

JOB SATISFACTION AMONG OKLAHOMA
YOUTH SERVICES EMPLOYEES

By

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Bachelor of Arts

Harding University

Searcy, Arkansas

1980

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
May, 1984

Thesis
1984
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ACKNOWLEDGMENTS

My sincerest appreciation is extended to Dr. Beulah Hirschlein. Her continued friendship, guidance, and patience have contributed immeasurably to this research project and my professional development. Sincere thanks is also extended to Dr. Elaine Jorgenson and Dr. Margaret Callsen for their contributions as committee members throughout my master's program. A special thanks goes to Dr. Bill Warde for his assistance with the statistical procedures of this study.

For their constant encouragement and prayers, my gratitude and love are extended to Amy KeeSee, Ralph Lindsey, Angela Criswell, Carolyn Brink, and KelLee Parr. My special thanks and affection are extended endlessly to Tim Coburn for bearing with me through all of the trials and sharing the joys of the past year.

Finally, for always believing in me and for being my dearest friend, I express my unending thankfulness to and for my mother. This work is dedicated to Granddad and Uncle Clarence who, though they are no longer living, continue to influence my life by their examples of what life is really about.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Statement of Problem	1
Significance of Problem.	2
Objectives	3
Hypotheses	3
Limitations.	5
Definition of Terms.	5
Assumptions.	7
Summary.	8
II. REVIEW OF LITERATURE.	9
Job Satisfaction Defined	9
Two Content Theories of Job Satisfaction	11
Hierarchy of Needs Theory	12
Motivation-Hygiene Theory	13
Research Findings.	14
The Job Descriptive Index.	17
Development of the JDI.	17
Other Studies of Reliability and Validity	20
Youth Services Background.	21
History	21
Standards	23
Summary.	28
III. METHODOLOGY	30
Population and Sample Selection.	30
Instrument	31
Data Collection.	33
Analysis of Data	33
IV. RESULTS AND DISCUSSION.	35
Analysis of Variance	35
Ranking of Mean Score.	44
Summary.	44
V. SUMMARY AND RECOMMENDATIONS	48
Summary.	48
Recommendations for Further Study and Action	49

Chapter	Page
BIBLIOGRAPHY.	53
APPENDICES.	56
APPENDIX A - LETTER TO YOUTH SERVICES AGENCY DIRECTORS . . .	57
APPENDIX B - MEMBER AGENCIES OF OKLAHOMA ASSOCIATION OF YOUTH SERVICES WHO PARTICIPATED IN THIS STUDY	59
APPENDIX C - THE JOB DESCRIPTIVE INDEX	62
APPENDIX D - INVOICE ACKNOWLEDGING PERMISSION TO USE THE JOB DESCRIPTIVE INDEX	67
APPENDIX E - COVER LETTER.	69
APPENDIX F - FOLLOW-UP POSTCARD.	71

LIST OF TABLES

Table	Page
I. Distribution of Respondents by Demographic Characteristics.	32
II. F Values Obtained From Analysis of Variance.	36
III. Mean Scores on the Work Scale by Demographic Variables . .	38
IV. Mean Scores on the Pay Scale by Demographic Variables. . .	40
V. Mean Scores on the Promotions Scale by Demographic Variables.	42
VI. Mean Scores on the Supervision Scale by Demographic Variables.	43
VII. Mean Scores on the Co-Workers Scale by Demographic Variables.	45
VIII. Ranking of Job Descriptive Index Scales According to Raw Mean Scores.	46

CHAPTER I

INTRODUCTION

Statement of Problem

Satisfaction with one's work is a worthwhile goal in American society. This concept is supported by the fact that many studies have been conducted in the area of job satisfaction, mostly among business and industry. Employee satisfaction in any organization is considered to be an important part of how that organization functions (Russell, Lankford, and Grinnell, 1981). Locke (1976) states two reasons why job satisfaction is an important consideration:

1. It can be viewed as an end in itself, since happiness, after all, is the goal of life.
2. It can be studied because it contributes to other attitudes and outcomes (p. 1328).

A job is a complex interrelationship of tasks, roles, responsibilities, interactions, incentives, and rewards (Locke, 1976). As a result, studying satisfaction with the job requires analyzing the job's elements. This type of research is limited in the social services sector. Therefore, there is a need for further study in this area.

Awareness of employee satisfaction is relevant to managers of social services programs as they seek to reach organizational goals. According to Wilson (1976), a "good manager is an enabler of human resources" (p. 25). In a later publication, Wilson (1981) stated that one of the keys to getting the highest level of creativity and productivity from

employees is the "permission to be the best that we can be in the work that we do" (p. 13). With information about employee satisfaction, the manager can then make sound decisions about necessary changes in the job situation that will enable employees to do their work and ultimately lead to greater organizational effectiveness.

Significance of Problem

Satisfaction in one area of an individual's life can affect the satisfaction with other areas. Job satisfaction, then, may have many consequences. It can affect an individual's satisfaction with life, family, and self, and can be related to physical health, mental health, and behavior on the job (Locke, 1976). Therefore, information gained from a study of job satisfaction can be used to create situations which produce more satisfaction and can lead to greater satisfaction in other areas of employees' lives.

Satisfaction in all areas of life is a major concern of home economists as they work to increase the quality of life for individuals and families. In particular, the study of job satisfaction among youth services employees is relevant to home economists preparing for roles in community services for the following reasons:

1. "Home economics examines the specifics of intimate human environments and their relationship to the development and interaction of the people who live in these environments" (East, 1980, p. 2).

2. Youth service agencies seek to provide services to youth and families which enable them to better function in their environment (Institute of Judicial Administration and the American Bar Association

Joint Commission on Juvenile Justice Standards, 1980; hereinafter cited as the IJA-ABA Joint Commission).

3. Increasingly, home economists are assuming leadership roles in the area of community and social services.

From the results and findings of this study, home economists and administrators in youth services can work toward a clearer understanding of the complexity of satisfaction with the job. Also, an awareness of the satisfaction of Oklahoma youth services employees in general can provide a basis for change that may lead to greater satisfaction.

Objectives

The objectives of this study were as follows:

1. To identify the degree of job satisfaction of Oklahoma youth services agency personnel with various aspects of their jobs.
2. To determine whether satisfaction with the various aspects of youth services jobs varies according to age, sex, education, work schedule, employment status, and job classification of employees.

Hypotheses

The following hypotheses guided the analysis of data for this study:

1. There is no difference in mean scores on the Work scale of the Job Descriptive Index (JDI) with regard to
 - a. age
 - b. sex
 - c. education
 - d. work schedule

- e. employment status
 - f. job classification
2. There is no difference in mean scores on the Pay scale of the JDI with regard to
 - a. age
 - b. sex
 - c. education
 - d. work schedule
 - e. employment status
 - f. job classification
 3. There is no difference in mean scores on the Promotions scale of the JDI with regard to
 - a. age
 - b. sex
 - c. education
 - d. work schedule
 - e. employment status
 - f. job classification
 4. There is no difference in mean scores on the Supervision scale of the JDI with regard to
 - a. age
 - b. sex
 - c. education
 - d. work schedule
 - e. employment status
 - f. job classification
 5. There is no difference in mean scores on the Co-workers scale

of the JDI with regard to

- a. age
- b. sex
- c. education
- d. work schedule
- e. employment status
- f. job classification

Limitations

Several limitations to this study were recognized:

1. An accurate listing of the population was dependent upon lists provided on a voluntary basis by agency directors and/or secretaries.
2. The number of questionnaires and reminders mailed was limited by the constraints of time and money.
3. Four of the 37 member agencies of the Oklahoma Association of Youth Services (OAYS) chose not to participate in the sample.

Definition of Terms

The following definitions were used consistently throughout this study:

Co-workers scale - This 18 item scale of the JDI measures satisfaction with characteristics of a respondent's co-workers such as whether they are "loving," "loyal," "hard to meet," or "responsible."

Employment status - Signifies whether a respondent was employed part-time or full-time.

Job classification - An arbitrary assignment of job titles as reported on the JDI, divided into the following categories:

Administrative/Managerial - assistant director, executive director

Professional - clinical supervisor, counselor, director of case-work, guidance worker, program coordinator, psychological social worker, school psychologist, social worker, staff psychologist, teacher, therapy specialist, treatment specialist

Support workers - administrative assistant, computer operator, counselor's aide, public relations coordinator, receptionist, secretary

Shelter workers - child care worker, cook, houseparent, residential advisor, shelter director, weekend houseparent.

Job Descriptive Index (JDI) - An instrument designed to measure the degree of satisfaction an employee has with regard to five facets of the job (work, pay, promotions, supervision, and co-workers).

Job satisfaction - "A feeling or affective response to facets of the job situation" (Smith, Kendall, and Hulin, 1969, p. 6).

Member agency - A youth services agency that belongs to OAYS.

Oklahoma Association of Youth Services (OAYS) - Individuals and non-profit, private youth services agencies that work with common goals to provide services to Oklahoma youth. There are 37 member agencies.

Pay scale - This JDI scale has nine items measuring satisfaction with pay such as "insecure," "provides luxuries", "less than deserved," and "adequate for normal expenses."

Promotions scale - The satisfaction with opportunity for promotions is measured by this nine item JDI scale with such items as "dead-end job," "regular promotions," and "opportunity somewhat limited."

