone
11. Moral values: ability to refuse work that is counter to personal values
12. Recognition: being recognized for doing a good job
13. Responsibility: freedom to use one's own judgment
14. Security: the job provides steady employment
15. Social service: being able to do things for others
16. Social status: getting respect from the community
17. Supervision-human relations: relationship between employees and supervisor
18. Supervision-technical: technical quality of supervision
19. Variety: opportunity to do different things
20. Working conditions: physical conditions that a person works

The short form of the MSQ is also a self-administered test but the exam has only one question for each of the 20 job facets. Subjects taking the short form can complete the test in an average of 10 minutes, and the short form provides a measure of intrinsic satisfaction, extrinsic satisfaction, and general satisfaction (Weiss, et.al, 1967).

A modified version of the MSQ and the response categories that were developed for use in previous research (Brown, 1992, Brown, 1997, DeMato, 2001) were utilized in this study to assess AACs' job satisfaction. Anderson (1982) initially modified the MSQ so the interpretation of results would be easier, yet the modified MSQ is the same as the MSQ, except researchers eliminated the neutral response in the modified MSQ. The following response categories were available to each subject: Very Dissatisfied (VDS), Dissatisfied

(DS), Satisfied (S) and Very Satisfied (VS); an ordinal weight of 1, 2, 3, and 4, was assigned to each of the responses respectively. Five questions are associated with each of the 20 subscales. To determine the satisfaction levels for each of the 20 scales, the response weights for the 5 items associated with a scale were summed, so a high score for a scale indicates a high level of satisfaction. The following scores and job satisfaction categories were established for the 20 subscales: VDS, 2.5-7.5; DS, 7.51-12.5; S, 12.51-17.5; VS, 17.51-22.5 The following scores and job satisfaction categories were established for overall job satisfaction: VDS, 50-150; DS, 151-250; S, 251-350; VS, 351-450. Brown (1997) noted that no subject could achieve a score below 100 or above 400 because the response weights are 1 to 4. Permission to use the modified MSQ was obtained from Dr. David Weiss, author of the MSQ. According to Cook, Hepworth, Wall and War (1982), the MSQ provides a strong assessment of overall job satisfaction.

The MSQ manual provides reports of reliability data, validity information, and normative data regarding the MSQ. Using 27 different occupational groups, according to the MSQ manual, the Hoyt reliability coefficient was computed for the 20 subfactors and overall job satisfaction. Coefficients ranged from a high of .93 to a low of .78. To determine the stability of the MSQ, a test-retest method was utilized with two different groups. One group was retested after one week; this group's coefficients ranged from a low .66 to a high of .91. The second group was tested after one year; this group's coefficients ranged from a high of .71 to a low of .35. The manual stated that construct validity was based on studies associated with the Minnesota Importance Questionnaire, which has similar scales as the MSQ. The analysis revealed that the MSQ had construct validity. To establish concurrent validity, a one-way ANOVA was conducted on means and variances for 25 occupational groups; the

findings indicated a significant group differences for the overall and subfactor scores. With these findings, the researchers concluded that the MSQ had concurrent validity (Weiss, et al., 1967).

Previous research has indicated the reliability and concurrent validity of the modified version of the MSQ. Utilizing the Cronbach Alpha, Anderson (1982) obtained internal consistency scores of .74 to .94 on the 20 scales and a .95 overall measure. Brown (1997), using Cronbach's Alpha to determine internal consistency of the 20 scales, obtained scores of .74 to .96, and the internal consistency of the overall measure was .98. DeMato (2001) found that the Cronbach Alpha yielded ranges of .80 to .94 for the 20 scales and .97 for the overall measure. An analysis of internal consistency in this study, using Cronbach's Alpha, also yielded evidence of high reliability; scores ranged from .83 to .98 and an overall Alpha score of .99.

Data Collection

After receiving the approval of the Institutional Review Board at Virginia Tech, the following method was used to collect the data from each participant. Data collection consisted of a preliminary letter, the modified MSQ questionnaire, a date information form, a postcard reminder, and a final follow-up letter. All information was coded to protect the anonymity of participants but permitted the tracking of subjects who returned the materials. Correspondence was conducted by U.S. mail.

Researchers often compare the job satisfaction of AAs to the job satisfaction of Caucasian workers, but the results have been inconsistent. As previously mentioned, Weaver (1998) attributed the inconclusive results, in part, to the nonrepresentativeness of the AA subject sample and a low response rate to stimulus materials. Therefore, to address these

issues, subjects for this research were obtained from a national database (ACA) and subjects were offered a financial incentive to return stimulus materials, which may have increased the response rate (Edwards, et al, 1997).

Study participants who returned the stimulus materials by a set deadline had their names entered into a random drawing for a $50 prize. Two $50 prizes were offered to subjects, which meant a total of $100 was used as an incentive for subjects to participate in this study. The drawings took place at two and four weeks after the final follow-up letters were sent to subjects.

Preliminary Letter

According to Salant and Dillman (1994), an initial mailing should be made to subjects to give participants an advance warning of the study and to generate a level of interest so subjects will respond when the questionnaire arrives. Therefore, an introductory letter was sent to subjects asking them to participate in this study, stating that their participation in this study is strictly of the subjects' own volition, indicating the purpose and significance of this study, and assuring the subjects' confidentiality.

First mailing

The first mailing included a letter re-stating the purpose and significance of the study. In addition, the package also contained the modified MSQ questionnaire and the Date Information Form. Participants were provided with a preaddressed, postage-paid envelope to return all stimulus materials. To determine who had returned all materials and provided information for the $50 random drawings, a coding system was used on the outside of each envelope; this system determined who had returned materials but also maintained the anonymity of subjects' responses to stimulus materials.

Follow up Postcard

As a reminder to participants who had not returned materials, a follow-up postcard was mailed approximately 1 week after the first mailing, asking each subject to return all materials if they had not already done so. The researcher's email address and phone number were included which allowed subjects to contact the researcher if they had not received the package or to express any concerns regarding the study. According to Schutt (2001), a follow-up mailing to subjects who do not return mail surveys is the most effective method of improving the return rate of surveys.

Follow up Letter

Subjects who had not returned the questionnaires after 3 weeks were mailed a follow up letter. Participants were again asked to complete all the surveys and to return them within a 2 week period. An additional package of questionnaires was included in the letter, and subjects were informed that the dateline date for the $50 random drawing was extended 2 more weeks. The researcher's address, email address, and phone number were included so participants could contact the researcher with questions.

A major concern for researchers who conduct mail surveys is a low return rate of questionnaires because the responses of a few subjects who did participate in the study may not be representative of those who did not participate (Spector, 2000). If the response rate is overrepresented by some people and underrepresented by other people, this is likely to create nonresponse bias (Alreck & Settle, 1995). As a result of this unbalance response rate, according to Dillman (2000), the survey can be ineffective. To determine if nonresponse bias was a problem, Edwards, et al, (1997) suggested comparing key variables of responders to key variables of nonresponders, and if the 2 groups were similar on known demographic

factors, it is less likely the two groups had different ways of responding to the survey. In addition, researchers have proposed various ways to optimize response rates such as sending subjects a prenotification letter that the survey will be coming, making contact with nonresponders by mailing them a follow-up postcard and requesting that they return the questionnaires, offering subjects some type of incentive to return surveys, and making the surveys meaningful to the subjects (Edwards, et al, 1997). All of these recommendations were incorporated in this study to increase the response rate.

Data Analysis

The SPSS 9.0 software was used to conduct all statistical analyses. The following methods were utilized to address each research question:

1. What were the overall levels of job satisfaction as expressed by AACs?

   The modified MSQ was used to obtain the overall levels of job satisfaction for AACs. All subjects' responses to the one hundred questions were weighted, summed, and categorized, which yielded overall levels of job satisfaction. The four categories of job satisfaction provided by the modified MSQ are Very Satisfied, Satisfied, Dissatisfied, and Very Dissatisfied.

2. Which of the 20 subscales of job satisfaction provided by the modified Minnesota Satisfaction Questionnaire did subjects rank as important? Means and standard deviations for each subscale were obtained and rank ordered from highest to lowest. This hierarchical ranking indicated which of the 20 job satisfaction subfactors were ranked highest and lowest for AACs.

3. Which select variables from the DIF affected AACs' overall job satisfaction? The following demographic and occupational variables were included on the DIF: age,

gender, marital status, college major, degree level, employed full-time or part-time, salary, job title, employment setting, number of years at current job, professional licensures, certifications, years licensed as a counselor, plans to remain in the profession, plans to remain in current position, years of counseling experience, number of clients seen per week, weekly job duties, perceived racial bias on the job, perceived gender bias on the job, barriers to their job satisfaction, factors that contribute to their job satisfaction, choice to choose counseling as a profession again, and overall rating of their job satisfaction. A multiple regression analysis was conducted to determine the relationship between select variables and job satisfaction of AACs. The variables used for additional analysis were based on previous research related to job satisfaction (Brown, 1997; DeMato, 2001) A stepwise regression model was used to determine which specific variables are significantly related to job satisfaction.

Chapter Summary

The current chapter provided the methodology for this study. Subjects were AACs who are members of the ACA. A modified version of the MSQ and DIF were used to collect data, and all correspondence was conducted via U.S. mail. Furthermore, the data was analyzed using the SPSS computer software. This study investigated three research questions: What were the overall levels of job satisfaction expressed by AACs? Which of the 20 subscales of the modified MSQ did AACs rank as the most important? Which select variables from the DIF affected AACs' overall job satisfaction?

Chapter IV

Study Results

The purpose of this study was to determine factors affecting AACs' job satisfaction. This chapter provides the research results obtained from the study of AACs' job satisfaction. The following information is included: survey responses, demographic data, and the results of statistical analysis. A chapter summary will conclude this section.

Survey Responses

An initial mailing of 400 survey packages was sent by U. S. mail to AACs. The number of subjects who were requested to participate this study was based upon Edwards, et al, (1997) guidelines to obtain a representative sample of subjects. The ACA had 936 AACs who were members of ACA. Four hundred AACs were systematically selected from the 936 AA members. A total of 199 subjects returned the surveys, which was a 49.7% return rate. Seventeen surveys were discarded because the subjects indicated they were either currently retired, unemployed, or no longer working in the counseling profession, which left 182 subjects for this research.

Demographic Data

A Date Information Form was used to collect demographic data, to characterize the subjects, and to gather select demographic data that are associated to subjects' overall job satisfaction. The results for each demographic variable will be reviewed in the order that they appeared on the DIF.

Gender

The number of females was 79.1% (n = 144) and the number of males was 20.9% (n = 38).

Age

The mean age of subjects was 48.5 years of age, the median age was 50 years, and the modal age was 52. See table 1 for this data.

Marital Status

A total of 176 (96.7%) subjects indicated their marital status; 6 (3.3%) subjects did not respond to this question. One hundred (56.8%) subjects stated they were married, 68 (n=38.6%) stated they were single, 7 (4%) subjects stated they were divorced, and 1 (1%) subject stated he was "partnered."

Highest Degree Achieved

Nearly three fourths (72.9%, n=132) of subjects indicated they had a masters degree, 48 (26.5%) subjects had a doctorate degree, and 1 (.6%) subject had an educational specialist degree. Table 2 presents a listing of degree categories.

Undergraduate Major

Psychology was listed as the most common undergraduate major, with 58 (32.6%) subjects competing this degree at the baccalaureate level; education was the second most prevalent major, with 18 (10.1%) subjects indicating this degree; and business was the third most common major, with 15 (8%) subjects indicating this degree. A complete listing of subjects' undergraduate majors is in table 3.

Graduate Major

The overwhelming majority of subjects (86.1%, n=149) stated counseling was their

Table 1

Age Range of Subjects

Age range	Number	% Total
20-30	13	7.6
31-40	28	16.3
41-50	52	30.2
51-60	58	33.7
61-70	17	9.9
71-75	04	2.3
Total	172	100

Table 2

Highest Degree Subjects Achieved

Degree	Number	% Total
Bachelors	0	0
Masters	132	72.9
Educational specialist	1	.6
Doctorate	48	26.5
Total	181	100

Table 3

Undergraduate Majors

Majors	Number	% Total
Psychology	58	32.6
Education	18	10.1
Business	15	8.4
Sociology	14	7.9
Counseling	10	5.6
English	08	4.5
Elementary education	07	3.9
Social work	06	3.4
Human services	05	2.8
Biology	05	2.8
Criminal justice	04	2.2
Political science	03	1.7
History	02	1.1
Nursing	02	1.1
Behavioral science	02	1.1
General studies	02	1.1
Social science	02	1.1
Social work	01	0.6
Zoology	01	0.6

Table 3

Undergraduate Majors Continued

Majors	Number	% Total
Computer	01	0.6
Recreation	01	0.6
Theology	01	0.6
Allied health	01	0.6
Agronomy	01	0.6
Economics	01	0.6
Black studies	01	0.6
Speech	01	0.6
Journalism	01	0.6
Spanish	01	0.6
Biblical studies	01	0.6
Medical technology	01	0.6
Agricultural education	01	0.6
Total	178	100

major in graduate school, 15 (8.7%) subjects stated psychology was their major, and 3 (1.7%) subjects stated human relations was their major in graduate school. Table 4 presents the graduate majors for all subjects.

CACREP

Nearly three fourths of subjects (n=130, 73%) indicated they had received their degree from a college or university that was approved by the Council for Accrediting Counseling and Related Educational Programs (CACREP), but 48 (27%) subjects indicated they had not graduated from a CACREP program. Four subjects did not answer this question.

Licensure

Over 60% (n = 117, 63.7%) of subjects stated they held a professional license, and 66 (36.3%) subjects did not respond to this question. Table 5 provides a complete list of the professional licenses held by subjects.

Years Licensed as a Counselor

Subjects indicated how long they had held a professional license. The mean number of years for all subjects who were licensed is 10.4 years, with a standard deviation of 7.8. Males were licensed an average of 14.13 years and females were licensed and average of 9.46 years. The range of years for subjects who held a professional license was a low of 1 month and a high of 37 years. Table 6 has this data.

Certification

Over one third (36.26%, n=66) of subjects stated they held a professional certification, and 116 (63.74%) subjects did not answer this question. The type of certification and number of subjects in each category are listed in table 7.

Table 4

Graduate Majors

Majors	Number	% Total
Counseling	149	86.1
Psychology	15	8.7
Human relations	3	1.7
Education	1	0.1
Student personnel	1	0.1
Social science	1	0.1
Guidance	1	0.1
Allied health	1	0.1
Mental health	1	0.1
Total	173	100

Table 5

Professional Licensures

Licenses	Number	% Total
LPC	70	60.3
OTHER	26	22.4
LMHC	11	9.5
LCPC	7	6.0
CMHC	1	0.9
LPCMH	1	0.9
Total	116	100

Note. Abbreviations: LPC = Licensed Professional Counselor; LMHC = Licensed Mental Health Counselor; LCPC = Licensed Clinical Professional Counselor; CMHC = Community Mental Health Counselor; LPCMH = Licensed Professional Counselor Mental Health

Table 6

Years Licensed as a Counselor

Years	Number	% Total
<1	3	2.8
1-5	34	31.5
6-11	32	29.6
12-17	18	16.7
18-23	14	12.9
24-29	03	2.8
30-35	03	2.8
36-41	01	0.9
Total	108	100

Table 7

Professional Certifications

Certifications	Number	% Total
NCC	47	71.2
NBCC	15	22.7
CRC	2	3.0
NCSC	1	1.5
OTHER	1	1.5
Total	66	100

Note. Abbreviations: NCC = National Certified Counselor; NBCC = National Board of Certified Counselors; CRC = Certified Rehabilitation Counselor; NCSC = National Certified School Counselor.

