

8-2015

Certified rehabilitation counselors working in rehabilitation agencies: An investigation of factors impacting job satisfaction and intent to quit

Cynthia A. Serrata
University of Texas-Pan American

Follow this and additional works at: https://scholarworks.utrgv.edu/leg_etd



Part of the [Rehabilitation and Therapy Commons](#)

Recommended Citation

Serrata, Cynthia A., "Certified rehabilitation counselors working in rehabilitation agencies: An investigation of factors impacting job satisfaction and intent to quit" (2015). *Theses and Dissertations - UTB/UTPA*. 210.

https://scholarworks.utrgv.edu/leg_etd/210

This Dissertation is brought to you for free and open access by ScholarWorks @ UTRGV. It has been accepted for inclusion in Theses and Dissertations - UTB/UTPA by an authorized administrator of ScholarWorks @ UTRGV. For more information, please contact justin.white@utrgv.edu, william.flores01@utrgv.edu.

CERTIFIED REHABILITATION COUNSELORS WORKING IN
REHABILITATION AGENCIES: AN INVESTIGATION OF FACTORS IMPACTING
JOB SATISFACTION AND INTENT TO QUIT

A Dissertation

by

CYNTHIA A. SERRATA

Submitted to the Graduate School of the
University of Texas – Pan American
In partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

August 2015

Major Subject: Rehabilitation Counseling

CERTIFIED REHABILITATION COUNSELORS WORKING IN
REHABILITATION AGENCIES: AN INVESTIGATION OF FACTORS IMPACTING
JOB SATISFACTION AND INTENT TO QUIT

A Dissertation
by
CYNTHIA A. SERRATA

COMMITTEE MEMBERS

Dr. Charlene Blankenship
Chair of the Committee

Dr. Jerome Fischer
Committee Member

Dr. Bruce Reed
Committee Member

Dr. Xiaohui Wang
Committee Member

August 2015

Copyright 2015 Cynthia A. Serrata

All Rights Reserved

ABSTRACT

Serrata, Cynthia A., Certified Rehabilitation Counselors Working in Rehabilitation Agencies: An Investigation of Factors Impacting Job Satisfaction and Intent to Quit. Doctor of Philosophy (Ph.D.), August, 2015, 98 pp., 17 tables, 4 figures, 50 references.

The purpose of this study was to examine job satisfaction in rehabilitation counselors who are Certified Rehabilitation Counselors (CRCs) practicing in rehabilitation settings and to identify the employment factors and work motivation factors that contribute to job satisfaction and intent to quit. Participants included in this study were obtained from the Commission on Rehabilitation Counselor Certification (CRCC) list serve. Participants were from Rehabilitation Services Administration (RSA) Region 5: Illinois, Ohio, Michigan, Indiana, Minnesota, and Wisconsin. Of the 1695 emails that were sent to CRCs from RSA Region 5, 315 surveys were completed resulting in a response rate of 19%. The survey packet included four instruments: the Job Descriptive Index (JDI) (Balzer et al., 1997), Job In General scale (JIG) (Balzer et al., 1997), Work Extrinsic and Intrinsic Motivation Scale (WEIMS) (Tremblay et al., 2009), and Turnover Intention (Mobley, Horner, Hollingsworth, 1978). Backward regression analyses were employed to explain which employment factors as well as which work motivation factors have a significant relationship with job satisfaction and intent to quit. Backward regression analysis for employment factors revealed that caseload size (statistically significant at the $p < .01$ level) and employment setting (statistically significant at the $p < .01$ level) predicted CRC's job satisfaction whereas backward regression analysis for employment factors revealed that caseload size

(significant at the $p < .01$ level), clients seen per week (significant at the $p < .05$ level), and employment setting (significant at the $p < .05$ level) predicted intent to quit among CRCs. Furthermore, backward analysis indicated that both self-determined motivation and non self-determined motivation were statistically significant in predicting job satisfaction and intent to quit in CRCs (significant at the $p < .01$ level). Implications for practice and future research on improving the job satisfaction of rehabilitation counselors are included.

DEDICATION

I dedicate this dissertation first and foremost to my parents, Sylvia and Jesus Salas Jr. You have taught me to always strive for the best and never settle for anything less. Although I'm an adult now, you are always there to help in any way that you can. Also, I dedicate this dissertation to my brother, Jesus Salas III, who initially pushed me to pursue my career in counseling and who I've always looked up to. Additionally, I dedicate this dissertation to my husband, Arnoldo Alberto Serrata Jr. You have always supported my goals and career aspirations. Thank you for being my strength during the difficult times throughout the dissertation process and my tech support/help desk when nothing worked. Without your support, completing my dissertation would not have been possible. I also want to dedicate this dissertation to my son, Arnoldo Alberto Serrata III, my daughter, Araceli Marie Serrata, and my unborn child. Thank you for cooperating and understanding when mommy had to write. Lastly, I would like to dedicate this dissertation in loving memory to Luis Quintana and Beatrice Quintana. Throughout my childhood years, you taught me many valuable lessons that have led to the person I am today. I love and miss you every day.

ACKNOWLEDGEMENTS

This Research Project has been supported with resources from the Commission on Rehabilitation Counselor Certification (CRCC), Work Extrinsic and Intrinsic Motivation Scale (WEIMS), Job in General Scale (JIG), Job Descriptive Index (JDI), and the Turnover Intention scale. Without the help of the CRCC and the authors of each of the instruments that were used in this dissertation project, completion of my dissertation would not have been possible.

I want to thank each of my dissertation committee members (Dr. Charlene Blankenship, Dr. Jerome Fischer, Dr. Bruce Reed, and Dr. Xiaohui Wang) for your support and constructive criticism throughout the dissertation process. Thank you for being flexible with my work schedule to meet with me when I needed further guidance. Words cannot describe how much gratitude I have for each of you.

TABLE OF CONTENTS

	Page
ABSTRACT.....	iii
DEDICATION.....	v
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xii
CHAPTER I. INTRODUCTION.....	1
Theoretical Basis of Study.....	1
Statement of the Problem.....	2
Significance of the Problem.....	3
Purpose of the Study.....	4
Research Questions.....	4
Definition of Terms.....	5
CHAPTER II. REVIEW OF THE RELATED LITERATURE.....	7
Introduction.....	7
Counselor Burnout.....	7
Factors Associated with Job Satisfaction.....	10
Counselor Caseload.....	10
Level of Motivation.....	10
Work Space Environment.....	11
Employment Setting.....	12

Intent to Quit.....	14
Role Stressors, Job Challenge, and Organizational Knowledge	14
Increasing Job Satisfaction.....	15
Counselor Stamina.....	16
Management Citizenship Behavior	17
Supervisory Working Alliance	18
Addressing Counselor Role Stress and Burnout	18
Increasing Job Challenge.....	19
Promoting Organizational Knowledge.....	19
The Impact of the Economy on Mental Health Services.....	20
The Impact of the Economy on State Rehabilitation Services.....	21
Summary	24
CHAPTER III. METHODOLOGY	27
Introduction	27
Sample and Selection	27
Instrumentation.....	28
Rationale for Measures Utilized.....	28
Job Descriptive Index (JDI).....	28
Job in General Scale (JIG).....	29
Work Extrinsic and Intrinsic Motivation Scale (WEIMS).....	30
Turnover Intention Scale	31
Procedure.....	31
Data Analysis and Research Design.....	32
CHAPTER IV. RESULTS.....	35
Sample Composition and Demographic Data	36
CHAPTER V. DISCUSSION.....	62
Summary	62
Limitations	66
Implications for Practice	67
Increasing Diversity in the Field of Rehabilitation	67

Alleviating Counselor Burnout.....67
Improving the Supervisory Relationship.....68
Implications for Further Research.....71
REFERENCES 73
APPENDIX A: DEMOGRAPHIC QUESTIONNAIRE 79
APPENDIX B: JOB DESCRIPTIVE INDEX..... 85
APPENDIX C: THE WORK EXTRINSIC AND INTRINSIC MOTIVATION SCALE 92
APPENDIX D: TURNOVER INTENTION 94
APPENDIX E: INFORMED CONSENT..... 96
BIOGRAPHICAL SKETCH 98