Supervision scale - This 18 item JDI scale measures satisfaction with persons in supervisory positions over the respondent. Items include "tactful," "lazy," "intelligent," "around when needed," and "annoying."

Work scale - Satisfaction with the work in general is measured by this 18 item JDI scale with items such as "fascinating," "respected," "tiresome," "challenging," and "endless."

Work schedule - The time an employee is paid for work at a youth services agency with consideration given to whether he/she works mostly days, mostly evenings and/or weekends, or a combination of both.

Youth services agency - A "community-based agency that exists independently of the formal juvenile justice system or the traditional child welfare system and that is designed to deliver appropriate beneficial services to diverted and non-diverted youths and their families by the direct provision of services and by coordinating existing resources and developing resources that are lacking" (IJA-ABA Joint Commission, 1980, p. 5).

Youth services employees - People who work for one of the member agencies of OAYS.

Assumptions

In order to conduct this study, the following assumptions were made:

1. Employees of youth services agencies in the sample had feelings of satisfaction or dissatisfaction about their jobs.
2. Respondents had the ability to read and to understand the JDI.
3. Respondents accurately and truthfully answered the JDI.
4. Agency employee lists were complete and accurate.

Summary

Most job satisfaction studies have been conducted in industrial and business settings. The need for job satisfaction studies in social services and this researcher's interest in improving work situations in youth services served as the basis for this study.

The two major objectives of this study were to identify the degree of satisfaction of Oklahoma youth services employees, and to determine if satisfaction varies among employees with regard to specified demographic variables. Use of the JDI facilitated meeting these objectives.

Chapter II gives a detailed background of youth services agencies and the development of the JDI. Major theories of job satisfaction and results of job satisfaction studies are also discussed. The remaining chapters include discussions of the methodology, results, and recommendations made from this study.

CHAPTER II

REVIEW OF LITERATURE

The question of defining job satisfaction leads to theoretical foundations for research in job satisfaction. Two major content theories of job satisfaction have been the basis for numerous studies. Variations of these theories and definitional concepts have also supported other research. The Job Descriptive Index (JDI) has been used extensively to measure satisfaction and is discussed in detail. Use of the instrument in social services is relatively new; thus, a discussion of youth services in general clarifies the applicability of the JDI in this study.

Job Satisfaction Defined

Although theoretical bases of job satisfaction vary and often conflict, theorists have agreed that job satisfaction is a feeling, an emotion, an affective response. What elicits that response is often the topic of debate. Locke (1976, p. 1300) defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." "Job satisfactions are feelings or affective responses to facets of the situation" was the definition offered by Smith, Kendall, and Hulin (1969, p. 6). In both of these definitions, the two key concepts are the job and feelings.

First, the concept of a job is very abstract and involves numerous dimensions (Locke, 1969, 1976; Smith et al, 1969). Thus, a job, or satis-

faction with a job, cannot be evaluated as a single unit, but must be dissected into its various elements and each of these evaluated. An extensive review of research in this area by Locke (1976) revealed nine dimensions which were most typically investigated. These were as follows:

1. work-including intrinsic interest, variety, difficulty, amount, etc.
2. pay-including amount, fairness or equity, method, etc.
3. promotions-including opportunities for, fairness of, basis for, etc.
4. recognition-including praise for accomplishment, credit for work done, etc.
5. benefits-such as pension, medical, annual leave, etc.
6. working conditions-such as hours, rest pauses, equipment, temperature, etc.
7. supervision-including style and influence, technical, human relations, etc.
8. co-workers-including competence, helpfulness, friendliness, etc.
9. company and management-including concern for the employee as well as pay and benefit policies (p. 1302).

The number of measurement instruments for overall job satisfaction is limited. A typical procedure for obtaining an overall job satisfaction score is to sum the scores for the various dimensions, possibly weighting them according to their relative importance (Ewen, 1967; Locke, 1976; Mikes and Hulin, 1968). Whether or not an overall evaluation is obtained, the dimensions of a job are important factors to consider.

Another important concept in defining job satisfaction is feelings. Feelings or emotions result from an appraisal of a situation based on what is perceived and what is expected (Locke, 1969; Rosen and Rosen, 1955; Smith et al., 1969). The expectations one has are based on values or what Smith et al. referred to as frame of reference.

Frame of reference was defined as "the internal standard a person uses in making an evaluation" (Smith et al., 1969, p. 13). This standard, or what may be called a value, is why two employees in identical situa-

tions may evaluate their satisfaction differently. If what an employee values as important is present in the job situation, the more likely he/she is to be satisfied with that job. Several theorists concluded that the key determinant of job satisfaction is the perceived situation in relation to the values an individual has (Katzell, 1964; Locke, 1969; Pelz and Andrews, 1966; Smith et al., 1969).

A concept not used in actual definitions of job satisfaction, but which has led to much debate on theory, is the concept of needs. Some theorists have stated that it is the degree of need fulfillment in a job that determines satisfaction rather than values (Lofquist and Dawes, 1969; Porter, 1962; Wofford, 1971).

The major difference between needs and values, as noted by Locke (1976), is that needs may or may not be known to exist, whereas an individual has conscious awareness of values. Needs are conditions required for the well-being of an individual whether the individual is aware of the condition or not. One example is the body's need for iron. Until the need was discovered, it was not valued, but it existed nonetheless. The concept of needs has been the basis for several theories of job satisfaction. For the purpose of defining job satisfaction, Locke (1976) concluded that "job satisfaction results from the perception that one's job fulfills or allows the fulfillment of one's important job values, providing and to the degree that those values are congruent with one's needs" (p. 1307).

Two Content Theories of Job Satisfaction

Theories based on causal models of job satisfaction were also referred to as process theories. These models specify variables which

lead to job satisfaction and their interrelation. Such variables are values, frames of reference, and expectations which have been discussed in relation to the definition of job satisfaction. The theories that will be discussed here are called content theories.

Content theories "attempt to specify the particular needs that must be satisfied or the values that must be attained for an individual to be satisfied with his job" (Locke, 1976, p. 1307). Two major theories are Maslow's Hierarchy of Needs theory and Herzberg's Motivation-Hygiene theory.

Hierarchy of Needs Theory

Maslow outlined five basic needs in people in a hierarchy of dominance (Maslow, 1954). The least dominant needs are not sought after until the most dominant needs have been met, according to Maslow. These needs, beginning with the most dominant, are

1. physiological needs - including food and water,
2. safety needs - including physical and economic security,
3. love - a sense of belonging is included,
4. esteem - achievement and recognition, and
5. self-actualization - reaching full potential (Maslow, 1954, pp. 91-92).

Maslow's theory was not developed as a theory of job satisfaction specifically, but has had obvious implications, and was cited by Locke (1976) as being important particularly to "incentive systems by management" (p. 1308). Based on Maslow's theory, then, the ideal job situation would be that which meets the level of need of the employee. However, this theory does not consider values which may work to alter the order of needs.

Motivation-Hygiene Theory

A second major content theory is Herzberg's Motivation-Hygiene Theory (Herzberg, 1967). Herzberg divided various job factors into two categories. The first category is called motivators, also referred to as intrinsic or content factors or satisfiers. These factors are task-oriented and include recognition, achievement, the task itself, advancement, and responsibility. According to Herzberg (1967), motivators produce satisfaction and have long-term consequences.

Herzberg's second category is called hygiene factors. Hygiene factors are environment-oriented, and include salary, policies, working conditions and technical aspects of supervision. Also called extrinsic or context factors, hygiene factors do not lead to satisfaction even if they are good, but lead to dissatisfaction when bad. The term hygiene is used to designate prevention and environment.

The Motivation-Hygiene theory argues that job satisfaction and dissatisfaction have two separate causes. Satisfaction is caused by motivators and dissatisfaction is caused by hygiene factors. Herzberg has since expanded this theory, stating that man has two separate classes of needs, physical needs and psychological needs for growth (Herzberg, 1966).

According to Herzberg, the physical needs of man motivate him toward avoidance of pain. When these needs are not met, the result is discomfort; when met, there is relief from the discomfort but no actual pleasure. Alternately, a person's need for psychological growth produces only positive action. Growth leads to satisfaction, but a failure to grow does not bring about dissatisfaction.

Following is a discussion of job satisfaction research results.

Major emphasis is placed on research based on either Maslow's theory or Herzberg's theory.

Research Findings

Maslow's Hierarchy of Needs theory has been cited often in interpreting situations. However, it has been tested very little. Two studies have tested the theory using longitudinal methods (Hall and Nougaim, 1968; Lawler and Suttle, 1972). Neither of these studies showed strong support for Maslow's theory.

One of Maslow's basic premises was that a need that is met no longer serves as a motivator for behavior (1954). Needs continue to exist and must be continually met. Also, if what is valued takes precedence over a need, the need is no longer the motivator regardless of its basic importance to well-being. The longitudinal studies showed that needs recurred and/or other factors such as values determined job satisfaction (Hall and Nougaim, 1968; Lawler and Suttle, 1972).