Current Job Title

Subjects indicated their current job title and of 178 subjects who responded to this question, 76 (42.7%) subjects stated counselor was their current title; 29 (16.3%) subjects indicated program coordinator/director; and 16 (9%) subjects stated counselor educator was their job title. There were 4 subjects who did not respond to this question. This data are contained in table 8.

Employment Status

Of the 171 subjects who indicated their employment status, 154 (90.1%) subjects stated they were employed full time, and 17 (9.9%) stated they were employed part time. Eleven subjects did not answer this question.

Current Job Setting

Nearly one quarter of subjects (21.3%, n = 38) indicated they were employed in a college or university setting, 34 (19.1%) indicated they were employed in a community agency, and 25 subjects (14%) indicated they were employed in private practice. Subjects indicated 16 different job settings. Table 9 contains the data for this question.

Clients Seen Per Week

The mean number of clients seen per week by subjects was 24.7, the median number of clients seen was 20, and the mode of clients seen per week was 20. The range of clients seen was from a low of 1 to a high of 100. Table 10 presents this data.

Ethnic Clients

Subjects estimated the percentage of ethnic clients they saw per week. Table 11 contains this data. The majority of clients seen were African Americans (53.63%), followed by Caucasians (40.46%), and then Hispanics (11.59%).

Table 8

Current Job Titles

Job titles	Number	% Total
Counselor	76	42.7
Program coordinator director	29	16.3
Counselor educator	16	9.0
Administrator	13	7.3
Counselor supervisor	12	6.7
Therapist	11	6.2
Other	4	2.2
Social worker	4	2.2
Intervention specialist	3	1.7
Case manager	3	1.7
Pastor	3	1.7
Student affairs	1	0.6
Chaplain	1	0.6
Health educator	1	0.6
Teacher	1	0.6
Total	178	100

Table 9

Current Job Settings

Job settings	Number	% Total
College/university	38	21.3
Community agency	34	19.1
Private agency/practice	25	14.0
Senior high school	22	12.4
Middle school	13	7.3
Elementary school	12	6.7
Government	8	4.5
Hospital	6	3.4
Junior/community college	4	2.2
Correctional facility	4	2.2
Pastoral/religious	4	2.2
Rehabilitation program	2	1.1
Self-employed	2	1.1
Residential facility	2	1.1
School district office	1	0.6
Career center	1	0.6
Total	178	100

Table 10

Number of Clients Seen Per Week

Clients seen per week	Counselor number	% Total
1-10	31	25.4
11-20	36	29.6
21-30	21	17.2
31-40	17	13.9
41-up	17	13.9

Ethnic Background of Clients

Participants responded to an open-ended question that asked subjects how the ethnic background of their clients affected subjects' job satisfaction. Forty-five (46.9%) subjects indicated clients' ethnic background had no affect on their job satisfaction, 19 (19.8%) indicated the ethnicity of their clients made the job more interesting, and 17 (17.7%) subjects indicated they liked the opportunity to work with AAs or minorities. Subjects' comments are summarized in appendix A.

Years of Counseling Experience

Subjects indicated how many years of counseling experience they had. The mean years of counseling experience was 15.1, the median year was 14.8, and the mode was 20. The minimum experience indicated was 9 months and the maximum years of experience indicated was 40 years.

Estimate of Job Activities

Subjects estimated the percentage of time they spent conducting different job activities. The results indicated that individual counseling accounted for 29.74% of subjects' weekly job activities, administrative duties accounted for 23.41% of weekly activities, and other duties accounted for 19.24% of weekly job duties. Table 12 presents the data for this question.

Years Employed

Subjects stated the number of years they have been employed at their current job. Table 13 presents this data. The overall mean number of years subjects had been employed at their current job was 8.5, the median number of years was 5, and mode was 3. The shortest job tenure was 1 month and the longest job tenure was 35 years.

Table 11

Ethnic Clients Seen Per Week

Ethnic group	%Total
African-Americans	53
Caucasians	40
Hispanics	11
Asians	04
Native-Americans	03
Others	05

Note. Some subjects did not see clients from every ethnic group, and numerous participants' sum total of clients seen was more or less than 100%. Therefore, the final total does not equal 100%.

Salary

Table 14 presents the salary data. The mean salary for all subjects was $54,953, median salary was $50,000, and the salary mode was $75,000. The minimum salary indicated was $5,000 and the maximum salary indicated was $250,000. Male subjects had a mean salary of $65,879 and female subjects had a mean salary of $52,068.

Plans to Leave Present Job

Subjects responded to an open-ended question that asked participants if they planned to leave their current job within the next five years. The majority of subjects (56.3%, n = 99) indicated they planned to leave their current job, and 77 subjects (43.7%) indicated they did not plan to leave their current position. Four subjects did not answer this question. In addition, if subjects stated they were planning to leave their current job, they indicated the reason. Half the subjects (50%, n = 36) gave retirement as the reason for leaving their current job, 9 (12.5%) stated moving to a new location, and 9 (12.5%) stated promotion was the reason for leaving their current job. See appendix B for a list of explanation subjects gave for vacating their current job

Plans to Leave the Profession

Subjects responded to an open-ended question that asked participants if they planned to leave the profession within five years. An overwhelming majority of subjects (84%, n = 146) stated they did not plan to leave the profession and 16% (n = 28) of the subjects stated they did. For subjects confirming they did plan to leave the profession, these subjects explained their reason for leaving their current profession. Subjects indicated that retirement (77.8%, n = 21) and salary issues (7.4%, n = 2) were the two main reasons given for leaving the profession. Appendix C presents the data for this question.

Table 12

Job Activities

Activities	%Total
Counseling	29.74
Administrative duties	23.41
Other duties	19.24
Paperwork	19.04
Group counseling	17.06
Training	12.98
Intake/assessment	11.66
Consultation	9.99
Presentation	7.77

Note. Not all subjects indicated they performed all job activities. Not all participants' sum total of activities equaled 100. Therefore, the final total does not equal 100%.

Table 13

Years at Current Job

Years	Number	%Total
<5	97	56.7
6-10	24	14.0
11-15	17	10.0
16-20	15	8.8
21-25	6	3.5
26-30	7	4.1
31-35	5	2.9
Total	171	100

Table 14

Salaries

Salaries	Number	% Total
<$10,000	02	1.3
10,001-20,000	06	3.8
20,001-30,000	13	8.2
30,001-40,000	32	20.3
40,001-50,000	28	17.7
50,001-60,000	21	13.3
60,001-70,000	13	8.2
70,001-80,000	23	14.6
80,001-90,000	13	8.2
90,001-100,000	5	3.1
100,001>	2	1.3
Total	158	100

Choose Profession Again

Responding to an open-ended question, subjects indicated if they had the opportunity to start their career over, would they choose counseling as a profession again. The majority of subjects (86.1%, n = 155) stated they would choose counseling as a career again, but 25 (13.9%) of the subjects would not choose counseling as a career again. If subjects indicated they would not choose counseling as a profession again, they indicated why not. The three most prevalent reasons given for not choosing counseling as a profession again were salary (40%, n = 8), chance to pursue other career goals (25%, n = 5), and paperwork (10%, n = 2). Appendix D presents the subjects' responses to this question.

Barriers to Job Satisfaction

Participants responded to an open-ended question regarding any barriers that affected their job satisfaction. Of the 133 subjects who responded to this question, 20 (15.0%) subjects indicated low salary was a barrier to their job satisfaction, 19 (14.2%) subjects indicated workload, and 12 (9.0%) participants stated the misunderstanding of their job role was a barrier to their job satisfaction. Subjects' responses are listed in appendix E.

Factors Contributing to Job Satisfaction

To understand the factors that contributed to subjects' job satisfaction, participants responded to an open-ended question regarding anything positive that affected their current job satisfaction. Nearly half of the subjects (45.2%, n = 77) indicated the opportunity to work with clients, 29 (17.0%) subjects stated work autonomy, and 16 (9.4%) subjects stated that supportive coworkers contributed to their job satisfaction. Appendix F presents the responses subjects indicated.

Racism

Responding to an open-ended question, subjects indicated if racism affected their current job satisfaction. A total of 174 subjects responded to this question, with 119 (68%) of the subjects stating racism did not affect their job satisfaction. However, 55 (32%) of the subjects indicated racism did affect their job satisfaction. Subjects who stated racism was a problem indicated how racism affected their current work satisfaction. Over one third of the subjects (39.4%, n = 15) indicated they experienced overt or subtle acts of racism; 13 (34.2%) subjects indicated the lack of AAs employed in the counseling profession was due to racism; and 5 (13.1%) participants indicated that coworkers lacked an understanding of AAs, which subjects attributed to racism. Appendix G summaries subjects' responses regarding how racism affected their current job satisfaction.

Sexism

In response to an open-ended question, subjects indicated if sexism had affected their current job satisfaction. Of the 176 subjects who responded to this question, more than three fourths of subjects (85%, n = 149) indicated sexism had not affected their job satisfaction and 27 (15%) of the subjects indicated sexism had affected their job satisfaction. Thirty-five males and 114 females indicated sexism had not affected their job satisfaction. Twenty-four females and 3 males indicated sexism had affected their job satisfaction. Subjects explained how sexism had affected their current job satisfaction. The lack of females in authority positions (44.4%, n = 8), males being valued and rewarded more than females (16.7%, n = 3) and sexist comments (11.1%, n = 2) were given as the top three explanations of sexism on the job, respectively. Appendix H presents the complete data for this question.

Job Satisfaction

Study participants indicated their current level of job satisfaction. Subjects had the option of choosing from the following four job satisfaction options: very satisfied, satisfied, dissatisfied, and very dissatisfied. The overwhelming majority of subjects indicated they were either satisfied (48.3%, n = 85) or very satisfied (40.3%, n = 71). See table 15 for this data.

Other Issues Contributing to Job Satisfaction

Subjects expressed, in response to an open-ended question, other issues that contributed to their overall job satisfaction. The following factors were the three most prevalent issues that contributed to their job satisfaction: coworkers (20%, n = 13), job itself (12.3%, n = 8), work autonomy (12.3%, n = 8), and flexible work schedule (12.3%, N = 8) respectively. Appendix I summarizes subjects' comments.

Job Satisfaction of African American Counselors

A modified version of the Minnesota Satisfaction Questionnaire (MSQ) was used to obtain aggregate job satisfaction scores and to determine the 20 job facets subjects rated as important to their job satisfaction. The results obtained with the MSQ are described in the following section.

Overall Levels of Job Satisfaction

The MSQ consists of 100 questions and to obtain a subject's individual overall job satisfaction score, all responses were weighted and summed to obtain an aggregate job satisfaction score. The four job satisfaction categories were 351-450 = very satisfied, 251-350 = satisfied, 151-250 = dissatisfied, and 50-150 = very dissatisfied. About

Table 15

Job Satisfaction

Levels	Number	% Total
Very Satisfied	71	40.3
Satisfied	85	48.3
Dissatisfied	16	9.1
Very Dissatisfied	4	2.3
Totals	176	100

19% (19.23%, n = 35) of subjects' scores fell within the very satisfied range and 123 (67.58%) scores fell within the satisfied range. Table 16 presents the complete data regarding the job satisfaction levels indicated by subjects.

Facets of Job Satisfaction

The MSQ measured 20 facets of job satisfaction. There were five questions associated with each job facet. To obtain a facet score, the five questions associated with a facet were weighted and summed. Four facet categories were established: 17.51-20.0 was "very satisfied", 12.51-17.50 was "satisfied", 7.51-12.50 was "dissatisfied", and 2.5-7.50 was "very dissatisfied". All facet scores were averaged and ranked to determine their importance to AACs. The results indicated that subjects were "very satisfied" with 1 job facet (social service), "satisfied" with 18 job facets, and "very dissatisfied" with 1 job facet (advancement). Table 17 presents the mean scores and standard deviations for the job facet data, rank ordered from highest satisfaction to lowest satisfaction.

AACs' Job Satisfaction and Demographic Variables

Based upon previous research (DeMato, 2001), a number of select demographic variables were chosen to determine their relationship to the job satisfaction of AACs. The demographic variables were as follows: sex, age, number of years licensed as a counselor, number of clients seen per week, years of counseling experience, number of years employed at current job, annual salary, plans to leave current job, plans to leave the profession, choosing the same profession again, how racism affected current job satisfaction, and how sexism affected current job satisfaction.

Using a stepwise regression method, all variables were entered into the regression equation. The variables, how sexism affected current job satisfaction and plans to leave the

profession within the next five years, significantly affected AACs' job satisfaction. While these two variables contributed to counselors' overall job satisfaction, the other independent variables did not significantly affect the regression equation. Table 18 has the regression model.

A correlation matrix on demographic variables to demographic variables was conducted to determine significant relationships. As a result of this analysis, there were four significant associations (a) number of years licensed as a counselor and gender, (b) subjects' plan to leave the profession and the years of counseling experience, (c) choosing the counseling profession as a career again and plans to leave current job, and (d) annual salary and racism on subjects' current job. The following information will provide additional data regarding each significant relationship respectively. See table 19 for the correlation matrix.

One hundred and eight subjects (59%) indicated they held a professional license. For all subjects, the mean number of years they held a license was 10.4. Male subjects (n= 23) were licensed a mean of 14.1 years, and female subjects (n= 85) were licensed a mean of 9.4 years. Females comprised 79.1 % (n=144) of the total subjects and males comprised 20.9% (n=38) of the total subjects. The relationship between gender of subjects and number of years licensed was significant ($p < .05$) but negatively correlated, which indicated female counselors were less likely to be licensed as a counselor than male counselors.

The variable "plan to leave the profession" and the variable "years of counseling experience" were significantly ($p < .05$) related, but there was a negative correlation between these two variables. One hundred and forty-six subjects (83.9%) indicated they had no plans of leaving the counseling profession within five years, and 28 subjects (16.1%) indicated they did have plans to leave the counseling profession within five years. For all subjects,

Table 16

MSQ Levels of Job Satisfaction

Levels	Number	% Total
Very Satisfied	35	19.23
Satisfied	123	67.58
Dissatisfied	24	13.19
Very Dissatisfied	0	0
Totals	182	100%

the mean years of counseling experience was 15.1, the median years of experience was 14.8, and the mode was 20. A range of 39 years was indicated, with one subject who had 9 months of counseling experience and 2 subjects who had 40 years of counseling experience. The negative correlation between years of experience and plans to leave the profession indicated that AACs who had more years of counseling experience tended to plan to leave the profession within five years.

The association between plans to leave current job and choosing counseling as a profession again was significant ($p < .05$), yet the correlation was negative. Twenty-five subjects (13.9%) indicated they would not choose counseling as a profession again, and 155 subjects (86.1%) indicated they would choose counseling as a profession again. Seventy-seven subjects (43%) stated they did not plan to leave their current job within the next 5 years, and 99 subjects stated they did plan to leave their current job within the next 5 years. The association between plans to leave current job and choosing counseling as a profession again indicated that AACs who would not choose counseling as a profession again tended to plan to leave their current job within the next 5 years.