LIST OF TABLES

	Page
Table 1: Financial Data for RSA Region 5	23
Table 2: Participant Characteristics	37
Table 3: Employment Factors.....	38
Table 4: Frequencies and Percentages for Turnover Intention Scale	39
Table 5: Frequencies and Percentages for the JIG.....	40
Table 6: Frequencies and Percentages for the WEIMS: Self-Determined Motivation Subscale .	41
Table 7: Frequencies and Percentages for the WEIMS: Non Self-Determined Motivation Subscale	42
Table 8: Pearson Correlations: Job in General and Work Motivation Factors.....	46
Table 9: Summary of Backward Regression Analysis for Caseload Size (Employment Factor) Predicting Job Satisfaction.....	50
Table 10: Summary of Backward Regression Analysis for Employment Setting (Employment Factor) Predicting Job Satisfaction	51
Table 11: Summary of Backward Regression Analysis for Work Motivation Factors Predicting Job Satisfaction	52
Table 12: Pearson Correlations: Intent to Quit and Work Motivation Factors.....	54
Table 13: Summary of Backward Regression Analysis for Caseload Size (Employment Factor) Predicting Intent to Quit.....	58
Table 14: Summary of Backward Regression Analysis for Clients Seen Per Week (Employment Factor) Predicting Intent to Quit.....	59

Table 15: Summary of Backward Regression Analysis for Employment Setting (Employment Factor) Predicting Intent to Quit.....	60
Table 16: Summary of Backward Regression Analysis for Work Motivation Factors Predicting Intent to Quit.....	61
Table 17: Demographic Characteristics: Present Study verses National Average.....	64

LIST OF FIGURES

	Page
Figure 1: Scatterplot Job in General and Self-Determined Motivation	47
Figure 2: Scatterplot Job in General and Non Self-Determined Motivation	48
Figure 3: Scatterplot Intent to Quit and Self-Determined Motivation.....	55
Figure 4: Scatterplot Intent to Quit and Non Self-Determined Motivation.....	56

CHAPTER I

INTRODUCTION

Over the past few decades, research has investigated the significance of rehabilitation counselor job satisfaction (Garske, 2000). Rehabilitation counseling professionals who work in the human service field are known to hold high stress occupations. These professionals serve various disability populations such as individuals with physical disability, intellectual disabilities, autism, visual impairments, hearing impairments, and mental illness (e.g., schizophrenia, bipolar disorder, depression). It is important to examine the level of job satisfaction in rehabilitation counselors as it may impact the rehabilitation progress of clients being served by the counselor (Farruggia, 1986).

Theoretical Basis of Study

To examine the employment settings of rehabilitation counselors and to identify the variables that lead to job satisfaction, the Lent, Brown, and Hackett's social cognitive career theory (SCCT) (2002) was incorporated. The primary premise of SCCT is to explain the relationship between an individual's interests, abilities, and values as well as how these variables impact individual growth and contextual factors. The SCCT was derived from Bandura's (1986) model of causality known as the triadic reciprocal. Bandura's bidirectional model contains three variables: personal and physical attributes, external factors, and overt behavior. As a result, SCCT utilizes a person-behavior-situation interaction. The personal determinants of career

development in SCCT are self-efficacy, outcome expectations, and personal goals. Self-efficacy refers to the individual's "personal performance accomplishments, vicarious learning, social persuasion, and physiological states and reactions" (Lent, Brown, & Hackett, 1996, p. 380). Therefore, when an individual experiences success in an employment setting, self-efficacy is strengthened. Conversely, when the individual experiences failure, or in this case, job dissatisfaction, self-efficacy is weakened. Outcome expectations refer to the individual's personal beliefs about his or her expectations in a particular situation. For instance, an individual may be extrinsically motivated in a particular employment setting by receiving an award from his or her supervisor. In the present study, salary would be a form of an extrinsic reinforcement reward. Another individual may be intrinsically motivated in that same employment setting by personally wanting to improve his or her job development (Lent et al., 2002).

Statement of the Problem

Although several empirical studies (Armstrong, Hawley, Blankenship, Lewis, & Hurley, 2008; Armstrong, Hawley, Lewis, Blankenship, & Pugsley, 2008; Faubion et al., 2001; Kirk-Brown & Wallace, 2004; Lee et al., 2010) highlight the job dissatisfaction rehabilitation counselors experience, further research is needed to assess the effectiveness of strategies used to increase job satisfaction (Harris & Artis, 2005). Harris and Artis indicated that most empirical studies have a disproportionate number of female respondents over male respondents. As a result, future research should take active measures to increase the amount of males' representative of a particular study. In addition, research (Armstrong et al., 2008; Faubion et al., 2001; Kirk-Brown & Wallace, 2004; Lee et al., 2010) indicates that there is limited information on the employment experiences of rehabilitation counselors working in non-profit rehabilitation agencies. Furthermore, the United States has witnessed significant budget cuts in the area of

mental health in the past five years (National Alliance on Mental Illness [NAMI], 2011). With the reduction in Medicaid and non-Medicaid funding for mental health, rehabilitation counselors may be exposed to work-related stress due to agency layoffs, turnover, and an increase in caseload. Overall, the Rehabilitation Services Administration (RSA) has also seen a decrease in funding from 2013 to 2014. For example, Vocational Rehabilitation State Grants have been reduced from \$2,947,422,219 in 2013 to \$2,573,038,400 in 2014.

To investigate this issue, the present study will focus on rehabilitation counselors practicing in rehabilitation settings. The results of this study will provide administrators with information regarding the work-related stresses that rehabilitation counselors encounter in rehabilitation settings such as colleges/universities, health and social services, private rehabilitation, and State/Federal vocational rehabilitation settings. By having awareness of work-related stress, supervisors and administrators can then adapt to the needs of rehabilitation counselors.

Significance of the Study

Before supervisors and administrators can implement strategies to address job dissatisfaction in rehabilitation counselors (Armstrong et al., 2008; Faubion et al., 2001; Kirk-Brown & Wallace, 2004; Lee et al., 2010; Osborn, 2004), supervisors and administrators need to have awareness of the various job stressors counselors experience (Armstrong et al., 2008; Faubion et al., 2001; Kirk-Brown and Wallace, 2004). Only when awareness is obtained, can supervisors and administrators actively and effectively engage in promoting job satisfaction in rehabilitation counselors. Research supports the notion that supervisors and administrators should appropriately implement strategies to improve counselor job satisfaction (Armstrong et al., 2008; Faubion et al., 2001; Kirk-Brown & Wallace, 2004; Lee et al., 2010).

The proposed study will examine if there is a relationship between employment factors (i.e., size of caseload, number of clients seen per week, salary, employment setting, and overtime hours worked), work motivation factors (i.e., self-determined motivation and non self-determined motivation), and job satisfaction in Certified Rehabilitation Counselors (CRCs) practicing in rehabilitation agencies. This study will also examine if there is a relationship between employment factors, work motivation factors, and intent to quit among rehabilitation counselors. It is anticipated that this research will produce results in which will be beneficial to supervisors and administrators. Previous research has shown that job dissatisfaction and “burnout” experienced by counselors can negatively affect performance on the job, and as a result, indirectly impact clients (Zellars & Perrew, 2001). In fact, Capella and Andrew (2004) found that job satisfaction variables (i.e., counselor’s work, pay, and supervision) explained 23% of the variance for consumer satisfaction. Through awareness and knowledge in this area, rehabilitation counselor satisfaction can be improved.

Purpose of the Study

The purpose of this study is to examine job satisfaction in rehabilitation counselors who are CRCs practicing in rehabilitation settings and to identify the employment factors and work motivation factors that contribute to job satisfaction and intent to quit.

Research Questions

This study attempts to answer the following research questions:

1. How employment factors and work motivation factors affect job satisfaction in CRCs?

H01: There is a significant relationship between employment factors, work motivation factors, and job satisfaction in CRCs.

H0I: There is no significant relationship between employment factors, work motivation factors, and job satisfaction in CRCs.

2. How employment factors and work motivation factors affect intent to quit among CRCs?

H0II: There is a significant relationship between employment factors, work motivation factors, and intent to quit among CRCs.

H0II: There is no significant relationship between employment factors, work motivation factors, and intent to quit among CRCs.