The Motivation-Hygiene theory has been tested by numerous researchers with results differing somewhat from Herzberg (Dunnette, Campbell, and Hakel, 1967; Schneider and Locke, 1971; Wernimont, 1966). These researchers found that dissatisfiers or hygiene factors also acted as motivating factors leading to positive, long term feelings of satisfaction, and that certain motivators were important to both satisfaction and dissatisfaction. In most cases, however, researchers concluded that intrinsic factors were of greater consequence for both satisfaction and dissatisfaction than were extrinsic factors (Ewen, Smith, Hulin, and Locke, 1966; Wernimont, 1966). Therefore, factors such as recognition, achievement, advancement, and responsibility proved to have greater

consequences for satisfaction and dissatisfaction than did factors such as salary, policy, and working conditions.

Several studies have been conducted to test the effects of job importance on job satisfaction (Ewen, 1967; Friedlander, 1964; Mikes and Hulin, 1968). In the earliest study by Friedlander (1964) two instruments were used, one measuring the importance of 18 variables as sources of satisfaction and the other measuring the importance of the same 18 variables as sources of dissatisfaction. Results showed that the majority of the characteristics tested were significant contributors to both satisfaction and dissatisfaction and that these characteristics were more often intrinsic factors than extrinsic factors. Therefore, intrinsic factors appeared to be of greater importance for employees in determining satisfaction and dissatisfaction.

The use of importance as a weighting component of job satisfaction was tested by Ewen (1967) and Mikes and Hulin (1968). Both studies utilized the JDI, a scale which gave interval scale values of importance, and Kunin's Faces Scale which measured overall job satisfaction. The conclusions in both studies were that the importance measure did not provide information useful to estimating overall job satisfaction and that the unweighted scales of the JDI elicited responses indicating importance of job factors.

Hackman and Lawler (1971) developed a theory of job redesign, carrying the concept of job satisfaction a step further. They proposed that "positive personal and work outcomes are obtained when three critical psychological states are present for a given employee" (Hackman and Oldham, 1975, p. 160). These critical psychological states are meaningfulness of work, responsibility for outcomes, and knowledge of results,

and they are created by the presence of five core job dimensions. According to the theory, all three psychological states must be present to achieve positive outcomes, and when jobs are high in the core dimensions (skill variety, task identity, task significance, autonomy, and feedback), the motivation potential is high.

The major tenet of the theory is that employees' behavior, as a response to their motivation potential, is based on their growth need strengths (Hackman and Lawler, 1971). Therefore, it holds that employees with jobs high on the core dimensions and with high levels of needs satisfaction will tend to have high motivation and high job satisfaction. This hypothesis was supported by research findings and has evolved into the development of the Job Diagnostic Survey which is used to redesign jobs for higher motivation, satisfaction, and effectiveness levels (Hackman and Lawler, 1971; Hackman and Oldham, 1975; Hackman and Oldham, 1976).

Numerous studies in the social services have been directed toward studying factors related to burnout of employees. Only one study specifically dealing with job satisfaction in social services was found. Finch (1981) used the JDI and Kunin's Faces Scale to measure job satisfaction among 187 employees of a residential facility for the mentally retarded. Results indicated that employees were most satisfied with their supervisors and co-workers; moderately satisfied with general aspects of the work, and least satisfied with pay and promotional opportunities. With regard to overall satisfaction, 56 percent of the employees indicated that they were satisfied with their jobs, 20.9 percent indicated that they were very satisfied, and 10.2 percent indicated that they were most satisfied.

The Job Descriptive Index

Development of the JDI

The strategy used by Smith, Kendall, and Hulin (1969) to develop the JDI was to construct a series of scales measuring important areas of job satisfaction. Data were gathered using a wide variety of jobs and people, and from that data a basis for a "very generally applicable series of measurements of satisfaction" was established (Smith et al., 1969, p. 10).

Job satisfaction was defined by Smith et al. (1969) as "persistent feelings toward discriminable aspects of the job situation" (p. 37). The hypothesis was that these feelings "are associated with differences between outcomes received from the work environment and expected job outcomes" (Schriesheim and Kinicki, 1981, P. 3).

With this definition and goal, Smith et al. (1969) conducted an extensive review of literature to find that a consistent pattern of five factors of job satisfaction prevailed. These five factors were pay, promotions, work, supervision, and co-workers. The descriptive items for each of these scales were developed by selecting items from existing job satisfaction inventories and from available lists of adjectives or short phrases which apply to the different areas of the job.

The scales were developed using 988 subjects to determine the most appropriate items for each scale. Originally, three descriptions from each worker were obtained to describe his/her present job, the job most desired, and the job least desired. This method was used to gain a scoring direction for the adjectives, an "indication of the worker's frame of reference, the end points of the subjective job continuum, and

the distance between his present job and his best and worst jobs" (Smith et al., 1969, p. 32).

The term "triadic scoring" was used to refer to this original method of scoring. Several assumptions were made by Smith et al. to substantiate its validity. They were as follows:

1. the description of best and worst jobs by a worker represents boundaries of his occupational life-style;
2. the psychological distance between the worker's present and his best and worst jobs is a main determinant of his satisfaction;
3. this distance can be inferred from a knowledge of the description of these jobs (Smith et al., 1969, p. 34).

A method of direct scoring was also developed by Smith et al. (1969). With this method, an item chosen more frequently for the best job than for the worst was scored positively. Items chosen more frequently for the worst than for the best were scored negatively. The authors felt this method would be more sensitive to anchor points and frames of reference with regard to evaluating jobs (Smith et al., 1969, p. 35).

A third method of scoring was developed before actual testing of validity began. This procedure is called diadic scoring. Here, a score of satisfaction was given when an adjective described both the present and best jobs. A score indicating dissatisfaction was given if the present and worst jobs were both described by the same adjective (Smith et al., 1969, p. 34).

Smith et al. conducted a series of studies establishing convergent and discriminant validity as assessed by the Campbell-Fiske model (Smith et al., 1969). These studies were conducted using the various forms of scoring the JDI and other measures of job satisfaction across varying samples. An analysis of data included cluster analysis or

principal component analysis. Also, a study using factor analysis of items was conducted.

The conclusions of these studies showed that the JDI met standards for convergent and discriminant validity. Also, no significant order effects were found in testing scale order. The conclusions of the factor analysis of items gave strong support to claims that (1) "The differentiation of job attitudes demonstrated results from discriminable responses to specific aspects of job conditions," and (2) "workers do respond differentially to specific aspects of the job which produce general attitudes to particular areas" (Smith et al., 1969, p. 62).

Another result of tests conducted by Smith et al. was the choice of the method of scoring the JDI. The direct method proved to meet the requirements for convergent and discriminant validity significantly beyond the triadic or diadic methods. Also, response sets associated with direct scoring did not affect validity (Smith et al., 1969).

The final form of the JDI, as is in current use, consists of short lists of adjectives or phrases applying to the particular area of the job in question. The Pay and Promotions scales have nine items each, and the Work, Supervision, and Co-workers scales have eighteen items each. If the respondent feels the adjective or phrase applies, he/she writes "Y" for yes beside the item, "N" for no, or "?" if undecided.

The method of scoring the responses on the JDI would traditionally assume that a "?" response to any item would lie halfway between a positive and a negative response. The authors tested the validity of this assumption and found that persons with more dissatisfied responses also gave more "?" responses than did persons with satisfied responses

(Smith et al., 1969). From this, it was concluded that a "?" was more indicative of a dissatisfied response. Thus, scoring was as follows:

Yes to a positive item = 3

No to a negative item = 3

? to any item = 1

Yes to a negative item = 0

No to a positive item = 0

This revised weighting had the effect of improving the distribution of scores (Smith et al., 1969). All scales have either 9 or 18 items with the total score on the 9 item scales being doubled to be comparable to the 18 item scales. Thus, the highest possible score on any of the five scales is 54.

Other Studies of Reliability and Validity

At the date of publication, no studies had been done regarding test-retest reliability due to time and costs. Since that time, however, Schriesheim and Kinicki (1981) have reviewed the reliability and validity of the JDI.

The JDI has been used five to six times more often than any other measure of job satisfaction (Schriesheim and Kinicki, 1981). Its use has been primarily in the area of industrial-organizational psychology, but has recently expanded to social services.

The review of relevant literature showed the JDI to have "substantial convergent and discriminant validity, as well as very strong indications of predictive and concurrent validity" (Schriesheim and Kinicki, 1981, p. 37). Evaluation of internal consistency and test-retest reliabilities by Schriesheim and Kinicki showed these to be

acceptable also. The balance of positively and negatively worded items suggested that a tendency toward response sets did not have an effect. "These properties indicate that the JDI is a high quality measuring instrument" (Schriesheim and Kinicki, 1981, p. 37).

In conclusion, Smith et al. (1969) gave the following advantages of using the JDI as a measure of job satisfaction:

1. The JDI is directed toward specific areas of satisfaction rather than global or general satisfaction.
2. The verbal level required to answer the JDI is quite low.
3. The JDI does not ask the respondent directly how satisfied he is with his work but asks him to describe his work. Thus, responses have a job-referent rather than a self-referent.
4. Descriptive format is used because describing some specific aspect of a job is easier than trying to describe internal states of feeling, particularly for less verbal and for poorly educated subjects (p. 69-71).