A significant, ($p <.05$) negative correlation was determined between the variable racism on current job and the variable annual salary. The mean salary for all subjects was $54,953, the median salary was $50,000, and the salary mode was $75,000. Fifty-five subjects (31.6%) indicated racism affected their current job satisfaction, and 119 subjects (68.4%) indicated racism did not affect their job satisfaction. In addition, subjects who indicated that racism did not affect their current job satisfaction had a mean salary of $51,386 and subjects who indicated that racism did affect their current job satisfaction had a mean salary of $63,011. The subjects who had lower salaries tended to report that racism was not a problem on their

current job, but subjects who had higher salaries tended to report that racism was a problem on their current job.

Nonresponse Bias

To determine if nonresponse bias was a problem in this research, six demographic variables that had been collected for all subjects were used as a method to compare subjects who participated (responders) in this study with those subjects who chose not to participate (nonresponders) in this research. Age, gender, highest degree completed, marital status, current job title held, and current work setting were the six variables. If the study participants and nonparticipants responded in a similar manner to these variables, it is likely both groups would respond in comparable ways to the MSQ, and nonresponse bias would not be a factor in this research. Furthermore, it could be concluded that the responders in this study were representative of AACs who were members of ACA.

A total of 400 surveys was mailed to AACs. There were 144 females and 38 males who participated in this research, and 128 females and 61 males who did not participate in this study. The mean age for the response group was 48.5 years and the mean age for the nonresponse group was 51 years. The majority of subjects in the responder group had masters degrees (n=132) and 48 subjects had doctorate degrees. One hundred and twenty-nine subjects in the nonresponse group had masters degrees and 49 subjects had doctorate degrees. The martial status data for the response group indicated that 100 subjects were married, 68 subjects were single, 7 subjects were divorced, and 1 person was partnered. For the nonresponse group, 89 subjects indicated they were married, 65 indicated they were single, and 12 indicated they were divorced. The top three job titles held by responders were counselor, program coordinator/director, and counselor educator. Subjects who did not

Table 17

Rank of MSQ Facet Scores

Facets	Mean	SD
Social service	18.09	2.30
Moral values	17.25	2.44
Achievement	16.90	2.68
Activity	16.45	2.65
Independence	16.37	2.81
Ability	16.20	3.66
Creativity	16.16	3.47
Responsibility	15.97	2.73
Variety	15.89	3.20
Working conditions	15.48	3.51
Security	14.71	3.49
Social status	14.69	3.28
Authority	14.63	3.38
Coworkers	14.60	4.26
Recognition	14.35	3.65
Supervision human relations	13.36	4.73
Supervision technical	13.23	4.72
Policies and procedures	12.92	4.38
Compensation	12.76	4.22
Advancement	12.41	4.87

Table 18

Multiple Regression Table

N=182

Source	*SS*	*df*	*MS*	*F*	Sig
Regression	22006.57	2	11003.288	7.08	.002
Residual	86939.15	56	1552.485		

Variables	*B*	*SE*	*Beta*	*t*	Sig
Constant	295.45	41.16		7.177	.000
Leave profession	-35.22	16.97	-.248	-2.076	.043
Sexism	42.875	13.67	.374	3.136	.003

*p < .05

Table 19

Correlation Matrix

VAR	SEX	AGE	#YL	CSPW	YCE	ECJ
SEX	1.00	-.179*	-.244*	.160	-.251**	-.134
AGE	-.179*	1.00	.633**	-.080	.591**	.465**
#YL	-.244*	.633**	1.00	.022	.637**	.658**
CSPW	.160	-.080	.022	1.00	-.082	-.022
YCE	-.251**	.591**	.637**	-.082	1.00	.475**
ECJ	-.134	.465**	.658**	-.022	.475**	1.00
LCJ	-.122	.012	-.053	-.058	.014	.014
LP	.002	-.252**	-.307**	-.162	-.184*	-.134
CPA	.011	-.143	-.155	.028	-.014	-.091
RAJ	.030	-.023	-.084	.013	-.124	-.065
SAJ	-.108	.034	-.097	-.032	.009	.073
AS	-.209**	.245**	.387**	.028	.406**	.440**
OJS	.045	-.076	.083	.005	-.035	-.010

*$p < .05$

**$p < .01$

Note. Abbreviations: VAR = Variables; #YL = Number of Years Licensed; CSPW = Clients Seen Per Week; YCE = Years of Counseling Experience; ECJ = Employed Current Job; LCJ = Leave Current Job; LP = Leave Profession; CPA = Choose Profession Again; RAJ = Racism Affects Job Satisfaction; SAJ = Sexism Affects Job Satisfaction; AS = Annual Salary; OJS = Overall Job Satisfaction.

Table 19

Correlation Matrix Continued

VAR	LCJ	LP	CPA	RAJ	SAJ	AS	OJS
SEX	-.122	.002	.011	.030	-.108	-.209**	.045
AGE	.012	-.252**	-.143	-.023	.034	.245**	-.076
#YL	-.053	.307**	-.155	-.084	-.097	.387**	.033
CSPW	-.058	-.162	.028	.013	-.032	.028	.035
YCE	.014	-.184*	-.014	-.124	.009	.406**	-.035
ECJ	.014	-.134	-.091	-.065	.073	.440**	-.010
LCJ	1.00	.339**	-.177*	-.094	-.013	.091	.040
LP	.339**	1.00	-.231**	-.031	-.021	-.047	-.112
CPA	-.177*	-.231**	1.00	-.041	.040	.070	.025
RAJ	-.094	-.031	-.041	1.00	.391	-.203*	.159*
SAJ	-.013	-.021	.040	.391	1.00	-.012	.203*
AS	.091	-.047	.070	-.203*	-.012	1.00	-.062
OJS	.040	-.112	.025	.159*	.203**	-.062	1.00

*p < .05

**p < .01

Note. Abbreviations: VAR = Variables; #YL = Number of Years Licensed; CSPW = Clients Seen Per Week; YCE = Years of Counseling Experience; ECJ = Employed Current Job; LCJ = Leave Current Job; LP = Leave Profession; CPA = Choose Profession Again; RAJ = Racism Affects Job Satisfaction; SAJ = Sexism Affects Job Satisfaction; AS = Annual Salary; OJS = Overall Job Satisfaction.

participate in this research stated counselor, administrator, and counselor educator were the three most frequently held job titles respectively. The top three work settings indicated by the study participants were college/university setting, community agency, and private practice. For the subjects who did not participate in this research, college/university setting, private agency, and community agency were the top three work settings, respectively.

Comparing how study participants and nonparticipants responded to the demographic variables indicated that the two groups were similar on five factors-- mean age of subjects, highest degree achieved, marital status, current title held, and current work setting. Thus, the demographic data suggested that nonresponse bias was not a factor in this research.

Summary

The MSQ was used to determine the overall job satisfaction levels of subjects and to establish which of the 20 job facets subjects were satisfied with on their current job. Subjects were satisfied or very satisfied with 19 job facets but very dissatisfied with one job facet, opportunity for occupational advancement. In addition, 86.81% of the subjects' scores indicated they were satisfied or very satisfied with their current overall job satisfaction. The other 13.19% of subjects indicated they were dissatisfied with their current job satisfaction. Finally, a multiple regression analysis was conducted on select demographic variables, and the following two significant predictors of subjects' job satisfaction were determined: how sexism affected the current job satisfaction of subjects; and subjects' plans to leave the profession within the next five years.

Chapter V

Discussion, Conclusions, and Recommendations

This chapter contains a review of research questions, a summary of study results, and a discussion of research results. The chapter contains conclusions that are based on analysis of data and recommendations for future research that are based on study results. This section will conclude with a chapter summary.

Review of Research Questions

The purpose of this study was to determine how satisfied ACCs are with their current job. The MSQ was used as the assessment instrument, and the following research questions were investigated:

1. What were the aggregate levels of job satisfaction expressed by African American Counselors?
2. Which of the 20 subscales on the Minnesota Satisfaction Questionnaire (MSQ) were rated as being most important to AACs' job satisfaction?
3. Which select demographic variables contributed significantly to the job satisfaction of AACs?

Summary of Study Results

As the workforce of the United States expands and becomes more ethnically diverse, it is important that administrators and supervisors know and understand the factors that contribute to all workers' job satisfaction. For the past 60 years, the number of studies regarding the job satisfaction of mental health professionals has grown dramatically, yet most of the previous research did not include AACs. The purpose of this study was to add to the knowledge base regarding AACs' job satisfaction.

African American counselors in this study were members of the American Counseling Association. All data were collected using the MSQ questionnaire and a Data Information Form. A total of 182 useable questionnaires was completed and returned. The research questions and a summary of the results for each one are presented:

1. What were the aggregate levels of job satisfaction expressed by African American Counselors?

Over 87% of the AACs indicated they were satisfied or very satisfied with their current job. More than 19% of the subjects' scores fell within the very satisfied range and 68% of the scores fell within the satisfied range. Thirteen percent of the subjects indicated they were dissatisfied with their current job. No scores fell within the very dissatisfied range. The overall job satisfaction score for all subjects was 302 from a range of 251 to 350, which was within the satisfied range on the MSQ (Anderson, Hohenshil, & Brown, 1984).

2. Which of the 20 subscales of the Minnesota Satisfaction Questionnaire were rated as being important to AACs' job satisfaction?

Subjects were very satisfied with the opportunity for social service; a mean score of 18 was obtained on the MSQ for this facet. The social service facet is the chance to help others, and this was the only facet in the very satisfied category. Seventeen job facets fell within the satisfied range. The 5 highest-ranked facets within the satisfied category were moral values, achievement, activity, independence, and ability utilization respectively. Compensation fell within the satisfied category but this facet ranked 19. The advancement facet—which is the opportunity to be promoted-- was ranked 20 and was the only facet that fell within the dissatisfied category.

3. Which select demographic variables contributed significantly to the job satisfaction of AACs?

Twelve demographic variables, based on previous research, were chosen to determine their relationship to the overall job satisfaction of AACs. The variables selected for analysis were sex, age, number of years licensed as a counselor, number of clients seen per week, years of counseling experience, number of years employed at current job, annual salary, plans to leave current job, plans to leave profession, choosing the same profession again, how racism affected current job satisfaction, and how sexism affected current job satisfaction.

Using a stepwise regression method, all variables were entered into the regression equation. The following two variables were significantly related to AACs' job satisfaction. The first significant, but negatively correlated, finding was plans to leave the profession within the next 5 years and job satisfaction. The conclusion reached for this finding indicated that subjects who were not planning to leave their profession within the next 5 years were more satisfied with their job than subjects who planned to leave their profession. The second significant finding was how sexism affected the current job satisfaction of subjects. The conclusion reached for this significant finding indicated that subjects who stated sexism did not affect their job satisfaction were satisfied with their current job, or subjects who indicated sexism was a problem on their job were less satisfied with their job.

Discussion

Overall Job Satisfaction

According to Jepsen and Hung-Bin (2003), a measure of general job satisfaction provides a global, "bottom-line" method of determining how satisfied workers are with their job. To determine an aggregate level of job satisfaction, workers must cognitively combine all

aspects of their job into a single measure of satisfaction, and an overall measure of job satisfaction is a reflection of long-term attitudes of workers regarding their job (Saal & Knight, 1995).

The results of this research indicated that the majority of African American counselors in this study are satisfied or very satisfied with their current job. There were 158 scores that fell within the satisfied or very satisfied job satisfaction range, as measured by the MSQ. Subjects also indicated on the DIF their overall level of job satisfaction. The results indicated that 156 subjects were satisfied or very satisfied with their current job. The aggregate mean satisfaction score for all subjects in this research was 302, which fell within the satisfied range on the MSQ. Furthermore, 44% of subjects in this study indicated they did not plan to leave their current job within five years. Subjects who were planning to leave their job indicated a reason for vacating their position. Seventy-nine percent of subjects indicated they were either retiring, accepting a promotion, relocating, getting married, starting a business, or conducting research. A Gallup Poll of the public revealed that 33% of workers would be happier in another job (Benitez, 2001). The implication of these findings suggested that subjects in this research were leaving their current job because of life events, but workers in the Gallup Poll wanted to leave their job because participants thought they could be more satisfied in another job.

Participants in this research also responded to an open-ended question that asked them "Knowing what you know now, if you had the chance to start your career over, would you again choose counseling as your career profession?" More than 86% of the subjects stated they would choose counseling as their career again. The large percentage of AACs who would choose counseling as a profession again suggested that these subjects found counseling to be a

rewarding profession. These findings are consistent with recent research (Andrew, Faubion, & Palmer, 2002; Dolliver, 2004) that indicated workers are satisfied with their current job.

According to the current Gallup survey (as cited in Dolliver, 2004), the job satisfaction of Americans has dramatically increased over the years. During the late 1980s, 28% of people in a Gallup Poll indicated they were completely satisfied with their job, but currently 50% of Americans indicated they were completely satisfied with their job; workers were least completely satisfied with their salary and with occupational stress (Dolliver, 2004). Eighty-seven percent of African American counselors in this research indicated they were satisfied or very satisfied with their current job, only 24 (13%) subjects indicated they were dissatisfied with their job, and no subjects' scores fell within the very dissatisfied category.

In a study of employee assistant professionals' job satisfaction, Sweeney (2000) determined that 79% of subjects were satisfied or very satisfied with their current job, only one person was dissatisfied and no subjects were very dissatisfied with their current job. DeMato and Curcio (2004) investigated the job satisfaction of elementary school counselors in Virginia and they found that over 90% of the subjects were satisfied or very satisfied with their job, and 9% indicated they were either dissatisfied or very dissatisfied with their current position. Andrew, Faubion, and Palmer (2002) found that 86% of rehabilitation counselors "agree" or "definitely agree" with the statement "I am satisfied with my job." Brown (1997), in her study of AA school psychologists, found that nearly 80% of subjects were satisfied or very satisfied with their current job, and 20% of subjects were dissatisfied or very dissatisfied with their current job. The overall job satisfaction results of AACs in this study were consistent with findings in the literature that indicated mental health professionals were satisfied with their job.

Facet Job Satisfaction

Subjects in this study indicated how satisfied they were with the different job facets of their current position. Lawler (1973) stated that workers are satisfied when the rewards they actually received are congruent with the rewards workers expected to receive for their job duties. The results in this study yielded strong information that AACs were satisfied with the majority of facets measured by the MSQ. Subjects were very satisfied with the social service facet (being able to do things for others), which was the only subfactor that fell within the very satisfied category. Moral values, achievement, activity, and independence were the other high ranking facets respectively, and these facets fell within the satisfied category. The advancement facet (the opportunity to achieve a higher position) was the only facet that fell below the satisfied range in this study; the advancement subfactor indicated AACs were not satisfied with their opportunity to achieve a higher position. Related research regarding job facet satisfaction found similar results.

A Gallup Poll of the public revealed that workers were completely satisfied with the following occupational facets: coworkers, physical safety on the job, work hour flexibility, immediate supervisor, and job security (Dolliver, 2004). Researchers with the Gallup Poll also determined that there was a substantial increase in workers' satisfaction with their coworkers, job security, and supervision; workers indicated they were less satisfied with their opportunity for advancement and the health benefits their company offered (Carrol, 2004).