Definition of Terms

Achievement: An individual's sense of attainment or accomplishment in the workplace (www.dictionary.com).

Amotivation: The term used to describe when individuals act passively (Tremblay, Blanchard, Taylor, Pelletier, & Villeneuve, 2009)

Burnout: The process of physical and emotional depletion resulting from conditions at work or, more concisely, prolonged job stress (Osborn, 2004).

Creativity: An individual's ability to transcend traditional ideas to create meaningful new ideas (www.dictionary.com).

External Regulation: Completing a task for the sole purpose of obtaining a reward (Tremblay et al., 2009).

Identified Regulation: Completing an activity because one identifies with its value and meaning and accepts it as one's own (Tremblay et al., 2009).

Independence: An individual's freedom from the control and influence of others (www.dictionary.com).

Integrated Regulation: Identifying with an activity's value and meaning to the extent that it

becomes part of the individual's sense of self (Tremblay et al., 2009).

Introjected Regulation: Regulating behavior through self-worth contingencies (e.g., self-esteem, guilt) (Tremblay et al., 2009).

Job Satisfaction: The extent to which an individual's hopes, desires, and expectations about their current employment are fulfilled (www.dictionary.com).

Lifestyle: An individual's way of life or style of living that reflects their attitudes and values (www.thefreedictionary.com).

Mental Challenge: The extent to which an individual has the opportunity to solve new problems (Robinson & Betz, 2008).

Prestige: An individual's reputation that results from success, achievement, rank, or other favorable attributes (www.dictionary.com).

Job Security: Assurance (or lack of it) that an individual has about the continuity of gainful employment for his or her work life (www.businessdictionary.com).

Supervision: The action or process of watching or directing what an employee does or how something is done (www.merriam-webster.com).

Turnover: The separation of an employee from an establishment (voluntary, involuntary, or other) (<http://www.bls.gov>).

Work Environment: The surroundings of an individual's workplace (e.g., clean, warm, well lit, etc.) (Robinson & Betz, 2008).

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Introduction

Rehabilitation counselors experience burnout and job dissatisfaction in the workplace (Kirk-Brown & Wallace, 2004). An indication of job dissatisfaction in rehabilitation counselors can be observed in counselor absenteeism and turnover rates (Faubion, Palmer, & Andrew, 2001). Research has shown that there are a variety of factors that may impact counselor job satisfaction, such as the counselors' employment setting (Armstrong et al., 2008), role stressors, job challenge, and organizational knowledge (Kirk-Brown & Wallace, 2004).

This literature review includes a discussion on counselor burnout and its impact on counselor job satisfaction, an examination of the various job stressors impacting rehabilitation counselors in the workplace, a discussion of management and supervision strategies for supervisors and administrators, and a discussion on the impact of the economy on mental health services and on rehabilitation services.

Counselor Burnout

Since the 1970s, burnout has been a psychological problem for professionals working in the social service industry (Pines & Maslach, 1978). According to Osborn (2004), burnout is “the process of physical and emotional depletion resulting from conditions at work or, more concisely, prolonged job stress” (p. 319). The terms “counselor burnout” and “compassion

fatigue” are commonplace in the literature surrounding the work experience of professional counselors in the mental health field (Thompson, Amatea, & Thompson, 2014; Lent & Schwartz, 2012).

Thompson et al. (2014) examined the relationship between compassion fatigue and counselor burnout in mental health counselors. Specifically, the researchers were interested in whether counselor gender, years of experience, perceived working conditions, personal resources of mindfulness, use of coping strategy, and compassion satisfaction had any relation to compassion fatigue and counselor burnout, and if so, to what extent. Results indicated that 31% of the variance for compassion fatigue and 67% of the variance for burnout was accounted for and explained by counselors’ perceived working conditions, mindfulness, use of coping strategy, and compassion satisfaction.

Work setting and counselor personality has also been shown to impact the extent to which counselors experience burnout (Lent & Schwartz, 2012). Counselors working in community mental health outpatient clinics tend to experience more counselor burnout than counselors working in private practice or inpatient clinics. In addition, counselors who have traits of neuroticism tend to experience more emotional exhaustion and depersonalization resulting in a reduced sense of personal accomplishment.

Lee et al. (2010) utilized the Counselor Burnout Inventory (CBI) (Lee et al., 2007) to examine burnout types in 132 professional counselors. The participants included family counselors (9%), school counselors (43.2%), mental health counselors (25.3%), college counselors (7.6%), rehabilitation counselors (4.1%), and career counselors (1.5%). Lee et al. (2010) identified three clusters: well-adjusted, persevering, and disconnected counselors. Results indicated that the three cluster types were associated with the counselors’ job satisfaction, self-

esteem, and locus of control. Well-adjusted counselors reported having the most job satisfaction. An interesting finding was that persevering counselors reported having more self-esteem than well-adjusted counselors, but less self-esteem than disconnected counselors. Furthermore, well-adjusted counselors were less exhausted in the workplace in comparison to the other cluster types. Alternatively, persevering counselors reported the most work exhaustion (Lee et al., 2010). Since co-worker burnout and manager burnout are positively associated with intentions to leave an agency and negatively related to job satisfaction, it is important to assess for counselor burnout (Harris & Artis, 2005).

Lee et al. (2010) suggested that supervisors and administrators utilize the CBI as a “supplemental supervisory tool” (p. 136) to gain awareness of the counselor’s feelings, concerns, and/or stress experienced in the workplace. By having this information available, supervisors and administrators will have the opportunity to implement strategies to address the counselors’ issues and/or concerns. For example, if the CBI scores identify a counselor with either the persevering or the disconnected burnout type, the supervisor may address the counselor’s concerns in supervision to prevent professional impairment.

According to the Code of Professional Ethics for Rehabilitation Counselors, rehabilitation counselors “seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate professional responsibilities until such time is determined that they may safely resume their work” (CRCC, 2009). Therefore, assessment of counselor burnout may be beneficial to the rehabilitation counselor as it provides them with information on his or her professional impairments (Lee et al., 2010). Assessment of counselor burnout may also benefit clients as it assesses counselor risk of providing them harm. Nonetheless, it is important to assess the rehabilitation counselors’ limitations in the workplace

as it could further impact the counselors' degree of job dissatisfaction. Moreover, supervisors and administrators may use the CBI to organize professional workshops and employee recognition programs to facilitate a healthy work environment.

Factors Associated with Job Satisfaction

Research has shown that there are a multitude of factors that can impact counselors' job satisfaction, such as the counselors' caseload (Layne, Hohenshil, & Singh, 2004), level of motivation (Garske, 2000; Tremblay et al., 2009), employment setting (Armstrong et al., 2008), and role stressors, job challenge, and organizational knowledge (Kirk-Brown & Wallace, 2004).

Counselor Caseload

According to Layne et al. (2004), turnover in rehabilitation counselors result from occupational stress related to the counselors' job functions. Although not statistically significant, Layne et al. found that as the number of clients on counselors' caseloads increased, psychological strain and job dissatisfaction in rehabilitation counselors slightly increased. The researchers indicated that this slight difference could have been accounted for by the diverse range of client types on the counselors' caseload. Layne et al. suggest that if the caseload type were even across all counselors, perhaps the results would have indicated a stronger positive relationship between caseload size and job dissatisfaction. The researchers suggest that future research should investigate this issue further.

Level of Motivation

Garske (2000) examined the levels of job satisfaction, self-esteem, and attitudes toward persons with disabilities in rehabilitation counselors using items related to Herzberg's motivation/hygiene factors, Rosenberg's Self-Esteem Scale, and the Issues in Disabilities Scale. Participants used for the study included rehabilitation counselors who attended the Ohio

Rehabilitation Counseling Association State Conference (N = 66). The motivation variables investigated included the work itself, responsibility, achievement, recognition, and advancement. The hygiene factors examined included the working conditions, interpersonal relations - supervisor, salary, supervisor – technical, and company policy and administration. Overall, the results indicated that rehabilitation counselors had high levels of job satisfaction, self-concepts, and attitudes toward people with disabilities. However, the results showed that rehabilitation counselors were not satisfied with the amount of recognition that they received or their advancement opportunities. In addition, there was a low but significant correlation coefficient between the work itself, responsibility, and interpersonal relations with supervisors. The results suggest that it is important for supervisors and management to be aware and consider the motivational needs of rehabilitation counselors.