Following is a discussion of the history and standards of youth services employees. The standards are a result of the Juvenile Justice Standards Project which was completed in 1979. Other topics relevant to youth services, such as studies in job satisfaction in youth services, characteristics and problems of youth services employees, and career opportunities in youth services, were not found in the literature and, thus, are not included in the following discussion.

Youth Services Background

History

The philosophies upon which the youth services agency concept is founded can be traced as far back as President Wilson and the era of progressive reform (IJA-ABA Joint Commission, 1980). However, it was not until the late 1960's that this concept began to flourish. Three

major precepts from earlier years persisted in this development of the 1960's. These were, (1) "the drive for cost efficiency," (2) "the concern for individual human dignity," and (3) "a distrust of established formal institutions" (IJA-ABA Joint Commission, 1980, p. 8).

In 1965, President Johnson established the President's Commission on Law Enforcement and Administration of Justice. The Commission reported strong disfavor of the formal juvenile justice system and recommended community-based agencies as alternatives for delinquent youth. Also, according to the Commission, these youth services agencies

--termed Youth Services Bureaus--would both coordinate existing community services for youth and provide resources backing in the community. The programs available would include group and individual counseling, placement in foster homes, work and recreational programs, employment counseling, and special education (remedial, vocational) (President's Commission on Law Enforcement and Administration of Justice, 1967, p. 83).

From the definition by the President's Commission, the goal toward efficient use of resources was made clear. The new Youth Service Bureaus had a key role of putting to better use already existing services. The effort toward community-based programs, as opposed to institutionalization, carried with it the priority of less expense as well as the desire to maintain a more humanitarian approach (IJA-ABA Joint Commission, 1980). Institutions, or those who worked in them, were also feared for continuous misconduct, and a new approach such as the Bureaus was hoped to help alleviate that problem.

To further clarify the functions of youth services agencies, a more recent definition is given:

A youth service agency is a community-based agency that exists independently of the formal juvenile justice system or the traditional child welfare system and that is designed to deliver appropriate beneficial services to diverted and

non-diverted youth and their families by the direct provision of services and by coordinating existing resources and developing resources that are lacking (IJA-ABA Joint Commission, 1980, p. 5).

The term "diverted", as used in this definition, refers to youths given the alternate route of a youth services agency as opposed to the juvenile justice or child welfare systems. A "non-diverted" youth is one who has not had to face the initial possibility of dealing with these two formal systems.

Thus, youth services agencies today maintain the purposes and goals of their origin, Youth Service Bureaus. Leaders in the youth services area continue to work toward cost efficiency, maintenance of human dignity, and deinstitutionalization of services.

Standards

In 1971, the Institute of Judicial Administration began its Juvenile Justice Standards Project. The American Bar Association joined the project in 1973. The Joint Commission completed its work in 1979, producing seventeen volumes, one entitled Standards Relating to Youth Service Agencies (IJA-ABA Joint Commission, 1980). This volume includes standards which "provide formal diversion guidelines, thereby ensuring that police and court officials will direct some juveniles to the youth service agency", (IJA-ABA Joint Commission, 1980, p. 23) and they allow for new and innovative programs. Oklahoma youth services agencies follow these standards for operation as well as the licensing and operational standards for operation as well as the licensing and operational standards for emergency shelters as set forth by the Oklahoma Department of Human Services.

Specifically, the standards set forth in the volume by the Joint

Commission deal with the following areas:

1. enabling legislation
2. service provision methods
3. control by a managing board
4. informal referrals
5. formal referrals
6. delivery and development of services
7. monitoring and assessment system
8. organization and administration.

Following is a brief discussion of each of these areas.

Enabling Legislation. The Joint Commission recommended that lawmakers within jurisdictions work toward legislation requiring a community-based youth services agency. In this way, the goals of the agency to serve youth diverted from the formal court system can be carried out and a duplication of that system will not occur. This legislation should also allow an individual agency to be structured to fit the needs of the local community which it serves.

Service Provision. As agencies reach the goal of providing necessary services to youth and their families, additional services should be as follows:

1. an up-to-date listing of available community services for juveniles and their families,
2. a community-wide self-referral system for juveniles and families in need of services,
3. a comprehensive service system oriented to diagnose participant needs and to ensure the delivery of services to juveniles and families through existing resources by such means as coordination, advocacy, or purchase of services, and
4. an effective monitoring system (IJA-ABA Joint Commission, 1980, p. 38).

Careful planning and assessing of needs must occur for the goals of the

agency to be met. Providing needed services to prevent youths from entering the court system must be carefully considered, as well as appropriate programs for youths referred by the court system.

Control. The decisions necessary to carry out the purpose of a youth services agency should be made by a carefully selected board. This board should include a representative of all types of individuals concerned with youth and their families, including potential recipients of services. However, no components of the formal juvenile justice system should have part in the control of an agency.

Informal Referrals. Such referrals are not subject to requirements of participation as with formal referrals. Informal referrals may be made by three groups--self-referral by youths, parental referrals, and citizen, agency, or school referrals. As youth services agencies become visible and notably reach goals, informal referrals will ideally be made most often, deterring the need for formal referrals.

Formal Referrals. Early diversion of youth from juvenile court to a youth services agency should come primarily from the police. This can be achieved by involving police in planning, requesting referral as an official policy for police, providing written guidelines for appropriate cases, and requiring written statements from officers when a youth must enter juvenile court.

Courts may also provide referrals to agencies based on the decision of an intake officer or judge. Intake officers may divert a youth to an agency before continuing court procedures if it is seen that the diversion should have occurred in the first place.

Delivery and Development of Services. Ideally, youths will voluntarily participate in programs provided by youth services agencies.

This is based on the principles of freedom of choice and the lack of effectiveness in coercion. In actuality, degrees of voluntarism are experienced and special attention should be given toward youths who have been referred by formal means.

To enhance the ideal of voluntary participation, initial planning sessions should take place with the youth and/or parents. Such sessions will give the youth a clear understanding of services available and policies for participation. Planning sessions will help the agency staff work with the youth to set up appropriate scheduling of services on an individual basis. The sessions will also allow the youth to participate in decision making.

Services provided by a particular agency will vary depending on each community. The following should probably constitute a minimum of available services:

1. individual and marital counseling
2. individual and family therapy
3. residential facilities
4. job training and placement
5. medical services
6. psychiatric services
7. educational programs
8. legal services
9. recreational and athletic programs
10. day care
11. crisis intervention services that are available twenty-four hours a day
12. bilingual services in communities with non-English-speaking residents (IJA-ABA Joint Commission, 1980, p. 53).

Monitoring and Assessment System. Accurate case records should be kept by each youth services agency. These should include intake records, records of contact, and termination records. Such records will allow the agency to periodically assess use of services in order to make appropriate decisions to reach goals effectively.

Individual files should be confidential. No one other than appropriate agency staff or a lawyer should have access to the file without written permission of the participant. Participants should also have access to their personal file.

Examination of each agency by an outside person should occur periodically. This will provide funding agencies with the necessary information to continue or cease support. The evaluating person must keep in close communication with the youth services agency and the funding agency to include input from a representation of all concerned parties, including youth and their families, and individuals or agencies in the community associated with the youth services agency in any way.

Organization and Administration. All agencies should carry out at least three months of preliminary planning before being open for operation. This initial planning should focus on service priorities, variation of services, and community resources. Continuous assessment should carry on thereafter involving outside evaluation.

The youth services agency should be located in an appropriate place with regard to accessibility to clients and to community sources of referrals. Court or police buildings are an inappropriate location. Once located, access to the agency should be on a twenty-four-hour, seven-day-a-week basis.

As much as is possible, youth services agency staff should include community residents and individuals previously participating in the agency. A broad range of experience and background should be represented in the staff as a whole, and staff should be responsible for the following:

1. community-agency relations
2. service brokerage
3. resource development and coordination
4. volunteer services
5. professional services
6. police, court, and school liaison
7. self-referrals and outreach
8. staff selection and training
9. program evaluation (IJA-ABA Joint Commission, 1980, p. 66).

To supplement the youth services agency programs, volunteers should be used as much as is appropriate. This might involve part-time work or temporary involvement with a special project. Also, youth services agencies should work with individuals and businesses in the community to have them involved in providing jobs, counseling, and one-on-one relationships.

Summary

Definitions of job satisfaction agree that satisfaction is a feeling and that the concept of a job is very complex. The many dimensions of the job must be considered in order to evaluate satisfaction correctly.

Some research has been based on the definitional model of job satisfaction. These models have been referred to as process theories, denoting interrelating variables which lead to job satisfaction. Other theories of job satisfaction are called content theories. Two major content theories are Maslow's Hierarchy of Needs theory and Herzberg's Motivation-Hygiene theory. These content theories specify needs or values that must be met to achieve satisfaction. Various research results based on process and content theories have been discussed.

The development of the JDI and tests of reliability and validity were discussed. Conclusions of the reliability and validity tests

showed that the JDI is an excellent instrument for measuring job satisfaction. A review of literature revealed that the JDI is the most widely used job satisfaction instrument.

The history and standards relating to youth services concluded this chapter. Standards were developed by the IJA-ABA Joint Commission which completed its Juvenile Justice Standards Project in 1979. The major premise of the Joint Commission was that community-based youth services agencies can be the most effective means of diverting delinquent juveniles from the court system.

The steps used to collect and analyze the data in this study are given in Chapter III. Characteristics of the sample and a brief discussion of the JDI are included.