Evans and Hohenshil (1997) found that substance abuse counselors were satisfied or very satisfied with social service, moral values, creativity, ability utilization, and achievement; workers were only slightly satisfied with the advancement facet. Brown (1997) found that the top five facets African American school psychologists were satisfied with on

their job were social service, independence, activity, moral values, and achievement. In addition, African American school psychologists were dissatisfied with policies and procedures of the school, advancement opportunities, and working conditions. Brown, Hohenshil, and Brown (1998) investigated the facet satisfaction of school psychologists and they found that social service, independence, moral values, responsibility, and activity were the top 5 facets subjects were satisfied with on their job. The facets policies and procedures and opportunity for promotion fell below the satisfied range, which indicated subjects were dissatisfied with these components. The results in this research confirmed that AACs were also satisfied with many of the same job facets as subjects who participated in other related research.

Advancement was the only job facet African American counselors indicated they were dissatisfied with in this research. The advancement facet indicated how satisfied subjects were with the opportunity to be promoted in their current job. The mean advancement score for all subjects was 12.41; the dissatisfied category ranged from 7.51 to 12.50. The advancement result in this study is consistent with findings in other research. Boothby and Clements (2002) found that correctional psychologists were least satisfied with their opportunity for advancement, the job environment, and the decision making process. Brown, Hohenshil and Brown (1998), in their study of school psychologists, found that subjects were dissatisfied with the policies and procedures of the school and the opportunities for advancement. Capella and Andrew (2004) investigated the job satisfaction of counselors and determined that opportunities for promotion had the lowest mean score on their job satisfaction scale. Kohout and Wicherski (1999) found that psychology doctoral graduates

who were employed indicated chances for advancement on their current job did not contribute much to their job satisfaction.

Providing workers with the opportunity for job advancement or promotion is a method of rewarding performance and developing company loyalty. Powell (cited in Evans and Hohenshil 1997) stated that substance abuse counselors have limited opportunities for job advancement because there are few supervisory positions and inadequate funds for pay increases. It can be postulated that there is a limited number of higher level positions and limited financial resources in the majority of mental health agencies and psychiatric facilities, so the opportunities for job advancement are limited for most mental health professionals. Hawks (1997) stated that many employees are reticent to accept a higher level position because they may lose the opportunity to provide direct service to clients and because workers may become immersed in administrative duties, losing their ability to provide services in their area of expertise. African Americans in this research responded to an open-ended question that asked them to express any barriers to their current job satisfaction. Some subjects stated that job advancement was a major problem, as indicated by the following statements of subjects: “Limited opportunities for advancement due to institutional policies,” “Chances for advancement not good,” and “No way for advancement.”

An additional hypothesis regarding why AACs are dissatisfied with their opportunity for advancement is that subjects may have realized they had reached a career plateau. Greenberg (1999) defined a career plateau as a time when workers understand that their career will not progress any further because there are limited opportunities for promotion and for other employment. Subjects in this research had been employed at their current job for a mean of 8.5 years. Greenberg (2005) stated workers who have a job tenure of 5 or more years in the

same position have likely reached a career plateau. Therefore, many AACs in this research have possibly reached a career plateau, and job advancement is an understandable barrier to their job satisfaction.

Brown's (1997) study of AA school psychologists was similar to the current research, so a limited comparison of these two studies is warranted. The 1997 study had (14%, n=16) males and (85%, n=98) females, and the current study had (n=38, 20.9%) males and (n= 144, 79.1%) females. Sixty-three percent of subjects in this study had 11 years or less of experience, 29.6% of subjects had between 12 and 23 years of experience, and 6.5% had 24 or more years of experience. In the 1997 study, 50% of subjects had 10 years or less of experience; 42.9% of subjects had between 11 and 25 years of experience; and 6.1% had 26 years or more of experience. Over 20% of subjects in Brown's study were either dissatisfied or very dissatisfied with their current position, and 13% of AACs in this study were dissatisfied with their job. Fifty-six percent of subjects in this study indicated they planned to leave their current job within 5 years. Forty-four percent of the subjects in Brown's research planned to leave their job within 5 years. Twenty-five percent of subjects in the study of AA school psychologists planned to leave their profession in the next 5 years; 16% of AACs planned to leave their profession. Subjects in Brown's study were satisfied with 17 of 20 facets; no facets fell within the very satisfied category for the 1997 study, and 3 facets (policies and procedures, advancement, and working conditions) fell within the dissatisfied category. Subjects in the current study were satisfied with 19 of 20 facets. Social service was the only facet subjects indicated they were very satisfied with on their current job, and advancement was the only facet subjects stated they were dissatisfied with on their job. The participants in Brown's 1997 study were entirely school psychologists, and subjects in the

current study were from a variety of mental health settings. Nevertheless, it can be concluded that the job satisfaction levels for AAs in both studies were high, indicating the vast majority of AAs are satisfied with their job as a counselor.

Previous research indicated that AA workers were more satisfied with their job than Caucasian workers (Bartell, 1981; McNelly, 1989; Weaver, 1980). Eighty-seven percent of subjects in this study were satisfied or very satisfied with their job. It is noted that the participants in related research (Brown, Hohenshil, & Brown, 1998; DeMato, 2001; Evans and Hohenshil, 1997; Sweeney, Hohenshil, & Fortune 2002) were comprised mainly of Caucasian counselors. Brown, Hohenshil, and Brown's (1998) study of school psychologist, found that 86% of subjects were satisfied or very satisfied with their job. Sweeney, Hohenshil, and Fortune (2002) found that 80% of employee assistant professionals were satisfied or very satisfied with their job. When comparing subjects who indicated they were very satisfied with their job, AACs in this study were again more satisfied than their Caucasian colleagues. In the current research, 19% of AACs were very satisfied with their job; the 2002 study had 9% of subjects who were very satisfied; the 2001 study had 12.4% of the subjects who were very satisfied; and the 1998 study had 5.3% of subjects were very satisfied. These results again confirmed that AACs were having positive experiences in their job.

Additional examination of facet data in this study and related studies (DeMato, 2001; Evans & Hohenshil, 1997; Sweeney, Hohenshil, & Fortune, 2002) indicated that subjects ranked social service first and moral values second as facets subjects were most satisfied with on their current job. Counseling is considered a helping profession and a job where moral

standards are important, so it is evident that AACs in this and in related research felt their current job provided them the opportunity to fulfill these two job facets.

Demographic Variables

Twelve demographic variables were chosen for additional analysis. The regression analysis yielded two significant relationships: plans to leave the profession within the next five years and job satisfaction was significant, and how sexism affected the job satisfaction of AACs was also significant. All other variables had no significant association with AACs' job satisfaction.

The first significant relationship indicated that AACs who were not planning to leave the profession within five years were satisfied with their job. Previous research (Brown, 1997; DeMato, 2001; Sweeney, Hohenshil, Fortune, 2002) has shown that mental health professionals overwhelmly had intentions of continuing in their current profession. In this research, 84% of subjects indicated they were planning to remain in their profession for the next five years. Furthermore, 56% of the subjects indicated they planned to leave their current job. This would imply that over half the AACs are planning to leave their current job but continue to work within the profession.

Herzberg, Mausner, Peterson and Capwell's (1957) motivator-hygiene theory suggested a two component explanation of job satisfaction. The first component is factors within a worker that promote a sense of personal satisfaction, called intrinsic job satisfaction. The second component, called extrinsic satisfaction, is external to the worker and is related to factors in the work environment that keep workers from being dissatisfied with their job. Andrew, Faubion, and Palmer (2002) found that rehabilitation counselors who had high levels of job satisfaction were satisfied with extrinsic factors on their job. In addition, researchers

found that counselors who were not satisfied with their current job were actively seeking other employment. The results of this study indicated that AACs are satisfied with their job because it provided participants with intrinsic satisfaction (ability, accomplishment, achievement, creativity, independence, moral values) and extrinsic satisfaction (authority, activity, compensation, coworkers, independence, policies and procedures, recognition, responsibility, security, supervision, social service, social status, variety, working conditions). Mobley, Griffeth, Hand, and Meglino, (1979) stated workers who have low levels of intrinsic job satisfaction are more likely to leave their current job. It can be concluded that subjects in this research had high levels of intrinsic and extrinsic job satisfaction, which resulted in participants' intention to remain in their profession and subjects' low levels of job dissatisfaction.

According to Thomes (2003), health care providers may decide to change professions because of new career goals, job burnout, or the opportunity to assume an administrative position. In addition, Thomes indicated that job stressors and pressures were a major cause of job dissatisfaction and these factors contributed to a worker's desire and need for a new career direction. Greenberg (2005) stated workers change careers because they do not like their chosen profession, future employment opportunities are poor, or career interests change. Sixteen percent of subjects in this research indicated they planned to leave the profession. Subjects who stated they planned to leave their profession indicated the reason for their departure. Seventy-eight percent of the subjects who planned to leave their profession are leaving due to retirement, not because they are dissatisfied with their job.

The decision to leave a job is not based exclusively on how satisfied people are with their current job. There are numerous workers who are dissatisfied with their job but continue to

work in their current position. A critical factor that, according to Greenberg (2005), determines whether a person will seek another job is the availability of other employment. Muchinsky and Morrow's (as cited in Saal and Knight, 1995) theory of job satisfaction and job turnover is based on current economic and labor market conditions. These researchers postulated that dissatisfied workers are more likely to quit their job and seek other employment at times when the economy is robust and the unemployment rate is low, in contrast to when economic growth is slow and unemployment is high. Research has supported the theory that workers are more prone to seek other employment when economic conditions are favorable (Carsten & Spector, 1987; Hom & Kinicki, 2001).

Currently the national unemployment rate is 5.4% and the unemployment rate for AAs is 10.3% (DOL, 2004). Hocker (2004) stated that, during the past 9 months, college educated AA professionals are unemployed at nearly twice the rate of Caucasian professionals. Hocker also stated that AA professionals are finding it difficult to advance in their career because of the economic slowdown that started 3 years ago. The unemployment rate in the AA community is especially troubling because the rate is nearly double the rate of Caucasians. This would indicate that the current economic conditions for AA professionals and nonprofessionals are extremely harsh. In this study, it can be hypothesized that dissatisfied African American counselors may have been reluctant to leave their current position due to weak economic conditions and the limited availability of another job. Furthermore, subjects in this research indicated they were dissatisfied with their opportunity for job promotion. It can also be suggested that satisfied or dissatisfied AACs who considered or wanted to leave their current job to pursue another position that offered better career advancement opportunities did not because of the downturn in the job market.

The second significant finding indicated that subjects who stated sexism was not a problem on their current job were satisfied with their job, or subjects who indicated sexism was a problem on their current job were not satisfied with their job. Shaw (1998) defined sexism, or gender bias, as discrimination that is based on stereotypical judgments of gender roles. As a result of these preconceived ideas, people make assumptions about workers based on their sex. The effects of gender bias can result in limiting females or males to specific jobs and is related to numerous health problems among workers (Klonoff, Landrine, & Campbell, 2000). People in the work place can manifest sexism by telling sexual jokes, demanding or asking other workers for sexual favors, and excluding people from work groups or informational networks (Gutek, 2001; Pogrebin & Poole, 1997). According to Murrell, Olson, and Hanson-Frieze (1995) sex discrimination has been related to lower levels of job satisfaction and job tenure.

In this study, 38 males and 138 females responded to the question regarding sexism. Only 11% (n=3) of males and nearly 90% (n=24) of females indicated that sexism was a problem, so it can be concluded that AA female counselors had more problems with sexism on the job than AA male counselors. According to Xu and Leffler (1996), AA women may experience the effect of both racism and sexism at work, and the cumulative effective of these two variables can lead to sexual harassment, tokenism, and gender stereotypes (Betz, 1994; Simpson, 1984). Participants in this research who indicated sexism had affected their job explained how gender discrimination had influenced their job satisfaction. Forty-four percent of the subjects indicated that the lack of females in authority positions was due to sexism, 17% stated males were valued or rewarded more than females, and 11% of subjects stated they were the target of sexist comments.

Previous research supported findings in this study that workers who experienced sexism in the work place had lower levels of job satisfaction. Bond, Punnett, Pyle, Cazeca, and Cooperman (2004) found that sexism was related to lower job satisfaction for both males and females, but it was also determined that lower satisfaction was evident only in those work places that were dominated by male or female employees. Carr et. al. (2000) found that women who were medical school faculty were more likely than male faculty to perceive gender bias in the work place, and women who experienced gender bias had lower levels of career satisfaction. In addition, it was discovered that AA females reported more sex discrimination incidences than any other female cohort.

Nearly 50% of the U. S. labor force is comprised of women, and over 50% of women are employed outside the home (Greenberg, 2005). Gender issues, or specifically sexism, have become an important concern for work place managers due to the influx of women in the labor force. The DOL (2001) projects that nearly 70% of the people entering the U. S. work force by 2008 will be women and minorities. Some AA female, and AA male, counselors in this study indicated sexism had negatively influenced their interactions with colleagues. It can be concluded that some people, or more specifically males, still believe females should be restricted to submissive roles and males are to maintain dominant roles in the work place. Researchers have offered various explanations for the stereotypical thinking of males that result in the differential treatment of women on the job. Robinson and Schwartz (2004) found that males who had difficulty expressing their emotions and feelings have a tendency to limit the rights of women as a method of coping with their fear of femininity and as a means of protecting their masculinity. Researchers have also indicated that males who have an unyielding belief in masculine gender stereotypes (males dominant, females submissive) may

have conflicts with females in the work place when males perceive women as threatening to their stereotypical beliefs (Lash, Copenhaver & Eisler, 1998; O'Neil et. al. 1986). The presence of women and minorities in the work force is postulated to be a threat to Caucasian males' masculinity (Segal, 1990; Wade & Brittan-Powell, 2001). A consistent theme in the literature regarding gender discrimination is based on the premise that males use discrimination as way of protecting their own masculine identity and authority. These theories of gender discrimination are especially salient for AA females because women of color carry the burden of being a woman and an AA in the work place. According to Muliawan and Kleiner (2001), AA women who are not cognizant of sexism and racism are targets for sexual harassment, physical or verbal abuse, and pay inequities. Furthermore, Muliawan and Keiner stated, "Not facing up to the fact that African American women are coping with both racism and sexism on and off the job, leaves them totally unprepared for the psychological warfare in the work place."

Conclusions

The following conclusions were developed from the analysis of data and responses provided by subjects in this study:

1. AACs in this study expressed overall satisfied with their job. When subjects considered all aspects of their job together, participants were satisfied with their current position. In addition, 84% of subjects had no intentions of leaving the counseling profession and 86% of subjects stated they would chose counseling a career again. These results suggest that AACs were having rewarding experiences on their current job.

2. ACCs in this study were satisfied with 19 of 20 different components of their job. Considering the different components of their job individually, subjects were satisfied with 95% of the facets. Subjects indicated they were most satisfied with the following facets: social service, moral values, and achievement.
3. ACCs were dissatisfied with only their opportunity for advancement, which is a problem that is inherent in the mental health profession because there are limited higher level positions.
4. AACs indicated sexism was a barrier to their job satisfaction. Sexism was more of a problem for AA females. Females indicated they felt undervalued in their current position and were the target of gender harassment on the job. Managers must provide gender equity training to all employees, enforce Equal Opportunity Employment guidelines, and promote females to authority level positions. The implementation of these factors will help ensure a safer work place for all workers.
5. AACs indicated that over 50% of their clients were AAs. Although AACs are a small segment of the mental health profession, the majority of the clients AACs in this study served were from the AA community. This finding indicated that the majority of clients served by AACs were from the AA community, and this finding suggest that additional AACs are needed in the profession to meet the mental health needs of the AA community.
6. AACs indicated that racism affected their current job. Nearly one third of subjects stated racism was a problem on their job. Although racism was not a significant impediment to subjects' job satisfaction in this study, administrators should note that

racism in the mental health profession might make it difficult to attract AAs to the counseling field.