In a similar study, Szymanski and Parker (1995) investigated the relationship between work motivation, job performance, and job satisfaction in state vocational rehabilitation agency counselors. The researchers found that rehabilitation counselors who remained in their jobs due to the autonomy they received, were also satisfied with the job challenge and the nature of the job. Rehabilitation counselors who remained in their jobs as a result of job security, pay, and employment benefits experienced the lowest work performance.

Work Space Environment

Andrew, Faubion, and Palmer (2002) examined the relationship between job satisfaction and extrinsic job factors in state rehabilitation agencies. The researchers surveyed 315 rehabilitation counselors within 10 geographic service regions established by the Rehabilitation Services Administration (RSA). Seventy-five percent of participants were Caucasian, 7% African American, 7% Hispanics, 5% Asian, 2% Native American, 1% were categorized as

other, and 2% did not report an ethnicity. In regards to education level, 1% of counselors had a high school diploma, 2% had an associate's degree, 36% had a bachelor's degree, 59% had a master's degree, and 2% had a doctoral degree. Andrew et al. investigated seven groups of extrinsic job factors: location, safety, health, environment, facility, space, comfort, and professional nature. The researchers found a significant multivariate effect for gender. For instance, male and female counselors had different views on what they considered an important extrinsic factor. More specifically, female counselors reported having a higher importance related to job-related safety than male counselors. The researchers also found that counselors who had an intention to change jobs within the past year experienced less job satisfaction than counselors who intended to continue with his/her current position.

Employment Setting

Armstrong et al. (2008) examined the relationship between employment setting and job satisfaction among rehabilitation counselors. Participants included 1,751 CRCs from the Southern region of the United States. This population consisted of rehabilitation counselors from 16 different states and three Rehabilitation Service Regions. States represented in this sample included Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Virginia, and West Virginia. Forty-three percent of rehabilitation counselors worked in state/federal vocational rehabilitation settings, 30% in private rehabilitation settings, and 11% in health and social services. Results indicated that rehabilitation counselors working within health and social services experienced the most job satisfaction. For instance, 94% of rehabilitation counselors in this category were satisfied with his or her work whereas only 89% of counselors in rehabilitation settings and 90% of counselors in college and university settings were satisfied.

Furthermore, Armstrong et al. (2008) investigated the relationship between the job satisfaction of rehabilitation counselors in relation to other job variables such as pay, promotion, supervision, coworker satisfaction, and intention to quit. The researchers found that rehabilitation counselors working within private rehabilitation settings received the highest pay. Results indicated that rehabilitation counselors practicing in private rehabilitation settings were more than five times more likely to be satisfied with their salaries. Thus, Armstrong et al. found that a counselor's salary satisfaction was positively associated with job satisfaction. An interesting finding was that overall, rehabilitation counselors were dissatisfied with their promotion opportunities. Rehabilitation counselors working within private rehabilitation settings reported having the least satisfaction with their promotion opportunities. Moreover, rehabilitation counselors working within health and social services or college and university settings were more satisfied with their supervision. On the other hand, rehabilitation counselors working within private rehabilitation settings were the least satisfied with their supervision. Results also indicated that, overall, rehabilitation counselors were satisfied with their coworkers regardless of the type of setting they worked. In addition, rehabilitation counselors working within state/federal vocational rehabilitation settings reported the most intentions to quit. An important finding was that counselors who were satisfied with their work were less likely to leave the organization (Armstrong et al., 2008).

Armstrong et al. (2008) further described the relationship between job satisfaction and intention to quit among the various employment settings. Results from the abbreviated Job in General Scale (aJIG) indicated that overall rehabilitation counselors receiving incomes of \$58,000 or higher reported having the most job satisfaction. Results from the abbreviated Job Descriptive Index (aJDI) indicated that approximately 90% of the rehabilitation counselors

surveyed reported having great satisfaction with activities done on the job. In regards to pay, rehabilitation counselors under the age of 36 were least satisfied with their salaries, men were more likely to be satisfied with their salaries than women, and Caucasians were more satisfied than African Americans. In terms of caseload size, rehabilitation counselors with smaller caseloads were more satisfied than those with greater caseloads.

Intent to quit. Research indicates that a rehabilitation counselor's intention to quit his or her job varies depending on their employment setting (Armstrong et al., 2008). Univariate logistic regression analysis in the Armstrong et al. (2008) study revealed that rehabilitation counselors working in the Vocational Rehabilitation system had the largest percentage (28%) of counselors with intentions to quit. The second highest percentage of counselors with intentions to quit was College/University employees. A significant relationship was found between a rehabilitation counselor's level of job satisfaction and intentions to quit. Rehabilitation counselors who reported having job satisfaction were less likely to report having intentions to quit their employment. Therefore, as job satisfaction in rehabilitation counselors decrease intentions to quit increase.

Role Stressors, Job Challenge, and Organizational Knowledge

Kirk-Brown and Wallace (2004) identified two role stressors in workplace counselors: role conflict and role ambiguity. The researchers measured role conflict in terms of the counselors' management of multiple roles. Role ambiguity, on the other hand, was used to describe the counselors' lack of guidance in the implementation of counseling strategies in the workplace (Kirk-Brown & Wallace, 2004). Role ambiguity can also be defined in terms of the counselors' perception of control and authority (Harris & Artis, 2005). Results of the Kirk-Brown and Wallace (2004) study indicated that role conflict and role ambiguity were negatively

correlated with job satisfaction. Thus, counselors who experienced a high degree of role conflict and role ambiguity were less satisfied with their work (Kirk-Brown & Wallace, 2004).

Kirk-Brown and Wallace (2004) also examined the relationship between job challenge and job satisfaction in workplace counselors. Results indicated that there was a positive relationship between these two variables; the more a counselor perceived to have job challenge, the greater his or her job satisfaction.

Kirk-Brown and Wallace (2004) further investigated the association between the counselors' organizational knowledge and job satisfaction. The researchers found that there was a positive association between the counselors' level of organizational knowledge and job satisfaction. Thus, counselors who had more organizational knowledge experienced greater levels of job satisfaction.

Increasing Job Satisfaction

As a result of research findings, Armstrong et al. (2008) stated the following:

As a profession, the continued development of a strong identity and the establishment of the field as a thriving and valued career within the labor market must be fostered. While this study enhances our understanding of overall job satisfaction, identifying variables that are known to attract and maintain qualified employees is critically important to sustaining a viable professional rehabilitation workforce over time (p. 50).

Once supervisors and administrators are aware of the stressors impacting rehabilitation counselors, strategies can be implemented to improve the counselors' job satisfaction. Some ways in which supervisors and administrators can increase job satisfaction in rehabilitation counselors are by taking active measures to improve counselor stamina (Osborn, 2004) and

management citizenship behavior (Rubin & Brody, 2011). Other methods in which supervisors and administrators can improve job satisfaction in rehabilitation counselors is by incorporating a supervisory working alliance during supervision (Sterner, 2009).

Counselor Stamina

According to Osborn (2004), counselor stamina is “essential in the midst of a consistently challenging, complex, and changing mental health care environment” (p. 319). Osborn (2004) created the acronym STAMINA as a guide to improve counselor stamina. STAMINA was defined as: selectivity, temporal sensitivity, accountability, measurement and management, inquisitiveness, negotiation, and acknowledgement of agency.

Supervisors can utilize selectivity by displaying consideration and understanding for the work limitations of their counselors such as knowing what their counselors can and cannot do (Osborn, 2004). Temporal sensitivity suggests that “time is not only something to be managed or manipulated well, but also that is viewed realistically and respectfully” (Osborn, 2004, p. 322). Thus, supervisors who acknowledge temporal sensitivity set realistic deadlines for their counselors. Furthermore, supervisors who are accountable are professional and respectful towards their counselors. In addition, supervisors can measure and manage their counselors with rewards or merits for excellent work performance. Supervisors may display inquisitiveness towards their counselors by showing interest in their counselors’ professional development (Osborn, 2004). For instance, if a counselor displays a desire to stay long-term at the organization, the supervisor could inform the counselor of promotion opportunities within the company (Armstrong et al., 2008). As was seen in the Armstrong et al. (2008) study, counselors are more likely to leave the organization when promotion opportunities are not available.