CHAPTER III

METHODOLOGY

Population and Sample Selection

Employees of youth services agencies that belong to the Oklahoma Association of Youth Services (OAYS) were chosen as the population for this study. Since no known listing of employees was available, a letter (see Appendix A) was written to the director of each individual agency asking for a list of employees from his/her agency. Of the 37 member agencies of OAYS, 33 directors responded with a listing of employees (see Appendix B).

The total number of names obtained was 332. A sample size of 200 was chosen by random selection. Lists of names from each agency were dated according to when they were received. Every other name was selected as part of the sample and marked off the list as chosen. Names already marked off the list were not considered in choosing every other name the second time through the list.

Respondents ranged in age from 17 to 76 with three times more females than males. The educational level of respondents varied from less than a high school diploma to a doctoral degree. Ten respondents had less than a high school diploma, 45 had a bachelors degree, 35 a masters degree and only one reported having a doctorate. Only 18 respondents reported working part-time. Twenty-five said they worked mostly evenings and weekends, and 17 said they worked a combination of

days, evenings, and weekends. Job classifications included 15 respondents in the administrative/managerial group, 56 in the professional group, 20 in the support group, and 38 in the shelter workers group. Table I summarizes this information.

Instrument

After searching the literature, the Job Descriptive Index (JDI) was chosen in order to meet the objectives for this study (see Appendix C). The JDI was developed by Smith, Kendall, and Hulin (1969). Tests confirming validity and reliability were conducted by the authors before the JDI was released for extended use. Because of its confirmed validity and reliability, its ease of administration, low cost of reproduction, and use in developing norms of job satisfaction in social services, the JDI was the most appropriate instrument for this study.

Since the development of the JDI, it has proven to be the most widely used instrument to study job satisfaction (Schriesheim and Kinicki, 1981). Its use has been limited mostly to studies in business and industry, but its authors are currently collecting data to develop norms in social services.

Each of the five scales of the JDI had a possible score of 54. Each response indicating satisfaction was given a score of three, responses indicating dissatisfaction a score of zero, and uncertainty a score of one. The Work, Co-workers, and Supervision scales each have 18 items. The Pay and Promotions scales have only nine items, but the scores are doubled to make them comparable to the other three scales. A detailed description of the JDI is included in Chapter II.

Permission to use the JDI was obtained by mail (see Appendix D).

TABLE I
 DISTRIBUTION OF RESPONDENTS BY DEMOGRAPHIC
 CHARACTERISTICS
 N=132

Variable	Categories	Frequencies	Percent
Age	17-30	62	47.0
	31-76	68	51.5
	Not reported	2	1.5
		<u>132</u>	<u>100.0</u>
Sex	Male	33	25.0
	Female	99	75.0
		<u>132</u>	<u>100.0</u>
Education	Less than high school	10	7.6
	High school diploma	29	22.0
	A. A. degree	4	3.0
	Bachelors degree	45	34.0
	Masters degree	35	26.5
	Doctoral degree	1	0.8
	Other	6	4.6
	Not reported	2	1.5
	<u>132</u>	<u>100.0</u>	
Work schedule	Mostly days	89	67.4
	Mostly evenings/weekends	25	18.9
	Combination of both	17	12.9
	Not reported	1	.8
		<u>132</u>	<u>100.0</u>
Employment status	Full-time	114	86.4
	Part-time	18	13.6
		<u>132</u>	<u>100.0</u>
Job classification	Administrative/management	15	11.4
	Professional	56	42.4
	Support	20	15.1
	Shelter workers	38	28.8
	Not reported	3	2.3
	<u>132</u>	<u>100.0</u>	

Since the JDI is copyrighted, a fee of \$68 was necessary to receive permission to duplicate 200 copies. The senior author granted this permission with the stipulation that the data collected in this study would be made available to her for use in developing norms in social services.

Data Collection

The JDI, a cover letter (see Appendix E), and a stamped, return envelope were sent to subjects on March 15, 1983. To assure anonymity of respondents, the questionnaires were not coded. Two weeks later, a post card (see Appendix F) was sent to all 200 members of the sample to thank those who had responded and to remind those who had not responded to do so. Of the 200 questionnaires mailed, 132 usable ones were returned, equalling a 66 percent response rate. No further attempt to follow-up with nonrespondents was made.

Analysis of Data

In order to achieve the research objectives, data were reported in terms of means according to age, sex, education, work schedule, employment status, and job classification. Duncan's multiple range test and analysis of variance were used to identify significant differences between means. The SAS computer program was used to carry out these two procedures (Ray, 1982).

It was the opinion of this researcher, after consultation with a statistician at Oklahoma State University, that these data met the criteria to use analysis of variance. Based on Mueller, Schuessler, and Costner (1977) these criteria were (1) data were interval level measures,

(2) the sample was chosen randomly from a population of normal distribution, and (3) equal variances characterized the population.

The Duncan's multiple range test was used to differentiate which of the differences among means was significant. The analysis of variance allowed only decisions that significant differences existed without differentiating between means. This researcher accepted these data as meeting the criteria to use the multiple range test. These were, (1) the sample was drawn independently from a normal population, and (2) the treatment means had a common standard error (Duncan, 1955).

The alpha level of .05 was chosen as the estimate of probability ($p \leq .05$). At this level, the chance of a type one error - "rejecting a true null hypothesis" (Schmidt, 1975, p.249) - is no more than five times in one hundred.

CHAPTER IV

RESULTS AND DISCUSSION

The analysis of variance procedure, with Duncan's multiple range test, was used to test the hypotheses of this study. Also, the Job Descriptive Index (JDI) scales were ranked according to mean scores to show with which areas each group was most and least satisfied. All scales had a possible raw score of 54. Details of the scoring procedures are given in Chapter II, and a copy of the JDI and a demographic information sheet may be found in Appendix C. Following is a discussion of the results of the analysis of variance with Duncan's multiple range test and the ranking procedures.

Analysis of Variance

The analysis of variance and Duncan's multiple range test were used to test differences in mean scores on the five JDI scales as reported by groups categorized by age, sex, education, work schedule, employment status, and job classification. Results of the analysis of variance are summarized in Table II.

The analysis of variance resulted in significant differences on three variables included in hypothesis one. The hypothesis stated that there is no difference in mean scores on the Work scale of the JDI with regard to age, sex, education, work schedule, employment status, and job classification. Table II indicates that the F values were signi-

ficant at the .05 level for age and job classification and at the .01 level for work schedule. Therefore, null hypothesis one was rejected in relation to the variables age, work schedule, and job classification, and was not rejected for the variables sex, education, and employment status.

TABLE II
F VALUES OBTAINED FROM ANALYSIS OF VARIANCE

	Work	Pay	Promotions	Supervision	Co-Workers
Age	5.59*	.13	.04	2.28	.30
Sex	.08	.00	.37	1.13	2.69
Education	1.27	1.03	1.65	.27	.55
Work Schedule	7.62**	1.82	.10	1.56	.01
Employment Status	.00	1.02	4.10*	2.64	.65
Job Classification	3.51*	1.00	.70	.24	.20

* $p \leq .05$

** $p \leq .01$

The mean score on the Work scale for the age group 17-30 was 35.35 (N=63). For the age group 31-76 the mean was 38.93 (N=68). The older age group's mean score was significantly higher than the younger age group's. Older employees may have a lower expectation level than younger employees because they have worked longer and have grown to accept certain aspects of the work in general. Younger employees new to the work world may have high expectations and, thus, a lower satisfaction level.

Another significant difference found on the Work scale was in the

variable work schedule ($p \leq .01$). Duncan's multiple range test showed that respondents who reported working mostly days had a significantly higher mean score ($\bar{x}=39.21$; $N=88$) than those respondents who reported working mostly evenings and weekends ($\bar{x}=32.56$; $N=25$), or those who reported working a combination of days, evenings, and weekends ($\bar{x}=33.88$; $N=17$).

Generally, in youth services agencies, the employees who work mostly days are those working in offices with little continuous direct contact with the juveniles served by the agency. The shelter worker, on the other hand, will often have a variable schedule which includes evenings and/or weekends. This employee works directly with the juvenile and often in a more stressful situation than employees further removed from contact with the juveniles. This understanding of what type of employee has what schedule helps to explain the significantly higher score for employees working mostly days. Following is a discussion of the significance found on the variable job classification which will further clarify this significance found on the variable work schedule. All mean scores for variables on the Work scale are given in Table III.

On the variable of job classification, Duncan's multiple range test showed that there was a significant difference between administrative/managerial and shelter workers. The mean score for administrative/managerial was 41.80 ($N=15$). Shelter workers had a mean score of 34.18 ($N=38$) which was significantly lower than for administrative/managerial.