Recommendations

Recommendations for Future Research

1. Researchers should have a larger number of AACs participate in future studies regarding job satisfaction. Although the percentage of AACs in the profession is small relative to the number of AAs in the general population, investigators should stress how critical it is for AACs to participate in research.
2. Researchers should include both nonmembers and members of professional counseling organizations in future job satisfaction research. This would allow a more comprehensive study of job satisfaction for AACs and will facilitate the comparison and analysis of results across studies.
3. Researchers should replicate this study every four years. The replication of this research at regular intervals will provide the mental health profession with important information regarding AAs in the mental health profession. The information collected during future research should include the number of AAs entering the profession, the number of AACs planning to leave the counseling profession, facets relating to the job satisfaction of AACs, and overall occupational satisfaction levels of AACs.
4. Qualitative investigators must conduct research regarding the job satisfaction of AACs. This research method will provide a different perspective of AACs' job satisfaction and contribute a more in depth understanding of how AACs view their job.

5. Researchers in the future should include other ethnic groups in the research. This will provide a more comprehensive basis for comparison of results between ethnic groups.

Recommendations for the Counseling Profession

1. Counselor Educators at the undergraduate and graduate level should encourage AAs to choose counseling as a profession. Educators who encourage AAs to enter the field of mental may help to increase the numbers of minorities in the profession.
2. Counselor Educators, including minority and nonminority faculty, should serve as mentors for AAs who have chosen or who are considering counseling as a profession. The mentoring process will provide valuable information to AAs who may need the encouragement and guidance to complete a graduate degree in counseling.
3. Mental health administrators must ensure the pay scale is equitable for AACs. Subjects ranking of the salary facet on the MSQ barely fell within the satisfied range; however, subjects consistently indicated salary was an impediment to their occupational satisfaction.
4. The mental health profession should provide opportunities for AACs to become supervisors and administrators. Providing AAs with specific job requirements, job expectations, and job training will help prepare AAs for supervisory positions.
5. Supervisors have to stress the importance of multiculturalism to all staff. Nearly one third of subjects in this study indicated racism affected their current job satisfaction. Strong leadership from administrators will send the appropriate message to all staff that intolerance will be allowed in the work place. In addition, mental health managers should implement mandatory diversity training.

6. Administrators and supervisors must address sexism issues, e.g., lack of female supervisors, salary inequities, and sexual harassment in the work setting. African American females in this research indicated sexism was a major barrier to their job satisfaction. Gender equity issues can be addressed by strictly enforcing Equal Opportunity Employment Commission guidelines and polices in the work setting. Workers should be required to participate in gender equity workshops; this training will help workers understand the effect and consequences of gender bias.

Summary

This chapter provided a review of the research questions, a summary of study results, and a discussion of study findings. The overall job satisfaction results indicated that AACs were satisfied with their job, and the facet satisfaction data indicated subjects were satisfied with 19 of 20 facets. These findings for AACs were comparable to Caucasian mental health professionals in other research. A statistical analysis of demographic information revealed 2 significant associations that were related to the job satisfaction of AACs: the first association was subjects who were not planning to leave their profession were satisfied with their job, and the second significant relationship was subjects who experienced sexism at work were not satisfied with their job. Finally, recommendations were made for future research and for the counseling profession.

References

Adams, G. A., King, L. A., & King, D. W. (1996). Relationships of job and family involvement, family social support, and work-family conflict with job and life satisfaction. *Journal of Applied Psychology, 81*, 411-420.

Alreck, P. L., & Stettle, R. B. (1995). *The survey research handbook* (2nd ed.). Chicago: Irwin.

Ambrose, M. L., & Kulik, C. T. (1999). Old friends, new faces: Motivation research in the 1990s. *Journal of Management, 25*, 142-175, 231-292.

American Psychological Association. (1987). Resolutions approved by the National Conference on Graduate Education in Psychology. *American Psychologist, 42*, 1070-1084.

Anderson, W. T. (1982). *Job satisfaction among practicing school psychologists*. Unpublished Doctoral dissertation, Virginia Polytechnic and State University, Blacksburg, VA.

Anderson, W. T., Hohenshil, T. H., & Brown, D. T. (1984). Job Satisfaction among practicing school psychologist. *School Psychology Review, 13*(2), 225-230.

Andrew, J. D., Faubion, C. W., & Palmer, C. D. (2002). The relationship between counselor satisfaction and extrinsic job factors in state rehabilitation agencies. *Rehabilitation Counseling Bulletin, 45*(4), 223-232.

Atkinson, O., Morten, G., & Sue, D. W. (1993). *Counseling American minorities* (4th ed.). Dubuque, IA: William C. Brown Communications.

Bailey, D., Wolfe. D., & Wolfe, C. R. (1996). The contextual impact of social support across race and gender. Implications for African American women in the workplace. *Journal of Black Studies, 26,* 287-307.

Bandura, A. (1971). *Social learning theory*. Morristown, NJ: Prentice-Hall.

Barling, J., & MacEwen, K. E. (1988). A multitrait-multimethod analysis of four maternal employment role experiences. *Journal of Organizational Behavior, 9*, 335-344.

Bartell, A. P. (1981). Race differences in job satisfaction: A reappraisal. *Journal of Human Resources, 16*, 291-294.

Baruth, L. G., & Manning, L. M. (1991). *Multicultural counseling and psychotherapy: A lifespan perspective*. New York: Macmillan.

Bass, B. M., & Barrett, G. V. (1972). *Man, work and organizations: An introduction to industrial and organizational psychology*. Boston: Allyn and Bacon.

Benitez, T. (2001). New Gallup survey finds most employees content with their jobs: more than 40 percent are "somewhat happy" at work. *Incentive, 175*(11), 5.

Bennett, C. E. (1995). *The black population in the United States: March 1994 and 1993.* Washington, DC: Bureau of the Census.

Bergen, G., Aceto, R., & Chadziewicz, M. (1992). Job satisfaction of police psychologist. *Criminal Justice and Behavior, 19*(3), 314-329.

Berkowitz, L., Fraser, C., Treasure, F. P., & Cochran, S. (1987). Pay equity, job gratification, and comparisons in pay satisfaction. *Journal of Applied Psychology, 27*, 544-551.

Bernal, D., Snyder, D., & McDaniel, M. (1998). The age and job satisfaction relationship: Does it shape and strength still evade us? *Journal of Gerontology: Psychological Services, 53-B*(5), 287-293.

Betz, N. E. (1994). Basic issues and concepts in career counseling for women. In W. P. Walsh & S. N. Osipow (Eds.), *Career counseling for women* (pp. 1-41). Mahwah, NJ: Lawrence Erlbaum Association.

Birdi, K., Warr, P., & Oswald, A. (1995). Age differences in three components of employee well-being. *Applied Psychology: An International Review, 44*, 345-373.

Black, M. M., & Holden, E. W. (1998). The impact on productivity and satisfaction among medical school psychologists. *Journal of Clinical Psychology in Medical Settings, 5*(1), 117-131.

Blum, M. L. (1956). *Industrial psychology and its social foundations* (Rev. ed.). New York: Harper.

Bond, M. A., Punnett, L., Pyle, J. L., Cazeca, D., Cooperman, M. (2004). Gendered work conditions, health and work outcomes. *Journal of Occupational Health and Psychology*, *9*, 28-45.

Boothby, J. L., & Clements, C. B. (2002). Job satisfaction of correctional psychologists: implications for recruitment and retention. *Professional Psychology: Research and Practice, 33*(3), 310-315.

Brief, A. P. (1998). *Attitudes in and around organizations*. Thousands Oaks, CA: Sage.

Brief, A. P., & Roberson, L. (1989). Job attitude organization: An exploratory study. *Journal of Applied Social Psychology, 19*, 717-727.

Brown, M. B. (1992). *School psychologists' job satisfaction: Ten years later*. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg, VA

Brown, M. B., Hohenshil, T. H., & Brown, D. T. (1998). Job satisfaction of school psychologists in the United States. *School Psychologist International, 19*(1), 79-89.

Brown, R. E. (1997). African American school psychologists: Job satisfaction and

Graduate school recruitment and retention. *Dissertation Abstracts International, 61*, 038. (UMI No. 9965238)

Brush, D. H., Moch, M. K., & Pooyan, A. (1987). Individual demographic differences and job satisfaction. *Journal of Occupational Behaviour, 8*, 139-155.

Buffum, W. E., & Konick, A. (1982). *Diagnosing job satisfaction in mental health institutions* (Report No. OMHMR-79-105). Columbus, OH: Ohio State Dept. of Mental Health and Mental Retardation. (ERIC Document Reproduction Service No. ED219695)

Capella, M. E., & Andrew, J. D. (2004). The relationship between counselor job satisfaction and consumer satisfaction in vocational rehabilitation. *Rehabilitation Counseling Bulletin*, *47*, 205-214.

Carr, P. L., Ash, A. S., Friedman, R. H., Szalacha, L., Barnett, R. C., Palepu, A., & Moskowitz, M. M. (2000). Faculty perceptions of gender discrimination and sexual harassment in academic medicine. *Academia and Clinic*, *132*, 889-896.

Capuzzi, D., & Gross, D. R. (1997). *Introduction to the counseling profession*. (2nd ed.). Boston: Allyn and Bacon.

Carroll, J. (2004). *Workers satisfied with coworker relationships, workplace safety*. Retrieved October 12, 2004, http://web.lexis-nexis.comezproxy.lib.vt.edu

Carsten, J. M., & Spector, P. E. (1987). Unemployment, job satisfaction, and employee turnover: a meta-analytic test of the Murchinsky model. *Journal of Applied Psychology*, *72*, 374-381.l

Coll, K. M., & Freeman, B. (1997). Role conflict among elementary school counselors: A national comparison with middle and secondary school counselors. *Elementary School Guidance & Counseling, 31*, 251-261.

Cook, J. D., Hepworth, S. J., Wall, T. D., & War, P. T. (1982). *The experience of work*. San Diego, CA: Academic Press.

Cose, E. (2003, March 3). The black generation gap. *Newsweek*, *141*(9), 48-51.

Cox, T. H., Lobel, S. A., & McLeod, P. L. (1991). Effects of ethnic group cultural differences on cooperative and competitive behavior on a group task. *Academy of Management Journal, 34*, 827-847.

DeMato, D. S. (2001). *Job satisfaction among elementary school counselors in Virginia: Thirteen years later*. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg, VA.

DeMato, D. S., & Curcio, C. C. (2004) Job satisfaction of elementary school counselors: A new look. *Professional School Counseling, 7*(4), 236-245.

Dillman, D. A. (2000). *Mail and internet surveys: The tailored design method*. (2nd ed.). New York: John Wiley & Sons

Dolliver, M. (2004). Workers are surprisingly satisfied, though they have their complaints. *Adweek*, *45*, 36. Retrieved September 25, 2004, http://proquest.umi.com.ezproxy.lib.vt.edu:8080/pqdweb

Duffy, M. K., Ganster, D. C., & Shaw, J. D. (1998). Positive affectivity and negative outcomes: The role of tenure in job satisfaction. *Journal of Applied Psychology, 83*(6), 950-959.

Edwards, J. E., Thomas, M. D., Rosenfeld, P., & Kewley-Booth, S. (1997). *How to conduct organizational surveys: A step-by-step guide.* Thousands Oaks: Sage.

Evans, W., & Hohenshil, T. H. (1997). Job satisfaction of substance abuse counselors. *Alcoholism Treatment Quarterly, 15*(2), 1-14.

Ferrell, S. W., Morgan, R. D., & Winterowd, C. L. (2000). Job satisfaction of mental health professionals providing group therapy in state correctional facilities. *International Journal of Offender Therapy and Comparative Criminology, 44*(2), 232-241.

Freud, S. (1922). *Beyond the pleasure principle*. London: The International Psychoanalytical Press.

Fullerton, H. N., Jr., & Toossi, M. (2001). Labor force projections to 2010: Steady Growth and changing composition. *Monthly Labor Review, 124*(11), 21-38. Retrieved March 13,2003, from http://ww.b/s. gov/opub/mlr/2001/11/art2.exc.htm

Gallup Poll (2002, August). *Most workers satisfied with their jobs: Little change from last year*. Retrieved September 23, 2003 from http//www.gallup.com/subscription/?m=f&c_id=11929

Glick, W. H., Jenkins, G. D., & Gupta, N. (1986). Method versus substance: How strong are underlying relationships between job characteristics and attitudinal outcomes? *Academy of Management Journal*, *29*, 441-464.

Gold, R. S., Webb, L. J., & Smith, J. K. (1982). Racial differences in job satisfaction among white and black mental health employees. *The Journal of Psychology, 111*, 255-261.

Greenberg, J. (1999) *Managing behavior in organizations* (2nd ed.) Upper Saddle River, NJ: Prentice Hall.

Greenberg, J. (2005) *Managing behavior in organizations* (3rd ed.) Upper Saddle River, NJ: Prentice Hall.

Greenberg, J., & Baron, R. A. (1993). *Behavior in organizations* (4th ed.). Needham Heights, MA: Allyn and Bacon.

Greenberg, J., & Baron, R. A. (1995). *Behavior in organizations* (5th ed.). Needham Heights, MA: Allyn and Bacon.

Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race on organizational experiences, job performance evaluations, and career outcomes. *Academy of Management Journal*, *33*, 64-86.

Griffin, R. W. (1991). Effects of work design on employee perceptions, attitudes, and behaviors: A long-term investigation. *Academy of Management Journal*, *34*, 425-435.

Gutek, B. A. (2001). Women and paid work. *Psychology of Women Quarterly, 25*, 379-393.

Hackman, J. R., & Oldman, G. R. (1976). Motivation through the design of work: Test of theory. *Organizational Behavior and Human Performance*, *16*, 250-279.

Halloran, J., & Benton, D. (1987). *Applied human relations* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Hawks, K. M. (1997). Personal reflections on a career in correctional psychology. *Professional Psychology: Research and Practice, 28*(4), 335-337.

Henersen, M. E., Morris, L. L., & Fitz-Gibbon, C. T. (1978). *How to measure attitudes*. Beverly Hills, CA: Sage.

Herzberg, F., Mausner, B., Peterson, R., & Capwell, D. (1957). *Job attitudes: Review of research and opinion*. Pittsburgh, PA: Psychological Services.

Holstein. A. J., & Gubrium J. F. (Eds.). (2003). *Inside interviewing: New lenses, new concerns.* Thousands Oaks: Sage.

Hocker, C. (2004). Worst labor market for black professionals in 25 years. *Black Enterprise, 34*(10), 26.

Hom, P. W., & Kinicki, A. J. (2001). Toward a greater understanding of how dissatisfied drives employee turnover. *Academy of Management Journal, 44*, 975-988.

Hoppock, R. (1977). *Job satisfaction*. New York: Harper Brothers.

Huberty, T. J., & Huebner, E. S. (1988). A national survey of burnout among school psychologists. *Psychology in the Schools, 25*, 54-61.