Management Citizenship Behavior

Management citizenship behavior is a concept that parallels organizational citizenship behavior and has been shown to be a “principal determinant of worker citizenship behavior and workplace harmony” (Hodson, 1999, p. 460). Rubin and Brody (2011) investigated the relationship between management citizenship behavior and employee commitment, satisfaction, and mental health. As hypothesized, the researchers found that the relational and operational competence of management citizenship behavior increased the employees’ organizational commitment, job satisfaction, and mental health. Managers who displayed relational management citizenship established realistic job expectations for their employees, recognized good work performance, supported their employee’s needs, and treated their employees in a respectful manner. Managers who represented operational competence of management citizenship behavior properly informed their employees of job tasks, actively sought information and ideas from employees, and displayed competence in his or her job.

Results indicated that there was a positive correlation between the managers’ ethical behavior and the employees’ organizational commitment, job satisfaction, and mental health. For instance, employees felt they could trust his or her manager if the manager displayed ethical behavior (Rubin & Brody, 2011). Although not significant, the researchers found that the managers’ family supportive behaviors improved overall job satisfaction. For example, employees experienced greater job satisfaction when his or her manager made accommodations for the employee to attend to family or personal matters, such as medical appointments.

Supervisory Working Alliance

Clinical supervision is an important and essential element in increasing job satisfaction in rehabilitation counselors (Stern, 2009). Furthermore, Stern examined counselors' perceptions of clinical supervision in relation to job satisfaction and work-related stress. This researcher emphasized the importance of differentiating between a supervisory working alliance and a supervisory relationship. A supervisory working alliance focuses on creating a relational bond within the supervisory dyad. For instance, in a supervisory working alliance, a clinical supervisor functions as a change agent. Whereas a supervisory working alliance focuses on attaining the counselors' goals, a supervisory relationship is aimed at reaching the clinical supervisors' goals.

As hypothesized, Stern (2009) found that counselors who were satisfied with the clinical supervision they received were also satisfied with their work. Moreover, the stronger the supervisory working alliance between the counselor and the clinical supervisor, the lower the work-related stress counselors' experienced. According to Stern (2009), supervision "provides experiences for supervisees to address both work variables, which means that they perceive clinical supervision as not only contributing to their professional development and work satisfaction, but also as moderating work-related stressors" (p. 259).

Addressing Counselor Role Stressors and Burnout

Results of the Kirk-Brown and Wallace (2004) study indicate that role stressors, such as role conflict and role ambiguity, were negatively associated with counselor job satisfaction. The researchers suggest that supervisors and managers address this issue by attending trainings, seminars, and/or workshops to learn ways to effectively handle employee relations. The researchers also recommend that supervisors and managers encourage their employees to attend

support programs discussing this matter. This will allow counselors and supervisors to have increased awareness of burnout and its effects on organizational performance and work satisfaction.

Increasing Job Challenge

Research has shown that the degree of job challenge in counselors is positively related to counselor job satisfaction (Kirk-Brown & Wallace, 2004). Job challenge is the term used to describe the unique job demands that an individual experiences in the workplace. Counselors who experience job challenge are stimulated and challenged to exercise their acquired skills. Intrinsic job satisfaction, on the other, tends to be negatively impacted when counselors experience unchallenging work in the workplace (Decker & Borgen, 1993). According to Kirk-Brown and Wallace (2004), the “strength of the relationship between job satisfaction and challenge suggests that the experience of a challenging work environment is a key variable in accounting for workplace counselors’ satisfaction with their work” (p. 35). The researchers recommended that supervisors and administrators implement strategies to ensure the counselor is challenged in the workplace.

Promoting Organizational Knowledge

Results from the Kirk-Brown and Wallace (2004) study indicated that the amount of organizational knowledge counselors contained was positively associated with job satisfaction. Murphy (1995) emphasized that if counselors are formally and adequately trained on the organizational behavior principles of the agency in which they work, counselor job satisfaction will improve. This researcher stressed that with a lack of organizational knowledge, counselors are less likely to understand and appreciate the reasons as to why certain guidelines and management practices are implemented. Murphy (1995) also concluded that counselors,

supervisors, and administrators were equally responsible for ensuring that training of the organizational practices take place.

The Impact of Economy on Mental Health Services

In 2011, NAMI conducted a report examining the impact of budget cuts on mental health services throughout the United States. NAMI is the “nation’s largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness” (NAMI, 2011, p. 1). It has more than 1,100 state organizations and affiliates throughout the United States that participate in advocacy, research, support and education. In their 2011 report, NAMI stated that mental health services have faced massive budget cuts between 2009 and 2011 and cuts are expected to rise.

The two main sources of funding for mental health services comes from Medicaid and state general funds managed by state mental health authorities. From 2009 to 2011, approximately \$1.6 billion non-Medicaid state mental health spending was eliminated. Ten states in the United States experienced the greatest budget cuts in general funds; they are California (\$587.4 million), New York (\$132 million), Illinois (\$113.7 million), Arizona (\$108.4 million), Massachusetts (\$63.5 million), Ohio (\$57.7 million), Alaska (\$47.9 million), Washington District of Columbia (\$44.2 million), South Carolina (\$40.5 million), and Nevada (\$39.2 million). In addition, ten states in the United States experienced the largest percentage of budget cuts in general funds; they are Alaska (35%), South Carolina (23%), Arizona (23%), Washington District of Columbia (19%), Nevada (17%), Kansas (16%), California (16%), Illinois (15%), Mississippi (15%), and Hawaii (12.1%). With the budget cuts, both consumer and professionals working within mental health agencies are affected. For example, there has been an increase in emergency room visits, hospitalizations, juvenile and criminal problems, homelessness,

premature deaths, and suicides among youth and adults. Between 2009 and 2011, Arizona had a budget cut of \$108.4 million limiting the state to offer a maximum of 14,000 individuals living with mental illness with mental health services. This reduction in mental health spending resulted in the elimination of the following services and supports: case management, the availability of brand name medications, support groups, as well as housing and transportation subsidies for individuals living with serious mental illness. In addition, the following mental health services have either been eliminated or reduced: acute and long-term hospital treatment, crisis intervention teams and crisis stabilization programs, intensive case management services, Assertive Community Treatment (ACT) programs, supportive housing, case management and clinical services for children and adolescents, and access to psychiatric medications. Due to the reduction of mental health services provided, community agencies across the United States face the possibility of downsizing their current programs, or even worse, program closures. As a result, the instability of mental health programs due to budget cuts may add stress to rehabilitation counselors. Although budget for mental health services has decreased, there has been an increase in demand for crisis services, emergency room services, as well as acute and long-term psychiatric care among the public (NAMI, 2011). As a result of these budget cuts, the rehabilitation counseling professional may be faced with the ethical dilemma of balancing the client's need with the organization's budget, thus creating more stress to the rehabilitation counseling professional (Vaughn & Taylor, 1998).

The Impact of the Economy on State Rehabilitation Services

Overall from 2013 to 2014, RSA funding has decreased (RSA, 2014). For example, Vocational Rehabilitation State Grant funding was reduced from \$2,947,422,219 in 2013 to \$2,573,038,400 in 2014. Since this study will focus on RSA region 5, it is important to

investigate the financial status of Illinois, Ohio, Michigan, Indiana, Minnesota, and Wisconsin. The following table displays the financial data for the fiscal years (FY) 2011 and 2012 for Illinois, Ohio, Indiana, Minnesota, and Wisconsin. There was no financial data for the State of Michigan.