By looking at items on the Work scale, a clearer understanding of this difference may be found. Items such as "on your feet," "frustrating," and "tiresome" were chosen more frequently by the shelter workers to describe their work. These employees deal with a constant

TABLE III
 MEAN SCORES ON THE WORK SCALE
 BY DEMOGRAPHIC VARIABLES

Variable	Mean Score	N
<u>Age</u>		
17-30	35.35	63
31-76	38.93	68
<u>Sex</u>		
Male	36.81	32
Female	37.33	99
<u>Education</u>		
Less than High School	41.10	10
High School Diploma	34.93	29
Two Year Degree	33.25	4
Bachelor's Degree	37.02	45
Master's Degree	37.31	35
Doctoral Degree	51.00	1
Other	41.00	6
<u>Work Schedule</u>		
Days	39.21	88
Evenings/Weekends	32.56	25
Both	33.88	17
<u>Employment Status</u>		
Full-time	37.20	113
Part-time	37.22	18
<u>Job Classification</u>		
Administrative/Managerial	41.80	15
Professional	38.55	55
Support	37.25	20
Shelter Worker	34.18	38

turnover of juveniles either referred to the shelter by a judge, social worker, or police officer, or juveniles voluntarily separated from their families for a time. Employees in administrative/managerial positions spend a limited time with these juveniles and are more often involved in counseling and administrative duties. Thus, based on the items describing the work in general on the Work scale, this difference would be expected.

Hypothesis two stated that there is no difference in mean scores on the Pay scale of the JDI with regard to age, sex, education, work schedule, employment status, or job classification. As shown in Table II, none of the F values were found to be significant; therefore, null hypothesis two was not rejected. For mean scores on the Pay scale see Table IV.

The low mean scores on the Pay scale in all groups on all variables may be attributed to the non-profit status of youth services agencies. State, federal, and local monies are utilized to operate youth services organizations. For this reason, salaries may be low for all employees. Therefore, a low level of satisfaction on the Pay scale would be expected.

Significance was found for one of the six variables for hypothesis three. The one significant F value on the Promotions scale was on the variable employment status ($p \leq .05$). Therefore, null hypothesis three, there is no difference in mean scores on the Promotions scale of the JDI with regard to age, sex, education, work schedule, employment status, or job classification, was rejected for the variable employment status. Hypothesis three was not rejected regarding the variables age, sex, ed-

TABLE IV
 MEAN SCORES ON THE PAY SCALE
 BY DEMOGRAPHIC VARIABLES

Variable	Mean Score	N
<u>Age</u>		
17-30	20.13	64
31-76	19.29	68
<u>Sex</u>		
Male	19.70	33
Female	19.70	99
<u>Education</u>		
Less than High School	24.00	10
High School Diploma	18.21	29
Two Year Degree	21.50	4
Bachelor's Degree	19.39	45
Master's Degree	17.26	35
Doctoral Degree	34.00	1
Other	28.00	6
<u>Work Schedule</u>		
Days	21.08	89
Evenings/Weekends	15.44	25
Both	18.35	17
<u>Employment Status</u>		
Full-time	19.23	114
Part-time	22.67	18
<u>Job Classification</u>		
Administrative/Managerial	25.20	15
Professional	19.18	56
Support	18.80	20
Shelter Worker	18.53	38

ucation, work schedule, and job classification. All mean scores for the Promotions scale are shown in Table V.

The analysis of variance showed that part-time employees had a significantly higher score ($\bar{x}=19.89$; $N=18$) than full-time employees ($\bar{x}=14.43$; $N=113$) on the Promotions scale. This shows that these part-time employees were more satisfied with the opportunity for promotion than full-time employees. Many youth services agencies are very small with few promotional opportunities on the basis of few positions. Full-time employees may have exhausted all of their opportunities for a promotion. However, part-time employees may have opportunities for a promotion as they move into full-time positions.

Hypothesis four stated that there is no difference in mean scores on the Supervision scale according to age, sex, education, work schedule, employment status, or job classification. The analysis of variance showed no significant differences on any of the variables; thus, null hypothesis four was not rejected. Table VI shows all mean scores on the Supervision scale.

These scores on the Supervision scale were high in relation to the 54 points possible. In a youth services agency, supervisors need to possess the skills to work with people in order to be effective in reaching the goals and purposes of the agency. Employees in this study have acknowledged by their high scores that their supervisors possess skills necessary for working with people.

No differences were found in mean scores for variables on the Co-workers scale. Therefore, hypothesis five, there is no difference in mean scores on the Co-workers scale of the JDI with regard to age, sex, education, work schedule, employment status, or job classification, was

TABLE V
 MEAN SCORES ON THE PROMOTIONS SCALE
 BY DEMOGRAPHIC VARIABLES

Variable	Mean Score	N
<u>Age</u>		
17-30	15.37	63
31-76	15.00	68
<u>Sex</u>		
Male	16.19	32
Female	14.85	99
<u>Education</u>		
Less than High School	20.67	9
High School Diploma	11.66	29
Two Year Degree	11.50	4
Bachelor's Degree	16.39	45
Master's Degree	14.40	35
Doctoral Degree	12.00	1
Other	22.67	6
<u>Work Schedule</u>		
Days	15.39	89
Evenings/Weekends	14.48	25
Both	14.50	16
<u>Employment Status</u>		
Full-time	14.43	113
Part-time	19.89	18
<u>Job Classification</u>		
Administrative/Managerial	18.53	15
Professional	15.00	56
Support	13.30	20
Shelter Worker	15.62	37

TABLE VI
 MEAN SCORES ON THE SUPERVISION SCALE
 BY DEMOGRAPHIC VARIABLES

Variable	Mean	N
<u>Age</u>		
17-30	46.06	64
31-76	43.20	66
<u>Sex</u>		
Male	46.42	31
Female	44.04	99
<u>Education</u>		
Less than High School	42.40	10
High School Diploma	45.35	29
Two Year Degree	48.25	4
Bachelor's Degree	44.43	44
Master's Degree	44.03	35
Doctoral Degree	52.00	1
Other	46.17	6
<u>Work Schedule</u>		
Days	44.57	88
Evenings/Weekends	47.12	25
Both	41.12	17
<u>Employment Status</u>		
Full-time	43.99	112
Part-time	48.44	18
<u>Job Classification</u>		
Administrative/Managerial	44.08	13
Professional	43.66	56
Support	44.65	20
Shelter Worker	45.61	38

not rejected. As on the Supervision scale, mean scores on the Co-workers scale were relatively high. All employees in youth services agencies need the skills to relate well to other people, clients, and other employees alike. All mean scores for the Co-workers scale are shown in Table VII.

Ranking of Mean Scores

Further examination of mean scores for all groups on the five JDI scales showed a trend in satisfaction scores. A ranking of the mean scores from highest to lowest is presented in Table VIII with the rank of one for the highest mean score and the rank of five for the lowest mean score. All 20 groups on the 6 variables had a rank of five for the Promotions scale. Mean scores on the Pay scale ranked fourth for all groups on all variables. For all groups, mean scores on the Work scale ranked third.

All groups had mean scores ranking first for either the Supervision scale or the Co-workers scale. Seven groups had mean scores on the Supervision scale ranking first, and 13 had mean scores on the Co-workers scale ranking first.

The results of ranking mean scores are consistent with the study conducted by Finch (1981). His study measured the job satisfaction of 138 employees of a residential facility for the mentally retarded.

Summary

The analysis of variance procedure with the Duncan's multiple range test resulted in not rejecting hypotheses two, four, and five. Hypothesis one was rejected with regard to the variables age, work schedule,

TABLE VII
 MEAN SCORES ON THE CO-WORKERS SCALE
 BY DEMOGRAPHIC VARIABLES

Variable	Mean Score	N
<u>Age</u>		
17-30	45.81	64
31-76	44.93	68
<u>Sex</u>		
Male	47.64	33
Female	44.60	99
<u>Education</u>		
Less than High School	47.30	10
High School Diploma	43.40	29
Two Year Degree	46.25	4
Bachelor's Degree	44.89	45
Master's Degree	46.49	35
Doctoral Degree	54.00	1
Other	46.83	6
<u>Work Schedule</u>		
Days	45.38	89
Evenings/Weekends	45.48	25
Both	45.00	17
<u>Employment Status</u>		
Full-time	45.10	114
Part-time	47.00	18
<u>Job Classification</u>		
Administrative/Managerial	46.67	15
Professional	45.43	56
Support	44.60	20
Shelter Worker	44.68	38

TABLE VIII
RANKING OF JOB DESCRIPTIVE INDEX SCALES
ACCORDING TO RAW MEAN SCORES

Variables	N	Rank				
		1	2	3	4	5
		Highest Means			Lowest Means	
<u>Age</u>						
17-30	62	Supervision	Co-workers	Work	Pay	Promotions
31-76	68	Co-workers	Supervision	Work	Pay	Promotions
<u>Sex</u>						
Male	33	Co-workers	Supervision	Work	Pay	Promotions
Female	99	Co-workers	Supervision	Work	Pay	Promotions
<u>Education</u>						
Less than HS	10	Co-workers	Supervision	Work	Pay	Promotions
HS diploma	29	Supervision	Co-workers	Work	Pay	Promotions
2 yr. degree	4	Supervision	Co-workers	Work	Pay	Promotions
Bachelors	45	Co-workers	Supervision	Work	Pay	Promotions
Masters	35	Co-workers	Supervision	Work	Pay	Promotions
Doctoral	1	Co-workers	Supervision	Work	Pay	Promotions
Other	6	Supervision	Co-workers	Work	Pay	Promotions
<u>Work Schedule</u>						
Days	89	Co-workers	Supervision	Work	Pay	Promotions
Even./Weekend	25	Supervision	Co-workers	Work	Pay	Promotions
Both	17	Co-workers	Supervision	Work	Pay	Promotions
<u>Employment Status</u>						
Full-time	114	Co-workers	Supervision	Work	Pay	Promotions
Part-time	18	Supervision	Co-workers	Work	Pay	promotions
<u>Job Classification</u>						
Adm./Managerial	15	Co-workers	Supervision	Work	Pay	Promotions
Professional	56	Co-workers	Supervision	Work	Pay	Promotions
Support	20	Co-workers	Supervision	Work	Pay	Promotions
Shelter	38	Supervision	Co-workers	Work	Pay	Promotions

and job classification, and not rejected for the variables sex, education, and employment status. Hypothesis three was rejected for the variable employment status, and not rejected with regard to the other five variables. Refer to Table II for F values and significance levels.