Hulin, C. L., & Smith, P. C. (1964). Sex differences in job satisfaction. *Journal of Applied Psychology, 48*, 88-92.

Jaeger, R. M., & Tesh, A. S. (1989). *Professional satisfaction and dissatisfaction among practicing counselors: Implications for counselor education*. (Report No. R/T-143-S/C-150). San Francisco, CA: Research/Technical (143) Speeches/.Conference Papers 150. (ERIC Document Reproduction Service No. ED306532)

Janet, P. (1907). *The major symptoms of hysteria*. New York: Macmillian

Jayaratne, S. (1993). The antecedents, consequences, and correlates of job satisfaction. In R. T. Golembiewski (Ed.), *Handbook of organizational behavior* (pp.111-140). New York: Marcel-Dekker.

Jepson, D. A., & Hung-Bin, S. (2003). General job satisfaction from a developmental perspective: Exploring choice—job matches at two career stages. *The Career Development Quarterly*, *52*(2), 162-179.

Jerrell, J. M. (1984). Boundary-spanning functions served by the rural psychologist. *Journal of School Psychology*, *22*, 259-271.

Jewell, L. N. (1998). *Contemporary industrial/organizational psychology* (3rd ed.). Pacific Grove, CA: Brooks, Cole.

Jewell, L. N., & Siegall, M. (1990). *Contemporary industrial organizational psychology*

(2nd ed.). New York: West.

Jex, S. M. (2002). *Organizational Psychology*. New York: John Wiley & Sons.

Judge, T. A., & Church, A. H. (2000). Job satisfaction: Research and practice. In C. L. Cooper & E. A. Locke (Eds.), *Industrial and organizational psychology* (pp. 166-198). Malden, MA: USA.

Judge, T. A., Parker, S. K., Colbert, A. E., Heller, D., & Ilies, R. (2001). Job satisfaction: A cross-cultural review. In N. Anderson, D. S. Ones, H. K. Sinangil, & C. Viswesvaran (Eds.), *Handbook of industrial, work and organizational psychology*: *Vol. 2. Organizational Psychology* (pp. 21-46). London: Sage

Judge, T. A., & Watanabe, S. (1993). Another look at the job satisfaction—life satisfaction relationship. *Journal of Applied Psychology, 78*, 939-948.

Kabanoff, B. (1980). Work and nonwork: A review of models, methods, and findings. *Psychological Bulletin*, *88*, 60-77.

Kanfer, R. (1990). Motivation theory and industrial/organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology*: Vol. 1. (2nd ed., pp. 75-170). Palto Alto: CA: Consulting Psychologists Press.

Kanfer, R. (1992). Work motivation: New directions in theory and research. In C. L. Cooper & I. T. Robertson (Eds.), *International review of industrial and organizational psychology* (pp. 1-53). Chichester, UK: John Wiley.

Katzell, R., Ewen, R., & Korman, A. (1974). Job attitudes of black and white workers: Male blue-collar workers in six communities. *Vocational Behavior, 4*, 365-376.

Kets de Vries, M. F. R., Miller, D., Toulouse, J-M., Friesen, P., Boivert, M., & Theriault, R. (1984). Using the life cycle to anticipate satisfaction with work. *Journal of*

Forecasting, 3, 131-172.

Kidd, S. A. (2002). The role of qualitative research in psychological journals. *Psychological Methods*, *7*(1), 126-138.

Kirk, D. (1988). *Job satisfaction among elementary school counselors in Virginia*. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg, VA.

Kirkcaldy, B. D., & Cooper, C. L. (1993). The relationship between work stress and leisure style: British and German managers. *Human Relations, 46*, 669-680.

Klonoff, E. A., Landrine, H., & Campbell, R. (2000). Sexist discrimination may account for well known gender differences in psychiatric symptoms. *The Psychology of Women Quarterly, 24*(1), 93-99.

Kohout, J., & Wicherkski, J. (1999). *1997 doctorate employment survey. American Psychological Assoication.* Retreived October 12, 2004 from http://research.apa.org.des97content.html

Kramen-Kahn, B., & Hansen, N. D. (1998). Rafting the rapids: Occupational hazards, rewards, and coping strategies of psychotherapists. *Professional Psychology: Research & Practice, 29*(2), 130-134.

Kreis, K. (1983). *The relationship between job satisfaction and needs fulfillment among urban high school teacher* (Report No. UD022813). Paper presented at the annual meeting of the American Educational Research association. (ERIC Document Reproduction Service No. ED230656)

Labuschagne, A. (2003, March). Qualitative research- airy fairy or fundamental? *The Qualitative Report, 8*(1). Retrieved October 10, 2003 from http://www.nova.edu/sss/QR/QR8-1/labuschagene.html

Lambert, S. J. (1990). Processes linking work and family: A critical review and research agenda. *Human Relations, 43*, 239-257.

Landy, F. J. (1978). An opponent process theory of job satisfaction. *Journal of Applied Psychology*, *63*, 533-547.

Landy, F. J. (1980). *Psychology of work behavior* (Rev. ed.). Homewood, IL: Dorsey.

Landy, F. J. (1989). *Psychology of work behavior* (4th ed.). Pacific Grove, CA: Brooks, Cole.

Lash, S. J., Copenhaver, M. M., & Eisler, R. M. (1998). Masculine gender-role stress and substance abuse among substance-dependent males. *Journal of Gender, Culture, and Health*, *3*, 183-191.

Lawler, E. E., III. (1973). *Motivation in work organizations*. Pacific Groves, CA: Brooks and Cole.

Lawler, E. E., III. (1981). *Pay and organization development*. Reading, PA: Addison-Wesley.

Lee, R., Mueller, L. B., & Miller, K. J. (1981). Sex, wage-earner status, occupational level, and job satisfaction. *Journal of Vocational Behavior, 18*(3)*,* 362-373.

Lee, W. M. L. (1999). *An introduction to multicultural counseling*. Philadelphia: Accelerated Development.

Levinson, E. M. (1983). *Job satisfaction among school psychologist in the commonwealth of Virginia*. Unpublished doctoral dissertation, Virginia

Polytechnic Institute and State University, Blacksburg, VA.

Liou, K., Sylvia, R. D., & Brunk, G. (1990). Non-work factors and job satisfaction revisited. *Human Relations*, *43*, 77-89.

Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp.1297-1349). Chicago: Rand McNally.

May, B., Lau, R., & Johnson, S. (1999). A longitudinal study of quality of work-life and business performance. *South Dakota Business Review*, *58*, 4-9.

Maynard, M. (1986). Measuring work and support network satisfaction. *Journal of Employment Counseling*, *23*, 9-19.

McCowan, W., & Johnson, J. (1990). Academic affiliation and career satisfaction among private practitioner. *Psychotherapy in Private Practice, 8*(3), 55-68.

McDavis, R. J., Parker, W. M., & Parker, W. J. (1995). Counseling African Americans. In N. A. Vacc, S. B. DeVaney, & J. Wittmer. (Eds.), *Experiencing and counseling multicultural and diverse populations* (3rd ed., pp. 217-250). Bristol, PA: Accelerated Development.

McGregor, D. (1960). *The human side of enterprise*. New York: McGraw-Hill.

McGuire, W. J. (1985). Attitudes and attitude change. In G. Lindzey & E. Aronson (Eds.), *Handbook of social psychology* (3rd Ed.). (Vol. 2, pp. 233-346). New York: Rand House.

McNelly, R. L. (1989). Race and job satisfaction in human service employment. *Administration in Social Work*, *13*, 75-94.

McNelly, R. L., Sapp, M., & Daly, A. (1998). Ethnicity, gender, earnings, occupational rank, and job satisfaction in the public social services: What do workers say? In

A. Daly (Ed.), *Work place diversity & perspectives* (pp. 144-165). Washington, DC: National Association of Social Workers.

Merriam, S. B. (1998). *Qualitative research and case study applications in education* (2nd ed.). San Francisco: Jossey-Bass.

Miceli, M. P., & Lane, M. C. (1991). Antecedents of pay satisfaction: A review and extension. In K. Rowland & G. R. Ferris (Eds.), *Research in organizational behavior* (Vol. 9, pp. 235-309). Greenwich, CT: JAI Press.

Milutinovich, J. S. (1997). Black-white differences in job satisfaction, group cohesiveness, and leadership style. *Human Relations, 30*(12), 1079-1087.

Mobley, W. H., Griffeth, R. W., Hand, H. H., & Meglino, B. M. (1979). Review and conceptual analysis of the employee turnover process. *Psychological Bulletin*, *86*, 493—522.

Moch, M. E. (1980). Racial differences in job satisfaction: Testing four common explanations. *Journal of Applied Psychology*, *65*, 299-306.

Muchinsky, P. M. (2000). *Psychology applied to work: An introduction to industrial and organizational psychology* (6th ed.). Belmont, CA: Wadsworth.

Muliawan, H., & Kleiner, B. H. (2001). African American perception of sexual harassment. *Equal Opportunities International*, *20*, 53-59.

Murray, L. (1995). *Job satisfaction among elementary school counselors in Virginia: Seven years later. Unpublished doctoral dissertation.* Virginia Polytechnic Institute and State University, Blacksburg, VA.

Murrell, A. J., Olson, J. E., & Hanson-Frieze, I. (1995). Sexual harassment and gender discrimination: A longitudinal study of women managers. *Journal of Social Issues*, *51*, 139-149.

Nagayama. H., Gordon, C., & Maramba. G. C. (2001). In search of cultural: Diversity recent literature in cross-cultural and ethnic minority psychology. *Cultural Diversity and Ethnic Minority Psychology, 7*(1)*,* 12-26.

Near, J. P., Smith, C. A., Rice, R. W., & Hunt, R. G. (1984). A comparison of work and non-work predictors of life satisfaction. *Academy of Management Journal, 27*, 33-42.

Niemann, Y. F., & Dovidio, J. F. (1998). Relationship of solo status, academic rank, and perceived distinctiveness to job satisfaction of racial/ethnic minorities. *Journal of Applied Psychology, 83*(1), 55-71.

O'Neil, J. M., Helms, B., Gable, R., David, L., & Wrightsman, L. (1986). Gender role conflict scale: college men's fear of femininity. *Sex Roles*, *14*, 335-350.

Organ, D. W., & Near, J. P. (1985). Cognition vs. affect in measures of job satisfaction. *International Journal of Psychology, 20*, 241-253.

Pedhazur, E. J., & Schmelkin, L. P. (1991). *Measurement, design, and analysis: An integrated approach*. Hillsdale, NJ: Lawrence Erlbaum.

Perlman, B., Hartman, E. A., & Theyel, P. (1979). *Job satisfaction and attitudes of professionals in two community mental health centers*. (Report No.CG013692). New Orleans, LA: Research/Technical (143) Speeches/Conference Papers 150. (ERIC Reproduction Service No. ED174901)

Peterson, J. V., & Ninseholz, B. (1999). *Orientation to counseling* (4th ed.). Boston: Allyn and Bacon.

Pierce, R. A. (2001). *The relationship between childhood victimization, social support, psychological distress, job satisfaction, and burnout among mental health*

professionals. Unpublished master's thesis, Radford University, Radford, VA.

Pogrebin, M. R., & Poole, E. D. (1997). The sexualized work environment: a look at women jail officers. *The Prison Journal, 77*(1), 41-55.

Porter, L. W. (1962). Job attitudes in management: I perceived deficiencies in need fulfillment as a function of job level. *Journal of Applied Psychology, 46*, 375-384.

Rhodes, J. (1993). *Job satisfaction among Virginia school psychologists: A 10-year follow-up comparison to a national sample*. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg, VA.

Rice, R. W., Phillips, S. M., & McFarlin, D. B. (1990). Multiple discrepancies and pay satisfaction. *Journal of Applied Psychology, 75*, 386-393.

Robinson, D. T., & Schwartz, J. P. (2004). Relationship between gender role conflict and attitudes toward women and African Americans. *Psychology of Men & Masculinity, 5*, 65-71

Roethlisberger, F. J., & Dickson, W. J. (1939). *Management and the worker, an account of a research program conducted by the Western Electric Company, Hawthorne Works*. Cambridge, MA: Harvard.

Rynes, S., & Barber, A. (1990). Applicant attraction strategies: An organizational perspectives. *Academy of Management Review, 15*, 286-310.

Saal, F. E., & Knight, P. A. (1995). *Industrial/organizational psychology* (2nd ed.), Pacific Grove, CA: Brooks, Cole.

Salancik, G. R., & Pfeffer, J. (1978). A social information processing approach to job attitudes and task design. *Administrative Science Quarterly, 23*, 224-253.

Salant, P. S., & Dillman, D. A. (1994). *How to conduct your own survey*. New York: John Wiley & Sons.

Sanchez, J. A. (1992). *A progress report on the research status of racial/ethnic populations in counseling and psychology*. (Report No. R/T-143 S/C-150). San Francisco, CA: Research/Technical-143 Speeches/Conference Papers-150. (ERIC Document Reproduction Service No. ED346371)

Satcher, J., & McGhee, M. (1995). *Organizational commitment and job satisfaction among site agency rehabilitation counselors: Virginia*. (Report No. CG027203) (ERIC Document Reproduction Service No. ED398496)

Sauser, W. I., & York, C. M. (1978). Sex differences in job satisfaction: A re-examination. *Personnel Psychology*, *31*, 537-547.

Schaffer, R. H. (1953). Job satisfaction as related to need satisfaction in work. *Psychological Monograph*, *67*(14, Whole No. 364).

Schermerhorn, J. R., Hunt, J. G., & Osborn, R. N. (2000). *Organizational behavior* (7th ed.). New York: John Wiley & Sons.

Schneider, B. (1985). Organizational Behavior. *Annual Review of Psychology, 36*, 573-611.

Schroffel, A. (1999). How does clinical supervision affect job satisfaction? *The Clinical Supervisor, 18*(2), 91-105.

Schutt, R. K. (2001) *Investigating the social worlds: The process and practice of research* (3rd ed.). Thousands Oaks: Sage.

Schultz, D. P. (1982). *Psychology and industry today*. New York: Macmillan.

Segal, L. (1990). *Slow motion: Changing men*. New Brunswick, NJ: Rutgers University Press.

Seidman, I. (1998). *Interviewing as qualitative research* (2nd ed.). New York: Teachers College, Columbia.

Shaw, V. (1998). *Coping with sexual harassment and gender bias*. New York: Rosen Publishing Group.

Siegel, L., & Lane, I. M. (1982). *Personnel and organizational psychology*. Homewood, IL: Richard D. Irwin.

Simpson, G. (1984). The daughters of Charlotte Ray: The career development process during the exploratory and establishment stages of black women attorneys. *Sex Roles*, *11*, 113-139.

Smith, D. B., & Plant, W. T. (1982). Sex differences in the job satisfaction of university professors. *Journal of Applied Psychology*, *67*, 249-251.

Smith, R. R., & Sabatino, D. A. (1990). Roles and functions of psychologists in American correctional institutions. *Journal of Offender Rehabilitation, 16*, 163-174.

Solly, D. C. (1983). *An analysis of job satisfaction of school psychologists practicing in West Virginia*. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg, VA.

South, P. H. (1990). *Test of a model of job satisfaction for North Carolina school psychologists*. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg, Va.