Table 1: Financial Data for RSA Region 5

State	FY 2011	FY 2012	FY 2011	FY 2012
	(Overall)	(Overall)	(Areas of assessment, counseling, guidance, and placement services)	(Areas of assessment, counseling, guidance, and placement services)
Illinois	\$133,282,627	\$135,773,438	\$71,333,847	\$54,022,786
Ohio	\$106,851,383	\$115,656,789	\$39,126,701	\$29,464,492
Indiana	\$68,795,139	\$62,705,982	\$10,833,966	\$12,672,137
Minnesota	\$44,704,169	\$43,729,824	\$23,104,193	\$24,213,201
Wisconsin	\$63,047,627	\$67,836,779	\$19,820,779	\$19,818,065
Michigan	No data	No data	No data	No data

Overall, Illinois, Ohio, and Wisconsin experienced an increase in RSA funds in FY 2012 whereas Indiana and Minnesota faced budget cuts. Specifically, Illinois, Ohio, and Wisconsin had budget cuts in the areas of assessment, counseling, guidance, and placement services (RSA, 2014). Since vocational rehabilitation services are either being reduced or eliminated (i.e., assessment, counseling, guidance, and placement services) in Illinois, Ohio, and Wisconsin, rehabilitation counselors may be facing challenges in the workplace as a direct reflection from the lack of financial funds. A rehabilitation professional that lacks the financial funds to complete his or her job may be faced with job stress leading to a reduction in job satisfaction in the workplace.

Summary

This literature review was divided into four parts. The first section of this literature review discussed counselor burnout and its impact on counselor job satisfaction. The results of two studies (Lee et al., 2010; Osborn, 2004) indicate that counselor burnout negatively impacts the degree of job satisfaction experienced by rehabilitation counselors. The second section of this literature review examined the various job stressors impacting rehabilitation counselors in the workplace. Research has shown that counselors' job satisfaction may be impacted due to numerous stressors associated with the counselors' job setting (Armstrong et al., 2008) and work environment (Faubion et al., 2001). Research conducted by Kirk-Brown and Wallace (2004) indicated that counselors' role stressors, job challenges, and organizational knowledge also impacted the degree of job satisfaction in rehabilitation counselors.

Before supervisors and administrators can implement strategies to address these issues (Armstrong et al., 2008; Faubion et al., 2001; Kirk-Brown & Wallace, 2004; Lee et al., 2010; Osborn, 2004), they need to have awareness of the various job stressors (Armstrong et al., 2008;

Faubion et al., 2001; Kirk-Brown and Wallace, 2004). When awareness is obtained, supervisors can actively and effectively engage in the management of job satisfaction in rehabilitation counselors. Research supports the notion that supervisors should appropriately implement strategies to improve counselor job satisfaction (Armstrong et al., 2008; Faubion et al., 2001; Kirk-Brown & Wallace, 2004; Lee et al., 2010).

The third section of this literature review discussed management and supervision strategies for supervisors and administrators. Research has shown that counselor stamina (Osborn, 2004), management citizenship behavior (Rubin & Brody, 2011), and supervisory working alliance (Sterner, 2009) are positively associated with counselor job satisfaction. Research has also shown that as supervisors and administrators increase the degree of job challenge, counselor job satisfaction also increases (Kirk-Brown & Wallace, 2004). Furthermore, implementing training seminars or workshops to inform counselors of the organizational practices of the agency in which they work for, will also increase job satisfaction (Kirk-Brown & Wallace, 2004). Although the Layne et al. (2004) study did not find a significant relationship between counselor job satisfaction and caseload size, supervisors should assess the job limitations of counselors (Lee et al., 2010) and incorporate appropriate challenges for their counselors (Kirk-Brown & Wallace, 2004).

Lastly, the fourth section of this literature review discussed the impact of the economy on mental health services and on rehabilitation services. Overall, both mental health services and rehabilitation services have witnessed significant budget cuts. Due to the mental health budget cuts across the nation, millions of dollars have been cut from various mental health services which not only affect the client population, but also affect the rehabilitation counselor professionals working in those types of agencies. In regards to rehabilitation services,

assessment, counseling, guidance, and placement services have felt the impact of the budget crisis. As a result of these budget cuts, rehabilitation counselors may be faced with added stress and ethical dilemmas. More research is needed to investigate the impact the budget crisis has had on the job satisfaction of rehabilitation counseling professionals.

CHAPTER III

METHODOLOGY

Introduction

This descriptive quantitative study expanded upon the Armstrong et al. (2008) study. The present study recruited CRCs working in rehabilitation agencies using the CRCC email list. The present study examined how employment factors and work motivation factors impact job satisfaction and intent to quit among CRCs.

The following section describes how the present study was conducted. In this section, measures are explained and the psychometric properties of instruments used are discussed. In addition, there is a detailed description of the research design which was used to address the research questions. All independent variables are identified and a rationalization for utilizing each independent variable is discussed.

Sample and Selection

Participants for this study were identified through the CRCC, the world's largest rehabilitation counseling organization with over 16,000 certified members. Specifically, this researcher examined Rehabilitation Services Administration (RSA) Region 5 which includes the following states: Illinois, Ohio, Michigan, Indiana, Minnesota, and Wisconsin. RSA Region 5 is ethnically diverse and heavily populated. As a result, identifying participants for this study through the CRCC is a good representation of CRCs practicing in rehabilitation agencies in RSA

Region 5. A power analysis was conducted to anticipate the number of participants needed to obtain a large effect size and a desired power of .95. The power analysis indicated that a minimum of 87 participants were needed to assess research questions one and two.

Instrumentation

Rationale for Measures Utilized

The survey packet included four instruments: the Job Descriptive Index (JDI) (Balzer et al., 1997), Job In General scale (JIG) (Balzer et al., 1997), Work Extrinsic and Intrinsic Motivation Scale (WEIMS) (Tremblay et al., 2009), and Turnover Intention (Mobley, Horner, Hollingsworth, 1978). The JDI and JIG are designed to measure job satisfaction. Both instruments were chosen for purposes of addressing the research questions as they contain high reliability and validity (Balzer et al., 1997). The WEIMS was chosen as it has been shown to have adequate levels of construct validity and internal consistency in assessing work motivation (Tremblay et al., 2009). The Turnover Intention Scale was utilized as it has shown to have high internal consistency while briefly assessing intent to quit (Yin-Fah, Foon, Chee-Leong, & Osman, 2010).

Job Descriptive Index (JDI)

The JDI is a self-report assessment which contains 72 items designed to measure job satisfaction. The JDI contains five subscales: Work on Present Job (18 items), Pay (9 items), Opportunities for Promotion (9 items), Supervision (18 items), and People at Work (18 items). The range of scores on each subscale is 0-54. The higher an individual scores on the JDI, the higher the job satisfaction he or she experiences in the workplace. Thus, an individual who scores a 54 on the JDI would indicate that he or she has a high level of job satisfaction. The participant can indicate “yes” if the adjective or phrase describes the individual’s work, “no” if

the adjective or phrase does not describe the individual's work, and "?" if the individual is undecided. The individual is given a specific score depending on the response made: a "yes" response is given a score of 3, a "no" response is given a score of 0, and a "?" is given a score of 1. Blazer et al. (1997) state that a "?" tends to be closer to a negative response rather than a positive response, and as a result, is given a score of 1. The subscales with 18 items are merely summed to produce the score. The two subscales with 9 items (i.e., Pay and Opportunities for Promotion) also produce a total score of 54; these two subscales are equal to the other subscales with 18 items. In the Pay and Opportunities for Promotion subscales, the sum is doubled to produce the final score. The Cronbach's coefficient alpha for the five subscales ranges from .88 to .92. Since the Cronbach's coefficient alpha is greater than .80, it is considered to have high reliability. The validity coefficients on the five subscales ranged from .42 to .62. All validity coefficients are significant at the .01 level (2-tailed) (Balzer et al., 1997).

Job in General Scale (JIG)

The JIG scale is self-report measure in which contains 18 items to evaluate the overall job satisfaction experienced by the participant. The participant can indicate "yes" if the adjective or phrase describes the individual's work, "no" if the adjective or phrase does not describe the individual's work, and "?" if the individual is undecided. The individual is given a specific score depending on the response made: a "yes" response is given a score of 3, a "no" response is given a score of 0, and a "?" is given a score of 1. The range of scores is 0-54. A high score indicates that the participant experiences greater overall job satisfaction. The JIG has a Cronbach's coefficient alpha of .92 and is considered to have high reliability. The validity coefficient for this scale is .79 and is significant at the .01 level (2-tailed) (Balzer et al., 1997).