Mean scores for the Promotions scale were consistently ranked the lowest, with the mean scores for either Supervision or Co-workers ranking the highest. Mean scores for the Work scale ranked third for all groups. Overall, employees were least satisfied with promotional opportunities in the job and most satisfied with the people on the job, their supervisors and co-workers.

The variables sex and education were not significant in identifying differences on any of the five scales. Significant differences were found on more variables (age, work schedule, and job classification) on the Work scale than any other scale. This may be due to the often extreme differences in work at the agency office versus the shelter, and in the differences in employees working in these two settings.

Chapter V includes a summary of this study and recommendations for further study. Recommendations for action in youth services agencies are also made.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this study was to examine the job satisfaction level of employees in youth services agencies in Oklahoma. Specific objectives of the study were as follows:

1. To identify the degree of job satisfaction of Oklahoma youth services agency personnel with various aspects of their jobs.
2. To determine whether satisfaction with the various aspects of youth services jobs varies according to age, sex, education, work schedule, employment status, and job classification of employees.

Employees of youth services agencies belonging to the Oklahoma Association of Youth Services (OAYS) were asked to participate in the study. Thirty-three of the 37 member agencies responded with lists of employees totaling 332 employees. Two hundred randomly selected employees were mailed the Job Descriptive Index (JDI), and 132 responded equalling a 66 percent response rate.

The JDI, a widely used job satisfaction instrument in the area of industrial-organizational psychology, was used as the data collection instrument. Authors of the JDI are currently collecting data to develop norms for social services employees. Data reported here

will be made available to the JDI authors for use in developing those norms.

The analysis of variance procedure and Duncan's multiple range test were used to analyze the data collected in this study. Results showed significant differences in variables on two of the five JDI scales. On the Work scale, the age group 31-76 had a significantly higher mean score than the age group 17-30. Employees whose work schedules were mostly days had a significantly higher mean score on the Work scale than those who worked mostly evenings and weekends or those who worked a combination of days, evenings, and weekends. Also on the Work scale, with regard to the variable job classification, shelter workers had a significantly lower mean score than employees in administrative/managerial positions.

The one significant difference found on the Promotions scale was on the variable employment status. Part-time employees had a significantly higher mean score than full-time employees. No significant differences were found for any variables on the Pay, Supervision, or Co-workers scales.

Ranking of mean scores on the five JDI scales from highest mean to lowest showed that all groups on all variables had mean scores on the Promotions scale with the lowest rank of five. Thus, the youth services employees surveyed were least satisfied with promotional opportunities. The fourth ranked score for all groups was on the Pay scale. All groups had mean scores on the Work scale ranked as third with Supervision and Co-workers scales having the highest mean scores.

Recommendations for Further Study and Action

In conclusion, recommendations for further study and implications

for action in youth services agencies are made. The first recommendation for further study is to conduct a more extensive follow-up of non-respondents in order to get a better response rate. In this study a reminder card was sent to all respondents. An alternate method of follow-up that can be employed is conducting a second mailing of questionnaires to all members of the sample. Another method could be to code the questionnaires and mail a second questionnaire only to those in the sample who did not respond to the first mailing. Caution should be taken in coding questionnaires, however. If subjects feel their answers can be traced to them and are not kept anonymous, they may not respond.

Secondly, including youth services agencies that do not belong to OAYS would give a more accurate representation of all youth services employees in Oklahoma. Finding the names and addresses of these agencies may be difficult but would increase the scope of the results, provided that these agencies had a representative sample included in the total sample. Approximately seven percent of the youth services agencies in Oklahoma do not belong to OAYS (J. Lunsford, personal communication, March 20, 1984).

A third recommendation is to include all demographic variables used by the JDI authors. This would allow a comparison to national norms as established by the authors' past and current studies. Variables used by the authors and not used in this study were individual income, job tenure, community prosperity, and community decrepitude.

The fourth recommendation for further study is to analyze the data by more than one variable at a time. For example, an analysis of mean scores on the Pay scale according to job classification and sex

may produce significant results. Analysis by more than one variable at a time would give a more descriptive picture of employees.

The fifth and final recommendation for further study is to use the JDI with another job satisfaction scale in order to obtain information about satisfaction with the job in general as well as satisfaction with specific aspects of the job. The JDI authors are currently developing a job-in-general scale which would effectively coincide with use of the JDI. Another appropriate scale would be Kunin's "Faces" scale. This scale consists of six faces ranging from very happy to very sad. Subjects are asked to rate their overall satisfaction with the job by designating one of the faces.

The following recommendations are based on the results of this study and are made to youth services employees, particularly directors. The three areas with which employees had the least satisfaction should be of major concern. These areas were promotional opportunities, pay, and general aspects of the work.

As was discussed in Chapter IV, promotional opportunities in youth services agencies are limited by the small structure of the agency. Employees with expectations of "climbing the ladder" and a limited understanding of the agency structure may be somewhat disappointed. One way to eliminate this problem would be to brief all new employees on the structure and policies of the agency. This would also serve to increase the understanding level of employees and help them in determining their roles in the agency.

Promotions, as well as pay, are means of recognizing that employees are performing their jobs well and making a contribution to the overall effectiveness of the agency. Finding alternative forms of recognition

will help to compensate for lack of promotions and low salaries. Directors and supervisors should encourage all employees to have input in decisions affecting the agency and provide opportunities for employees to share ideas and make suggestions regarding policy, procedures, and new programs.

Awards or recognition certificates for new ideas which prove effective are other ways to communicate to employees that they are important and appreciated. A picture or story in a newspaper or newsletter is another way to recognize employees and fulfill their need to be needed and increase their commitment to the agency.

Whatever the method of recognition, an important factor to be kept in mind is that employees' contributions to their own work experience, and recognition of those contributions, results in a more effective, satisfied employee. Directors and supervisors may need to initiate communication to facilitate opportunities for those contributions.

With regard to general aspects of the work, the principle of facilitating communication also applies. If employees are given the opportunity to voice their feelings and be heard, solutions to problems in the work may be found. At times there may be no immediate solution to a problem, but being able to discuss it and understand all perspectives can help in accepting a situation and dealing with it. Some specific solutions may be to rotate schedules, divide responsibilities, or work with volunteers, depending on the individual circumstances.

When the communication channels are open, solutions may result, as well as higher degrees of job satisfaction in employees. The more satisfied employees are the more productive they will be in helping the agency effectively serve youths in the community.

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APPENDICES

APPENDIX A

LETTER TO YOUTH SERVICES AGENCY DIRECTORS



Oklahoma State University

COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078
135 HOME ECONOMICS WEST
(405) 624-6570

March 9, 1984

Name
Address
City, State, Zip

Dear Director:

Previous employment in Youth Services and personal interests and goals in community services management have shaped my interest in studying job satisfaction among Youth Services employees. I believe a study of this nature can help produce increased awareness of employee needs, facilitate communication and ultimately increase agency effectiveness.

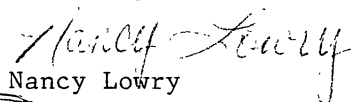
The requirements for my M.S. degree at Oklahoma State University provide me the opportunity to conduct such a study. The employees of member agencies of the Oklahoma Association of Youth Services, Inc. have been selected as the target population for this study. In order to choose a representative sample I need a list of the name and address of each employee (except maintenance and/or janitorial) from each agency. It is with this matter that I request your help.

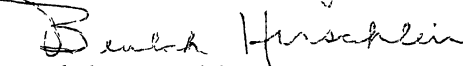
The questionnaire I have chosen is one of documented validity and reliability and will require each respondent only five to ten minutes of their time. One of my major objectives for conducting this study is to provide you, the director, with the results. Data will be available for the sample as a whole rather than by specific agencies.

Your help, and the aid of your secretary, in obtaining a complete listing of OAYS employees will be much appreciated. Please return the list to me at the above address by Friday, March 18, 1983. Let me assure you that this list will be used for no other purpose than collecting data for my thesis.

Thank you very much for your consideration and help.