Spector, P. E. (1985). Measurement of human service staff satisfaction: Development of the job satisfaction survey. *American Journal of Community Psychology, 13*, 693-713.

Spector, P. E., Dwyer, D. J., & Jex, S. M. (1988). Relation of job stressors to affective, health, and performance outcomes: A comparison of multiple data sources.

Journal of Applied Psychology, 73, 11-19.

Spector, P. E. (1996). *Industrial and organizational psychology*. New York: John Wiley & Sons.

Spector, P. E. (1997). *Job satisfaction*. Thousands Oaks, CA: Sage.

Spector, P. E. (2000). *Industrial & organizational psychology* (2nd ed.). New York: John Wiley & Sons.

Stanley, T. L. (2001). The joy of working: A new look at job satisfaction. [Electronic version]. *Supervision*, *62*(9), 3-6.

Staw, B. M., Bell, N. E., & Clausen, J. A. (1986). The dispositional approach to job attitudes: A lifetime longitudinal test. *Administrative Science Journal, 31*, 437-453.

Staw, B. M., & Ross, J. (1985). Stability in the midst of change: A dispositional approach to job attitudes. *Journal of Applied Psychology, 70*, 469-480.

Steers, R. M., Porter, L. M., & Bigley, G. A. (1996). *Motivation and leadership at work* (6th ed.). New York: McGraw-Hill.

Strauss, G. (1974). Job satisfaction, motivation and job design. In G. Strauss, R. Miles, C. Snow, & A. Tannenbaum (Eds.), *Organizational behavior: Research issues* (pp.19-55) Madison, WI: University, Industrial Relations Research Service.

Sue, D. W., & Sue, D. (1999). *Counseling the culturally different: Theory and practice* (3rd ed.). New York: John Wiley & Sons.

Sweeney, A. P. Hohenshil, T. H., & Fortune, J. C. (2002). Job satisfaction among employee assistance professionals: A national study. *Journal of Employment*

Counseling, 39(2), 50-60.

Sweeney, A. (2000). *Job satisfaction among employee assistance program professionals in the United States*. Unpublished doctoral dissertation, Virginia Tech, Blacksburg, VA.

Tang, T. L. (1993). *Factors related to turnover among mental health workers*. (Report No. R/T-143 S/C-150). Atlanta, GA: Research/Technical-143 Speeches/ Conference Paper-150. (ERIC Document Reproduction Service No. ED357313)

Taylor, F. W. (1911*). The principles of scientific management*. New York: Harper & Brothers.

Thomes, J. (2003). Changing career paths: from expert to novice. *Orthopedic Nursing, 22*(5), 332-334.

Trempe, J., Rigny, A. J., & Haccoun, R. R. (1985). Subordinate satisfaction with male and female mangers: Role of perceived supervisory influence. *Journal of Applied Psychology, 70*, 44-47.

Trice, A. D., & Tillapaugh, P. (1991). Children estimates of their parents' job satisfaction. *Psychological Reports, 69*, 63-66.

Tuch, S. A., & Martin, J. K. (1991). Race in the workplace: Black/white differences in the sources of job satisfaction. *The Sociological Quarterly, 32*(1), 103-116.

Turner, C. T., & Kramer, B. M. (1995). Connections between racism and mental health. In C. V. Willie, P. R. Rieker, B. M. Kramer, & B. S. Brown (Eds.), *Mental health, racism, and sexism* (pp.18-45). Pittsburgh: University of Pittsburgh Press.

U.S. Census Bureau. (2000). *Projections of the resident population by race, Hispanic origin and nativity: Middle series, 1999 to 2100.* Retrieved July 22, 2002, from http://www.census.gov/population/www/projections/natsum-T5.html.

U.S. Center for Mental Health Services. (2000). *Mental health practitioners and trainees*. Retrieved March 3, 2002, from http://www.mentalhealth.org/publications/allpubs/SMA01-3537chapter20.asp.

U. S. Department of Labor. (2001). *2000-2010 employment projections*. Retrieved March 13, 2003, from http://ftp.bls.gov/pub/news.release./History/ecopro.12032001.news

U.S. Department of Labor. (2002). *A profile of the working poor, 2000*. Retrieved April 26, 2003, from http://www.bls.gov/cps/cpswp2000.htm

U.S. Department of Labor. (2003). *Characteristics of the unemployed*. Retrieved April 26, 2003, from http://stats.bls.gov/cps/home.htm#charunem

U. S. Department of Labor. (2004). *Employment situation summary*. Retrieved October 26, 2004, from http://stats.bls.glv/news.relaease/empsit.nr0.htm

U. S. Immigration and Naturalization Service. *(1999). Statistical yearbook*. Washington, D. C: Government Printing Office.

U.S. Surgeon Generals Report. (2001). *Mental health: Culture, race, and ethnicity*. Retrieved March 3, 2002, from http://surgeongeneral.gov/library/mentalhealth/cre/resources5.asp

Van De Water, T. J. (1997). Psychology's entrepreneurs and the marketing of industrial psychology. *Journal of Applied Psychology, 82*, 486-499.

Vroom, V. H. (1964). *Work and motivation*. New York: Wiley.

Wade, J. C., & Brittan-Powell, C. (2001). Men's attitudes toward race and gender equity: the importance of masculinity ideology, gender-related traits, and reference group identity dependence. *Psychology of Men & Masculinity, 2*, 42-50.

Walfish, S., Moritz, J., & Stenmark, D. (1991). A longitudinal study of the career

satisfaction of clinical psychologist. *Professional Psychologist: Research and Practice, 22*(3), 253-255.

Walfish, S., Polifka, J. A., & Stenmark, D. E. (1985). Career satisfaction in clinical psychology: A survey of recent graduates. *Professional Psychology: Research and Practice, 16*(4), 576-580.

Wanous, J. P., & Zwany, A. (1977). A cross-sectional test of the need hierarchy. *Organizational Behavior and Human Performance, 18*, 78-97.

Weaver, C. N. (1998). Black white differences in job satisfaction: Evidence from 21 nationwide surveys. *Psychological Reports*, *83*, 1083-1088.

Weaver, C. N. (1980). Job satisfaction in the United States in the 1970s. *Journal of Applied Psychology, 65*, 364-367.

Weir, M. (1976). *Job satisfaction: Challenge and response in modern Britain*. Great Britain: William Collins & Sons.

Weiss, D. J., Dawis, R. V., England, G. W., & Lofquist, L. H. (1967). *Manual for the Minnesota satisfaction questionnaire.* Minneapolis, MN: The University of Minnesota Press.

Weiss, H. M., Nicholas, J. P., & Daus, C. S. (1999). An examination of the joint effects of affective experiences and job beliefs on job satisfaction and variations in affective experiences over time. *Organizational Behavior and Human Decision Processes, 78*, 1-24.

Witt, L. A., & Nye, L. G. (1992). Gender and the relationship between perceived fairness of pay or promotion and job satisfaction. *Journal of Applied Psychology, 77*, 910-917.

Wofford, J. C. (1971). The motivational basis of job satisfaction and job performance.

Personnel Psychology, 24, 501-518.

Wooten, L. P., & Finley-Hervey, J. (2003). *Organizational-level investments in human resource management: Linking the preferences of African-American employees to workplace behaviors and feelings*. Manuscript submitted for publication.

Wright, P., Ferris, S. P., Hiller, J. S., & Kroll, M. (1995). Competitiveness through management of diversity: Effects on stock price valuation. *The Academy of Management Journal, 38*(1), 272-287.

Wright, P. L. (1990). Teller job satisfaction and organization commitment as they relate to career orientation. *Human Relations, 43*, 369.

Xu, W., & Leffler, A. (1996). Gender and race effects on occupational prestige, segregation, and earnings. In E. Ngan-Ling Cow, D. Wilkinson, & M. Baca Zinn (Eds.), *Race, Class, and Gender: Common Bonds, Different Voices* (pp. 107-124). Thousand Oaks, CA: Sage.

APPENDIX A

Responses to ethnic background

Appendix A

Responses to “How does the ethnic background of your clients affect your job satisfaction?”

Responses	Number
Does not affect job satisfaction	45
Makes the job interesting and rewarding	19
Satisfied with the opportunity to work with AA and other minorities.	17
Challenge to address diversity issues	06
Want more client diversity	06
Has minimal affect on job satisfaction	03
Total	96

APPENDIX B

Reasons for leaving current job

Appendix B

Reasons given for leaving current job within 5 years.

Explanations	Number
Retirement	36
Moving or relocating	9
Promotion or advancement	9
Salary issues	8
New job	5
Personal growth & opportunities	4
Administrative conflicts	1
Jobs is no longer challenging	1
Marriage	1
Job dissatisfaction	1
Start own business	1
Full-time employment	1
Conduct research	1
Job eliminated	1
Job instability	1
Assigned extra job duties	1
Total	72

APPENDIX C

Reasons for leaving profession

Appendix C

Explanations given for leaving the profession within the next five years.

Responses	Number	% Total
Retirement	21	77.8
Salary	2	7.4
Undecided	1	3.7
Career change	1	3.7
Become an administrator	1	3.7
Do clinical work	1	3.7
Totals	27	100

APPENDIX D

Choosing a profession again

Appendix D

Reasons given for not choosing counseling as a career profession again.

Explanations	Number
Salary	8
Pursue other career goals	5
Paperwork	2
Stress levels	1
Problems in the profession	1
Limited employment opportunities	1
Would not work in public schools	1
Lack of respect for counselors	1
Total	20

APPENDIX E

Barriers to job satisfaction

Appendix E

Responses to "Please list any barriers that hinder your present job satisfaction."

Responses	Number
Low salary	20
Workload/non-job related activities	19
Administrators who do not understand counselors' role or clients' needs	12
Lack of respect from supervisor	11
No opportunities for advancement	8
Too much paperwork	8
No barriers	7
Poor facilities/lack of supplies	7
Conflicts with third party payers	7
Racism/prejudices	5
Irresponsible staff/coworkers	5
Politics on job and conflicts with policies & procedures	5
Funding Issues	4
Noncooperative clients	3
Low morale	2
Job stress	2
Inability to make friends	1

Appendix E

Barriers Continued

Responses	Number
Job Demands	1
Poor Supervision	1
Budget issues	1
Language barriers	1
Commute to work	1
Insensitivity to minorities	1
Unfunded mandates	1
Total	133

APPENDIX F

Factors contributing to job satisfaction

Appendix F

Responses to “Please list any positive factors that contribute to your present job satisfaction.”

Responses	Number
Working with clients	77
Autonomy	29
Supportive coworkers	16
Supportive administration	10
Work schedule	6
Professional development	6
Skill utilization	6
Ethnic diversity	4
Facility	3
Salary	1
Resource to the agency	1
Work variety	1
Total	170

APPENDIX G

Racism and job satisfaction

Appendix G

Explanations given regarding how racism affected present job satisfaction.

Reasons	Number
Overt and subtle acts of racism	15
Few AAs employed in the field	13
Coworkers who lack an understanding of AAs	5
Unfair reimbursement policies directed at AA providers	2
Overlooked for promotions	2
Constant need to prove competency	1
Total	38

Note. Fifty-five subjects indicated racism had affected their current job satisfaction, but only 38 subjects provided and explanation regarding how racism affected their current job.

APPENDIX H

Sexism and job satisfaction

Appendix H

Explanations given regarding how sexism has affected current job satisfaction.

Responses	Number
Lack of females in authority	8
Males are valued and rewarded more than females	3
Sexist comments	2
Females have limited job opportunities	2
Excluded from information network (male)	1
Males get certain cases	1
Low salary	1
Total	18

Note. Twenty-seven subjects indicated sexism had affected their current job satisfaction, but only 18 subjects provided and explanation regarding how sexism affected their current job.

APPENDIX I

Issues contributing to job satisfaction

Appendix I

Responses to the query "indicate any other issues that contribute to your overall job satisfaction."

Responses	Number
Coworkers	13
Job itself	8
Work autonomy	8
Flexible work schedule	8
Counseling is religiously fulfilling	7
Job benefits & professional development	5
Positive relationship with supervisor	4
Opportunity to train counselors	3
Ability utilizations	3
Own private practice	2
Commute to work	1
Variety of work	1
Optimistic attitude	1
Client diversity	1
Salary	1
Total	65

APPENDIX J

Date Information Form

DATE INFORMATION FORM

1. Please indicate your gender: ____Male ____Female
2. Please indicate your age: _____
3. What is your marital status:_____
4. Please indicate the highest degree you have obtained:
   ____Associate Degree
   ____Bachelors Degree
   ____Masters Degree
   ____Doctoral Degree
5. Please indicate your major (psychology, counseling, social work, etc) in
   Undergraduate School_____

   Graduate School_____
6. Did you receive your graduate degree from a CACREP (Council for Accreditation of Counseling and Related Educational Program) program: _____Yes or No_____

7. Please list all professional licenses you hold:

   _____
8. How many years have you been licensed as a counselor: _____
9. Please list all professional certifications you hold:

   _____

10. What is your current job title:_____
11. Indicate if you are presently employed:___Full-time or Part-time___
12. Please indicate your current job setting (e.g., community mental health agency, college counseling center, private practice, etc):_____
13. How many clients do you see per week:_____
14. What is your best estimate of the percentage of clients you see from each of the following ethnic groups:

Ethnic Groups	**Percent**
African American	_____
Asians	_____
Caucasians	_____
Hispanics	_____
Native Americans	_____
Other	_____
Total	**100%**

15. How does the ethnic background of your clients affect your job satisfaction?
    (Use the back of this form to complete your answer, if necessary)

16. How many years of counseling experience do you have_____

17. What is your best estimate of the percentage of time you spend conducting the following job activities each week:

Area	**Percent**
Individual Counseling	_____
Group Counseling	_____
Intake/Assessment	_____
Training	_____
Administrative Duties	_____
Paperwork/Reports	_____
Consultation	_____
Presentations	_____
Other (indicate_____)	_____
Total	**100%**

18. Please indicate the number of years you have been employed at your current job:_____
19. What is your annual salary at your present job: _____

20. Do you plan to leave your present job within the next five years:
    _____No
    _____Yes: Indicate why_____

21. Do you plan to leave the profession within the next five years:
    _____No
    _____Yes: Indicate why_____

22. Knowing what you know now, if you had the chance to start your career over, would you again choose counseling as your career profession?
    _____Yes
    _____No: Indicate why_____

23. Please list any barriers that hinder your present job satisfaction (use the back of this form to complete your answer, if necessary).

24. Please list any positive factors that contribute to your present job satisfaction (use the back of this form to complete your answer, if necessary).

25. Has racism affected your present job satisfaction?
    _____No
    _____Yes: Please explain_____
    use the back of this form to complete your answer, if necessary
26. Has sexism affected your present job satisfaction?
    _____No
    _____Yes: Please explain_____
    use the back of this form to complete your answer, if necessary

27. Overall, how satisfied are you with your present job? Please check only one response.

____Very Satisfied
____Satisfied
____Dissatisfied
____Very Dissatisfied

28. Please indicate any other issues that contribute to your overall job satisfaction.

APPENDIX K

Minnesota Satisfaction Questionnaire

Modified Minnesota Satisfaction Questionnaire

INSTRUCTIONS

The purpose of this questionnaire is to give you, and other African-American Counselors, the opportunity to tell how you feel about your present job.

On the basis of your responses and those of others, we hope to get a better understanding of the things African-American counselors like and dislike about their jobs.