Work Extrinsic and Intrinsic Motivation Scale (WEIMS)

The WEIMS is an 18-item questionnaire that assesses work motivation (Tremblay et al., 2009). The WEIMS was constructed using the self-determination theory (Deci & Ryan, 2000). The instrument is divided into three-item six subscales: intrinsic motivation (IM), integrated regulation (INTEG), identified regulation (IDEN), introjected regulation (INTRO), external regulation (EXT), and amotivation (AMO). Items are scored using a 7-point response format ranging from 1 (*Does not correspond at all*) to 7 (*Corresponds exactly*). The individual is asked to specify the degree to which the items represent reasons they are presently involved in their work. The WEIMS can be used to obtain a single score, such as the work self-determination index (W-SDI) (Vallerand, 1997). This technique is particularly useful when the researcher is interested in knowing which individuals have a self-determined or a non self-determined motivation profile. W-SDI can be computed by multiplying the mean of each subscale weights to the underlying level of self-determination. The formula to generate W-SDI is: $W-SDI = (+3 \times IM) + (+2 \times INTEG) + (+1 \times IDEN) + (-1 \times INTRO) + (-2 \times EXT) + (-3 \times AMO)$. Scores on the W-SDI range from +36 to -36. The total score obtained using the W-SDI indicates the individual's relative level of self-determination. Total scores that are positive indicate that the individual has a self-determined motivation profile. Therefore, total scores that are negative indicate that the individual has a non self-determined motivation profile. The W-SDI has a Cronbach alpha coefficient of .84 indicating that it has relatively good internal consistency. The WEIMS can also be used to investigate the influence of either work self-determined motivation or non self-determined motivation on a dependent variable. A self-determined motivation score can be computed by adding the self-determined subscales (i.e., IM, INTEG, and IDEN). A non self-determined motivation score, on the other hand, can be generated by summing the non self-

determined subscales (i.e., INTRO, EXT, and AMO). When this method is utilized, the internal consistency for work self-determined motivation is .87 and .72 for work non self-determined motivation (Tremblay et al., 2009).

Turnover Intention Scale

The Turnover Intention scale is self-report measure that contains 3 items to evaluate the overall turnover intention experienced by the participant. Responses are on a five-point Likert scale ranging from 1 = “Strongly Disagree” to 5 = “Strongly Agree.” The range of scores is 3-15. A high score indicates that the participant experiences higher intention to quit in their current job (Mobley, Horner, Hollingsworth, 1978). Research has demonstrated that the Turnover Intention scale has a high internal consistency of 0.90 (Yin-Fah, Foon, Chee-Leong, & Osman, 2010).

Procedure

Participants for the present study consist of CRCs practicing in rehabilitation agencies from RSA Region 5 (Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin). Participants were identified through the CRCC. This researcher obtained permission from CRCC to gain access to the email listserv and screen for participants from RSA Region 5. Once access to the email listserv was granted, this researcher emailed members a brief summarization of the purpose of the study along with demographic qualifying criteria that had to be met in order to participate in the study. In order to participate in this study, individuals needed to have a current CRC certification and be practicing in a rehabilitation agency in RSA Region 5. Participants who met the criteria and were willing to participate were encouraged to click the Qualtrics web link to complete the survey. The instruments used in this study included the JDI, JIG, WEIMS, Turnover Intentions Scale, and descriptive questionnaire. Participants were provided with directions on how to complete the instruments. Informed consent was obtained from all

participants (see appendix). Participants were informed that the survey should take approximately 15-20 minutes to complete and that confidentiality would be maintained. After 30 days, a follow-up reminder was emailed to all participants to increase the response rate.

Data Analysis and Research Design

This research examined the dependent variables job satisfaction and intent to quit and their relationship with employment factors and work motivation. Job satisfaction was assessed using the JDI and JIG instruments (Balzer et al., 1997). Intent to quit was examined using the Turnover Intentions Scale (Mobley, Horner, Hollingsworth, 1978). Employment factors consisted of the CRC's size of caseload, number of clients seen per week, salary, employment setting, and overtime hours worked. Frequencies and percentages were computed for employment factors using the demographic question 8 (salary), 9 (employment setting), 12 (size of caseload), 13 (average number of clients seen per week), and 14 (average number of overtime hours worked per week). Work motivation was measured using the WEIMS instrument (Tremblay et al., 2009). The WEIMS investigates intrinsic motivation (items 4, 8, and 15), integrated motivation (items 5, 10, and 18), and identified regulation (items 1, 7, and 14) to assess self-determined motivation. The WEIMS also examines introjected regulation (items 6, 11, and 13), external regulation (items 2, 9, 16), and amotivation (3, 12, and 17) to measure non self-determined motivation.

The following research questions were addressed in this study:

RQ1: How employment factors and work motivation factors affect job satisfaction in CRCs?

HoI: There is a significant relationship between employment factors, work motivation factors, and job satisfaction in CRCs.

H₀I: There is no significant relationship between employment factors, work motivation factors, and job satisfaction in CRCs.

Data source: Scores obtained from the JIG instrument, WEIMS instrument, and demographic questionnaire.

Statistical analysis: Statistical analysis to address RQ1 consisted of descriptive statistics for the dependent variable job satisfaction, correlations between all variables, and backward regression analyses. Backward regression analyses were utilized to examine which employment factors and work motivation factors predicted job satisfaction among CRCs. Independent variables for employment factors were the size of caseload, number of clients seen per week, salary, employment setting, and overtime hours worked of CRCs. Independent variables for work motivation factors consisted of the self-determined motivation and non self-determined motivation among CRCs. SPSS version 20 was used for all analysis.

RQ2: How employment factors and work motivation factors affect intent to quit among CRCs?

H₀II: There is a significant relationship between employment factors, work motivation factors, and intent to quit among CRCs.

H₁II: There is no significant relationship between employment factors, work motivation factors, and intent to quit among CRCs.

Data source: Scores obtained from the Turnover Intention instrument, WEIMS instrument, and demographic questionnaire.

Statistical analysis: Statistical analysis to address RQ2 consisted of descriptive statistics for the dependent variable intent to quit, correlations between all variables, and backward regression analyses. Backward regression analyses were utilized to examine which employment

factors and work motivation factors predicted intent to quit among CRCs. Independent variables for employment factors were the size of caseload, number of clients seen per week, salary, employment setting, and overtime hours worked of CRCs. Independent variables for work motivation factors consisted of the self-determined motivation and non self-determined motivation among CRCs. SPSS version 20 was used for all analysis.

CHAPTER IV

RESULTS

The purpose of this study was to examine job satisfaction in rehabilitation counselors who are CRCs practicing in rehabilitation settings and to identify the employment factors and work motivation factors that contribute to job satisfaction and intent to quit. Backward regression analyses were employed to explain which employment factors as well as which work motivation factors have a significant relationship with job satisfaction and intent to quit. The dependent variables assessed were job satisfaction and intent to quit. The independent variables for employment factors were CRC's size of caseload, number of clients seen per week, salary, employment setting, and overtime hours worked. The independent variables for work motivation factors were self-determined motivation and non self-determined motivation.

In this study, the following research questions were examined:

RQ1: How employment factors and work motivation factors affect job satisfaction in CRCs?

RQ2: How employment factors and work motivation factors affect intent to quit among CRCs?

The following hypotheses were predicted:

HoI: There is a significant relationship between employment factors, work motivation factors, and job satisfaction in CRCs.

HoII: There is a significant relationship between employment factors, work motivation factors, and intent to quit among CRCs.

Sample Composition and Demographic Data

Participants included in this study were obtained from the CRCC list serve. Participants were from RSA Region 5: Illinois, Ohio, Michigan, Indiana, Minnesota, and Wisconsin. There were 1924 email listings that were provided to the researcher of which 229 emails were undeliverable. Of the 1695 emails that were sent to CRCs from RSA Region 5, 315 surveys were completed resulting in a low response rate of 19%. All participants were CRCs. The total sample (N = 315) consisted of 87% Caucasian (N = 247), 7.6% African American (N = 24), 3.2% Asian (N = 10), 1.3% Hispanic (N = 4), and 1% Other Races/Ethnicities (N = 3). In regards to gender, the total sample consisted of 75.5% female (N = 237) and 24.5% male (N = 77). Participant age ranged from 23 to 73, with an average age of 46 years. Table 2 further illustrates the demographic characteristics representative of the participants in the present study. Table 3 displays the frequencies and percentages of each of the employment factors that were investigated in this study. Furthermore, Table 4 shows the frequencies and percentages for the Turnover Intention scale, Table 5 shows the frequencies and percentages for the JIG scale, Table 6 shows the frequencies and percentages for the JDI, and Table 7 shows the frequencies and percentages for the WEIMS.