Sincerely,


Nancy Lowry


Beulah Hirschlein
Academic Advisor

APPENDIX B

MEMBER AGENCIES OF OKLAHOMA ASSOCIATION
OF YOUTH SERVICES WHO PARTICIPATED
IN THE STUDY

ADA AREA YOUTH SHELTER, INC.
Ada, OK

CHEROKEE NATION YOUTH SERVICES
Tahlequah, OK

CHOCTAW COUNTY YOUTH SERVICES,
INC.
Hugo, OK

CLEVELAND COUNTY YOUTH AND
FAMILY CENTER
Norman, OK

COMMUNITY CONCERN, INC.
YOUTH SERVICE PROJECT
Clinton, OK

GREAT PLAINS YOUTH AND FAMILY
SERVICES, INC.
Hobart, OK

JOHNSTON AND MARSHALL COUNTIES
YOUTH ACTION CENTER, INC.
Tishomingo, OK

KAY COUNTY YOUTH SERVICES
CENTER AND SHELTER, INC.
Ponca City, OK

KIAMICHI YOUTH SERVICES
Idabel, OK

LeFLORE COUNTY YOUTH SERVICES,
INC.
Poteau, OK

MARIE DETTY YOUTH SERVICES
Lawton, OK

McCLAIN COUNTY YOUTH AND FAMILY
CENTER, INC.
Purcell, OK

MID-DEL YOUTH AND FAMILY CENTER,
INC.
Midwest City, OK

MOORE YOUTH AND FAMILY SERVICES,
INC.
Moore, OK

MUSKOGEE COUNTY COUNCIL OF YOUTH
SERVICES, INC.
Muskogee, OK

NORTHWEST FAMILY SERVICES, INC.
Alva, OK

OKMULGEE COUNTY COUNCIL OF YOUTH
SERVICES
Okmulgee, OK.

PITTSBURG COUNTY YOUTH SERVICES
AND YOUTH SHELTER, INC.
McAlester, OK

ROCMND AREA YOUTH SERVICES, INC.
Vinita, OK

STREET SCHOOL, INC.
Tulsa, OK

TRI-CITY YOUTH AND FAMILY CENTER,
INC.
Choctaw, OK

WASHINGTON COUNTY YOUTH SERVICES,
INC.
Bartlesville, OK

WESTERN PLAINS SHELTER ORGANIZATION,
INC.
Woodward, OK

YOUTH AND FAMILY RESOURCE CENTER,
INC.
Shawnee, OK

YOUTH AND FAMILY SERVICES FOR
HUGHES AND SEMINOLE COUNTIES,
INC.
Wewoka, OK

YOUTH SERVICES CENTER OF NORTH
CENTRAL OKLAHOMA, INC.
Enid, OK

YOUTH AND FAMILY SERVICES OF
CANADIAN COUNTY, INC.
El Reno, OK

YOUTH SERVICES FOR OKLAHOMA COUNTY,
INC.
Oklahoma City, OK

YOUTH SERVICES FOR STEPHENS COUNTY,
INC.
Duncan, OK

YOUTH SERVICES OF BRYAN COUNTY,
INC.
Durant, OK

YOUTH SERVICES OF OSAGE COUNTY,
INC.
Pawhuska, OK

YOUTH SERVICES OF PAYNE COUNTY,
INC.
Stillwater, OK

YOUTH SERVICES OF TULSA, INC.
Tulsa, OK

APPENDIX C

THE JOB DESCRIPTIVE INDEX

THE JOB DESCRIPTIVE INDEX

© Bowling Green State University, 1975

Think of your present work. What is it like most of the time? In the blank beside each word given below, write

Y for "Yes" if it describes your work

N for "No" if it does NOT describe it

? if you cannot decide

.....

WORK ON PRESENT JOB

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

Go on to the next page

Work scale

Think of the pay you get now. How well does each of the following words describe your present pay? In the blank beside each word, put

- Y if it describes your pay
- N if it does NOT describe it
- ? if you cannot decide

.....

PRESENT PAY

- _____ Income adequate for normal expenses
- _____ Satisfactory profit sharing
- _____ Barely live on income
- _____ Bad
- _____ Income provides luxuries
- _____ Insecure
- _____ Less than I deserve
- _____ Highly paid
- _____ Underpaid

Now please turn to the next page

Think of the opportunities for promotion that you have now. How well does each of the following words describe these? In the blank beside each word put

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

.....

OPPORTUNITIES FOR PROMOTION

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

Go on to the next page

Pay scale

Promotions scale

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

Y if it describes the supervision you get on your job

N if it does NOT describe it

? if you cannot decide

.....

SUPERVISION ON PRESENT JOB

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

Please go on to the next page

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

Y if it describes the people you work with

N if it does NOT describe them

? if you cannot decide

.....

PEOPLE ON YOUR PRESENT JOB

- Stimulating
- Boring
- Slow
- Ambitious
- Stupid
- Responsible
- Fast
- Intelligent
- Easy to make enemies
- Talk too much
- Smart
- Lazy
- Unpleasant
- No privacy
- Active
- Narrow interests
- Loyal
- Hard to meet

Supervision scale

Co-workers scale

PLEASE check the appropriate response
and when response choices are not given,
provide the requested information.

Sex: Male Female

Age: _____

Education: Less than high school
 High school diploma A.A. degree
 Bachelors Masters Doctorate
 Other (Please specify) _____

Job title: _____

Work schedule:

Check one: Mostly days
 Mostly evenings and/or weekends

Check one: Full-time
 Part-time

THANK YOU!

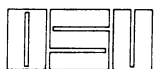
APPENDIX D

INVOICE ACKNOWLEDGING PERMISSION TO USE
THE JOB DESCRIPTIVE INDEX

INVOICE						
BOWLING GREEN STATE UNIVERSITY						
BOWLING GREEN, OHIO 43403						
DATE	DEPARTMENT	INCOME	COST	OBJECT	INVOICE NUMBER	
4/5/83	Psychological Tests	039017/1B	04917	059	1062	
CONTACT THE DEPARTMENT ▲ IF THERE IS ANY QUESTION ON CHARGE.		ACCOUNT NUMBER	EXPENSE	COST	OBJECT	FEI NUMBER
TO: Nancy Ann Lowry 4748 E. Frank Phillips Bartlesville, Okla. 74003						34-6402018
PLEASE INCLUDE ACCOUNT NUMBER WITH PAYMENT. MAKE CHECK PAYABLE TO BOWLING GREEN STATE UNIVERSITY AND RETURN WITH DUPLICATE INVOICE TO BURSAR'S OFFICE.						
QUANTITY	DESCRIPTION		UNIT PRICE	EXTENSION		
	Permission to reprint 200 copies of the JDI Tests		34.00/100	68.00		
	Check No. 1055 received			68.00		
	Balance Due			.00		
ORIGINAL COPY						

APPENDIX E

COVER LETTER



Oklahoma State University

COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078
135 HOME ECONOMICS WEST
(405) 624-6570

523 N. Main, #72
Stillwater, OK 74074
March 15, 1983

Name
Address
City, State Zip

Dear Employee:

You have been selected as a participant in a research project studying job satisfaction among employees of agencies belonging to the Oklahoma Association of Youth Services, Inc. My name is Nancy Lowry, and I am conducting this research to fulfill the requirements for my M.S. degree in Home Economics at Oklahoma State University.

This brief questionnaire will require only ten to fifteen minutes of your time, and since there is no coding of questionnaires your identity will remain anonymous. Since I will not know who has responded and who has not, I will send a postcard to all who were mailed a questionnaire if I have not received them by March 31, 1983.

Your name and address were given to me by the director of your agency. I assured him/her, as I assure you, that the mailing list will be used only for the purpose of this study which will complete my degree. I have also assured your director that your agency will receive a copy of the results of this study for your interest. If you have any questions feel free to call me at 405-624-6571.

Thank you very much for your participation. It is greatly appreciated.

Sincerely,

Nancy Lowry
Nancy Lowry

Beulah Hirschlein
Beulah Hirschlein
Academic Advisor

APPENDIX F

FOLLOW-UP POSTCARD

To those of you who have already returned your questionnaire, *The Job Satisfaction Index*, I want to express my sincere thanks. If you have not returned your questionnaire, may I expect to receive it soon?! Your response IS important, so please respond today.


Nancy Lowry

HAVE A PLEASANT DAY!

VITA 

Nancy Ann Lowry

Candidate for the Degree of

Master of Science

Thesis: JOB SATISFACTION AMONG OKLAHOMA YOUTH SERVICES EMPLOYEES

Major Field: Home Economics

Biographical:

Personal Data: Born in Chandler, OK on November 8, 1959, the daughter of Bill and Barbara Lowry.

Education: Graduated from Sooner High School, Bartlesville, OK in May, 1977; received Bachelor of Science degree in psychology from Harding University in December, 1980 with a minor in home economics; completed requirements for the Master of Science degree at Oklahoma State University in May, 1984.

Professional Experience: Graduate Research Assistant, Oklahoma State University, Stillwater, OK, 1981; Assistant Houseparent, Payne County Youth Services, Stillwater, OK, 1982; Graduate Research and Teaching Assistant, Oklahoma State University, Stillwater, OK, 1982-1983; Research Associate and Coordinator of Family Support Services, Oklahoma State University, Stillwater, OK, 1983-present.

Professional Organizations: American Home Economics Association, Oklahoma Home Economics Association, Omicron Nu, National Council on Family Relations, Oklahoma Council on Family Relations, Family Resource Coalition, Oklahoma Association of Family Resource Programs.

Community Activities and Organizations: Stillwater Human Energies Linking Program, Stillwater Communications Network, Proposal Committee for Stillwater Human Resources Coordinator, American Association of University Women