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

Read each statement carefully

Decide how satisfied you feel about the aspects of your job described by the statement

Keeping that statement in mind:

> If you feel that your job gives you more than you expected, check the blank under "VS" (Very Satisfied).
>
> If you feel that your job gives you what you expected, check the blank under "S" (Satisfied).
>
> If you feel that your job gives you less than you expected, check the blank under "DS" (Dissatisfied).
>
> If you feel that your job gives you much less than you expected, check the blank under "VDS" Very Dissatisfied).

REMEMBER, KEEP THESE STATEMENTS IN MIND WHEN DECIDING HOW SATISFIED YOU FEEL ABOUT THAT ASPECT OF YOUR JOB.

Do this for all statements. Please answer all questions.

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

QUESTIONS BEGIN ON THE BACK OF THIS FORM.

Copyright 1977, Vocational Psychology Research, University of Minnesota. Reproduced by Permission.

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

VS means I am very satisfied with this aspect of my job.
S means I am satisfied with this aspect of my job.
DS means I am dissatisfied with this aspect of my job.
VDS means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about…	VS	S	DS	VDS
1. The chance to be of service to others……	___	___	___	___
2. The chance to try out some of my own ideas……...	___	___	___	___
3. Being able to do the job without feeling it is morally wrong	___	___	___	___
4. The chance to work by myself……..	___	___	___	___
5. The variety of work……..	___	___	___	___
6. The chance to have others look to me for direction……...	___	___	___	___
7. The chance to do the kind of work that I do best…….	___	___	___	___
8. The social position in the community that goes with the job	___	___	___	___
9. The policies and practices toward employees of this agency	___	___	___	___
10. The way my supervisor and I understand each other……..	___	___	___	___
11. My job security……	___	___	___	___
12. The amount of pay for the work I do……	___	___	___	___
13. The physical working conditions (heating, lighting, etc) in the position……..	___	___	___	___
14. The opportunities for advancement in this position…….	___	___	___	___
15. The technical "know-how" of my supervisor……...	___	___	___	___
16. The spirit of cooperation among my co-workers…….	___	___	___	___
17. The chance to be responsible for planning my work……	___	___	___	___
18. The way I am noticed when I do a good job……	___	___	___	___
19. Being able to see the results of the work I do……..	___	___	___	___
20. The chance to be active much of the time…….....	___	___	___	___
21. The chance to be of service to people……..	___	___	___	___

Please Continue

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

VS means I am very satisfied with this aspect of my job.
S means I am satisfied with this aspect of my job.
DS means I am dissatisfied with this aspect of my job.
VDS means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about…	VS	S	DS	VDS
22. The chance to do new and original things on my own……	___	___	___	___
23. Being able to do things that don't go against my religious beliefs……..	___	___	___	___
24. The chance to work alone on the job……	___	___	___	___
25. The chance to do different things from time to time……	___	___	___	___
26. The chance to tell other staff members how to do things….	___	___	___	___
27. The chance to do work that is well-suited to my abilities…	___	___	___	___
28. The chance to be "somebody" in the community……	___	___	___	___
29. My agency's (job) policies and the way in which they are administered……	___	___	___	___
30. The way my supervisor handles employees…….	___	___	___	___
31. The way my job provides for a secure future……	___	___	___	___
32. The chance to make as much money as my friends……..	___	___	___	___
33. The physical surroundings where I work…….	___	___	___	___
34. The chance of getting ahead in this position……	___	___	___	___
35. The competence of my supervisor in making decisions…	___	___	___	___
36. The chance to develop close friendships with my coworkers	___	___	___	___
37. The chance to make decisions on my own……..	___	___	___	___
38. The way I get full credit for the work I do……..	___	___	___	___
39. Being able to take pride in a job well done…….	___	___	___	___
40. Being able to do something much of the time……	___	___	___	___
41. The chance to help others……	___	___	___	___

Please Continue on the Back

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

VS means I am very satisfied with this aspect of my job.
S means I am satisfied with this aspect of my job.
DS means I am dissatisfied with this aspect of my job.
VDS means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about…	VS	S	DS	VDS
42. The chance to try something different……...	___	___	___	___
43. Being able to do things that don't go against my conscience	___	___	___	___
44. The chance to be alone on the job……..	___	___	___	___
45. The routine in my work……...	___	___	___	___
46. The chance to supervise people……	___	___	___	___
47. The chance to make use of my best abilities……	___	___	___	___
48. The chance to rub elbows with important people……	___	___	___	___
49. The way employees are informed about agency's policies	___	___	___	___
50. The way my supervisor backs employees up with the administration……	___	___	___	___
51. The way my job provides for steady employment ……	___	___	___	___
52. How my pay compares with that for similar positions in other counseling agencies……...	___	___	___	___
53. The pleasantness of the working conditions……...	___	___	___	___
54. The promotions are given out in this position……	___	___	___	___
55. The way my supervisor delegates work to staff members	___	___	___	___
56. The friendliness of my co-workers…….	___	___	___	___
57. The chance to be responsible for the work of others…….	___	___	___	___
58. The recognition I get for the work I do……..	___	___	___	___
59. Being able to do something worthwhile…….	___	___	___	___
60. Being able to stay busy……..	___	___	___	___
61. The chance to do things for other people……...	___	___	___	___

Please Continue

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

VS means I am very satisfied with this aspect of my job.
S means I am satisfied with this aspect of my job.
DS means I am dissatisfied with this aspect of my job.
VDS means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about…	VS	S	DS	VDS
62. The chance to develop new and better ways to do the job	___	___	___	___
63. The chance to do things that don't harm other people…..	___	___	___	___
64. The chance to work independently of others……..	___	___	___	___
65. The chance to do something different every day……	___	___	___	___
66. The chance to tell people what to do……..	___	___	___	___
67. The chance to do something that makes use of my abilities	___	___	___	___
68. The chance to be important in the eyes of others……	___	___	___	___
69. The way agency's policies are put into practice…….	___	___	___	___
70. The way my supervisor takes care of complaints brought up by employees……	___	___	___	___
71. How steady my job is…….	___	___	___	___
72. My pay and the amount of work I do…….	___	___	___	___
73. The physical working conditions of the job……	___	___	___	___
74. The chances for advancement in this position……..	___	___	___	___
75. The way my supervisor provides help on hard problems	___	___	___	___
76. The way my co-workers are easy to make friends with….	___	___	___	___
77. The freedom to use my own judgment……..	___	___	___	___
78. The way they usually tell me when I do my job well…..	___	___	___	___
79. The chance to do my best at all times……..	___	___	___	___
80. The chance to be "on the go" all the time……	___	___	___	___
81. The chance to be of some small service to other people	___	___	___	___

Please Continue on the Back

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

VS means I am very satisfied with this aspect of my job.
S means I am satisfied with this aspect of my job.
DS means I am dissatisfied with this aspect of my job.
VDS means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about…	VS	S	DS	VDS
82. The chance to try my own methods of doing the job……	___	___	___	___
83. The chance to do the job without the feeling I am cheating anyone……...	___	___	___	___
84. The chance to do work away from others……..	___	___	___	___
85. The chance to do many different things on the job……	___	___	___	___
86. The chance to tell others what to do……..	___	___	___	___
87. The chance to make use of my abilities and skills…….	___	___	___	___
88. The chance to have a definite place in the community…..	___	___	___	___
89. The way the agency treats its employees……..	___	___	___	___
90. The personal relationship between any supervisor and his/her employees……	___	___	___	___
91. The way layoffs and transfers are avoided in my job…..	___	___	___	___
92. How my pay compares with that of other counselors….	___	___	___	___
93. The working conditions……..	___	___	___	___
94. My chances for advancement…….	___	___	___	___
95. The way my supervisor trains employees……..	___	___	___	___
96. The way my co-workers get along with each other……	___	___	___	___
97. The responsibility of my job……..	___	___	___	___
98. The praise I get for doing a good job……...	___	___	___	___
99. The feeling of accomplishment I get from the job…….	___	___	___	___
100. Being able to keep busy all the time……	___	___	___	___

APPENDIX L

Correspondence

January 23, 2004

University of Minnesota
Department of Psychology
Elliott Hall, 75 East River Road
Minneapolis, Minnesota 55455-0344

1926 Leatherwood Lane C-2
Bluefield, VA 24605

Dear Dr. Weiss:

I am a doctoral student at Virginia Tech, Blacksburg, Virginia. I would like to request your permission to modify and to use the long form of the Minnesota Satisfaction Questionnaire (MSQ) for my dissertation research, African American Counselors' Job Satisfaction. Enclosed is a copy of the modified MSQ I plan to use, which is the same modified MSQ utilized by Dr. Renia Brown and Dr. Doris DeMato in their dissertation research.

I plan to use 425 modified MSQ questionnaires, so let me know the cost associated with using this instrument, and please send me the MSQ manual. I intend to conduct this study within the next 3 weeks.

If you have questions or concerns regarding my research, please feel free to contact me. I can be contacted at my home address (listed above), work phone: 304-327-4016, or email: cjones@bluefieldstate.edu.

Sincerely,

Cravor Jones
Virginia Tech

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Department of Psychology
College of Liberal Arts

Elliott Hall
75 East River Road
Minneapolis, MN 55455-0344
612-625-4042
Fax: 612-626-2079

February 3, 2004

Cravor Jones
1926 Leatherwood Lane C-2
Bluefield, VA 24605

Dear Cravor Jones:

We are pleased to grant you permission to use 425 the Minnesota Satisfaction Questionnaire 1977 short form that you requested for your research. Enclosed please find an invoice for royalty fees of $.33 per copy.

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

Copyright 1977, Vocational Psychology Research
University of Minnesota. Reproduced by permission.

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

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

Sincerely,

Dr. David J. Weiss, Director
Vocational Psychology Research

1851 150 2001

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Department of Educational Leadership and Policy Studies

College of Human Resources and Education
East Eggleston Hall
Blacksburg, Virginia 24061-0302
(540) 231-5642 Fax: (540) 231-7845

March 1, 2004

Dear Mental Health Professional:

I am writing to request that you participate in an important study regarding African American counselors' job satisfaction. Cravor Jones, a graduate student at Virginia Tech, is conducting this research. The results will help the mental health profession understand the factors that contribute to the job satisfaction of African American counselors (AAC). But, more importantly, since the number of AACs in the profession is quite low, the findings will aid administrators in attracting and in keeping AACs in mental health. Your participation in this research is very critical.

Within the next week, you will receive a package that contains the Minnesota Satisfaction Questionnaire, a Date Information Form, and a return envelope. Please take a few minutes to fill out these forms and return them to Cravor Jones. All information you provide will be kept strictly confidential. If you have any questions about this study, please contact me at 540-231-9720.

I hope you will help Cravor in this important research. As an African American counselor himself, he has a special interest in the results of the study. Thank you for your time and cooperation.

Sincerely,

Thomas H. Hohenshil, Ph.D.
Professor of Counselor Education

A Land-Grant University—The Commonwealth Is Our Campus
An Equal Opportunity / Affirmative Action Institution

March 5, 2004

Dear Colleague:

As a minority counselor, you are a unique and valuable resource in mental health because there are so few African Americans employed in the profession. Mental health organizations have stated the importance of having African American counselors (AAC) in mental health, but employers seem confused about how to attract and to retain AAs in the profession. If mental health administrators knew the factors that contributed to your job satisfaction and job dissatisfaction, this information may help employers to recruit and to retain other AACs in the mental health profession. In addition, being an AAC myself, I am very interested in knowing the factors that contribute to the occupational satisfaction of other AACs. Therefore, I am asking you to participate in this important study of African American counselors' job satisfaction. For this study to be successful, your participation is critical, so PLEASE take a few minutes and respond to the questionnaires.

Enclosed you will find a copy of the Minnesota Satisfaction Questionnaire, a Date Information Form, and a return envelope. It should take no more than a half hour out of your day to complete these forms. All information you provide will be kept strictly confidential, and only group data will be released to the public. Please note that the return of the questionnaires will indicate your voluntary consent to participate in this research project.

In addition, if you return the questionnaires by March 22, 2004, your name will be entered into a random drawing for a $50 prize. On the outside of your return envelope is a tracking code. When you return your envelope and before it is opened, it will be noted that you have returned the materials. The tracking code will also allow your name to be entered into the random drawing but will maintain the anonymity of your responses. The random drawing and the mailing of the prize will take place approximately one week after the above deadline.
Remember, you should return all materials by March 22, 2004. If you have questions, contact me at 304-327-4016(w) or email me at cjones@bluefieldstate.edu. Thank you for your time and help.

Sincerely,

Cravor Jones
Doctoral Candidate
Virginia Tech

Dear Colleague,

Over a week ago, you should have received a package containing two questionnaires regarding your job satisfaction. This card is just a reminder to please fill out and return the questionnaires as soon as possible. If you have already returned the info, a big THANKS! But if you have **not,** postmark the return envelope by March 22, 2004.

Your participation in this research is very important because of the valuable knowledge you can provide regarding African American counselors' job satisfaction. If you need another package of questionnaires, contact me at 304-327-4016, e-mail: cjones@bluefieldstate.edu or mailing address: 1926 Leatherwood Lane C-2, Bluefield, VA 24605. Again, thanks and take care.

Cravor Jones.

March 25, 2004

1926 Leatherwood Lane C-2
Bluefield, VA 24605

Dear Colleague:

During the past three weeks, you should have received an information package from me regarding your job satisfaction. As of today, I have not received your questionnaires and. I very much would like to include your information [responses] in this study. Please fill out the questionnaires and return them to me. Your responses will provide valuable information to the mental health community. Furthermore, many of the questionnaires have not been returned, so your participation in this study becomes more imperative because I want the results to be representative of African American counselors. If you have recently completed and returned the questionnaires, Thank YOU!

Since the return rate of questionnaires has been low, I will extend the deadline for the $50 random drawing an additional two weeks. Please postmark the return envelope by April 12, 2004. The drawing for the $50 will be held approximately one week after the postmark date.

In case you have misplaced or lost the questionnaires, I have enclosed another package. Your personal information and responses will be kept confidential, but I will send you a copy of the group results upon your request. You can contacted me at 304-327-4016 or email me at cjones@bluefieldstate.edu with any questions or concerns. Thanks again for your help and cooperation.

Sincerely,

YOU STILL HAVE A CHANCE TO WIN

$ 50!

Cravor Jones

Please postmark the return envelope to me
by April 12, 2004

VITA

Cravor Jones
1926 Leatherwood Lane C-2
Bluefield, VA 24605

EDUCATION

Master of Arts in Psychology from Radford University, Radford,Virginia 1984

Bachelor of Arts in Psychology from Concord College, Athens, West Virginia, l98l

Certified to conduct forensic evaluations from the University of Virginia 1986

WORK EXPERIENCE

Director of Advising, Counseling, and Testing at Bluefield State College, Bluefield, WV (5-95 to Present)

Counselor for the Job Training Partnership Act Program at Bluefield State College, Bluefield, WV (4-90 to 5-95).

Adjunct Faculty at Bluefield State College in Bluefield, WV

Clinician at Mental Health Services of the New River Valley, Radford, VA (9-84 to 4-90)

Volunteer Service

Raft Community Crisis Center, Blacksburg, VA
Crisis phone counselor

Community Action of Southeastern West Virginia, Bluefield, WV
Board Member, Board Treasurer, and Vice President.