Table 2

Participant Characteristics

Variables		Number	Percentage
Gender	Male	77	24.5%
	Female	237	75.5%
Age	25 years and under	6	1.9%
	26 to 35 years	78	24.8%
	36 to 44 years	44	14.1%
	45 to 54 years	57	18.1%
	55 to 64 years	70	22.1%
	Over 65 years	13	4.1%
	Missing	47	14.9%
Ethnicity	African American	24	7.6%
	Asian	10	3.2 %
	Caucasian	274	87%
	Hispanic	4	1.3%
	Other	3	1%
State	Illinois	67	21.3%
	Indiana	16	5.1%
	Michigan	51	16.2%
	Minnesota	45	14.3%
	Ohio	74	23.6%
	Wisconsin	61	19.4%
Level of Education	Bachelors	3	1%
	Masters	283	89.8%
	Doctoral	29	9.2%
Education Major	Psychology	18	5.7%
	Rehabilitation Counseling	254	80.9%
	Social Work	4	1.3%
	Other	38	12.1%

Table 3

Employment Factors/Independent Variables

Variables		Number	Percentage
Caseload Size	20 cases or less	128	42.7%
	21cases to 50 cases	57	19.0%
	51 cases to 80 cases	38	12.7%
	81 cases or more	77	25.7%
# Of Clients Seen Per Week	20 clients or less	248	81.6%
	21 clients to 40 clients	44	14.5%
	41 clients to 60 clients	5	1.6%
	61 clients or more	7	2.3%
Salary	\$0-\$20,000	10	3.2%
	\$20,001-\$30,000	6	1.9 %
	\$30,001-\$40,000	34	10.9%
	\$40,001-\$50,000	69	22.1%
	\$50,001 or greater	193	61.9%
Employment Setting	College/University	27	8.6 %
	Health and Social Services	28	8.9%
	Private Rehabilitation	77	24.6%
	State/Federal Vocational Rehabilitation Settings	126	40.3%
	Other	55	17.6%
	Overtime Hours Worked	None	85
1-5 hours		140	44.7%
6-10 hours		57	18.2%
Greater than 10 hours		31	9.9%

Table 4

Frequencies and Percentages for the Turnover Intention Scale

Score	Frequency	Percentage
3 to 6	165	53.6%
6 to 15	143	46.4%

Table 5

Frequencies and Percentages for the JIG

Score	Frequency	Percentage
0 to 27	73	23%
28 to 54	242	77%

Table 6

Frequencies and Percentages for the WEIMS: Self-Determined Motivation Subscale

Score	Frequency	Percentage
0 to 20	37	12%
21to 42	278	88%

Table 7

Frequencies and Percentages for the WEIMS: Non Self-Determined Motivation Subscale

Score	Frequency	Percentage
0 to -20	182	57%
-21 to -42	133	43%

Each of the instruments used in the present study was assessed for reliability and validity. Reliability analysis for the JIG revealed a Cronbach's alpha of .78 indicating having good reliability. The five JDI facets revealed Cronbach's alphas ranging from .49 to .84 (People on Your Present Job Cronbach's alpha = .80, Work on Your Present Job Cronbach's alpha = .81, Pay Cronbach's alpha = .49, Opportunities for Promotion Cronbach's alpha = .59, and Supervision Cronbach's alpha = .84). With the exception of the Pay and Opportunities for Promotion subscales, the Cronbach's alpha for the other JDI facets revealed having good reliability. The WEIMS (Cronbach's alpha = .84) and Turnover Intention Scale (Cronbach's alpha = .86) also had good reliability. Factor analyses were conducted to determine the amount of discriminant validity each instrument contained. The Kaiser-Meyer Olkin score obtained for the JIG and WEIMS instruments indicated having a "meritorious" level of discriminant validity. The Kaiser-Meyer Olkin score obtained for the Turnover Intention scale indicated having a "middling" level of discriminant validity. The Kaiser-Meyer Olkin score for each of the five JDI facets ranged from having a "mediocre" discriminant validity of .62 to having a "meritorious" discriminant validity of .86 (People on Present Job Kaiser-Meyer Oklin score = .83, Work on Present Job Kaiser-Meyer Olkin score = .86, Pay Kaiser-Meyer Olkin score = .67, Opportunities for Promotion Kaiser-Meyer Olkin score = .62, and Supervision Kaiser-Meyer Olkin score = .85).

Research question one investigated how employment factors (i.e., size of caseload, number of clients seen per week, salary, employment setting, and overtime hours worked) and work motivation factors (i.e., self-determined motivation and non self-determined motivation) affected job satisfaction among CRCs. Initially, the independent variable caseload size was categorized into four groups: 20 cases or less (N = 128, 42.7%), 21 cases to 50 cases (N = 57,

19%), 51 cases to 80 cases (N = 38, 12.7%), and 81 cases or more (N = 77, 25.7%). Due to having almost 50 percent of the sample population indicating that they had 20 cases or less and lower percentages found in the other three categories, the independent variable caseload size was divided into two groups: 20 cases or less (N = 128) and 21 cases or more (N = 172). The independent variable number of clients seen per week was initially categorized into four groups: 20 clients or less (N = 248, 81.6%), 21 clients to 40 clients (N = 44, 14.5%), 41 clients to 60 clients (N = 5, 1.6%), and 61 clients or more (N = 7, 2.3%). Due to having 81.6% of the sample population indicating that they would see 20 clients or less per week and lower percentages were found in the other three categories, the independent variable number of clients seen per week was divided into two groups: 20 clients or less (N = 248) and 21 clients or more (N = 56). In addition, the independent variable salary was initially grouped into five categories: \$0 - \$20,000 (N = 10, 3.2%), \$20,001 - \$30,000 (N = 6, 1.9%), \$30,001 - \$40,000 (N = 34, 10.9%), \$40,001 - \$50,000 (N = 69, 22.1%), and \$50,001 or greater (N = 193, 61.9%). Due to having a greater percentage of the sample population indicating that they had salaries of \$50,001 or greater (61.9%) and lower percentages in the other four categories, the independent variable salary was grouped into three categories: \$0 - \$40,000 (N = 50), \$40,001 - \$50,000 (N = 69), and \$50,001 or greater (N = 193). The independent variables employment setting and overtime hours worked remained in their original groupings. Furthermore, dummy variables were created for each of five categorical independent variables (i.e., size of caseload, number of clients seen per week, salary, employment setting, and overtime hours worked per week) to examine the relationship between employment factors and job satisfaction among CRCs. According to Warner (2008), it is imperative to convert categorical variables to dummy variables as it allows the researcher to examine the relationship between a categorical variable (i.e., employment factors) and a

numerical variable (i.e., job satisfaction). In doing so, the regression analysis will provide meaningful information.

Pearson product – moment correlation coefficients were also used to examine the relationship and determine collinearity between employment factors and work motivation factors with job satisfaction. The Pearson product – moment correlation coefficients illustrated in Table 8 demonstrate the correlations between work motivation factors and job satisfaction. Figure 1 illustrates the linear regression between the independent variable self-determined motivation ($R^2 = 0.19$), meaning that 19 percent of the variance between job satisfaction is accounted for by the CRC's level of self-determined motivation. Figure 2 illustrates the linear regression between the independent variable non self-determined motivation ($R^2 = 0.06$), meaning that six percent of the variance between job satisfaction is accounted for by the CRC's level of non self-determined motivation.

Table 8

Pearson Correlations: Job in General and Work Motivation Factors

	JIG	SEL	NON
JIG		.38**	.24**
SEL			-.26**
NON			

* $p < .05$, ** $p < .01$, JIG = Job in General, SEL = Self Determined Motivation, NON = Non Self Determined Motivation

Figure 1 Scatterplot for Job in General and Self-Determined Motivation

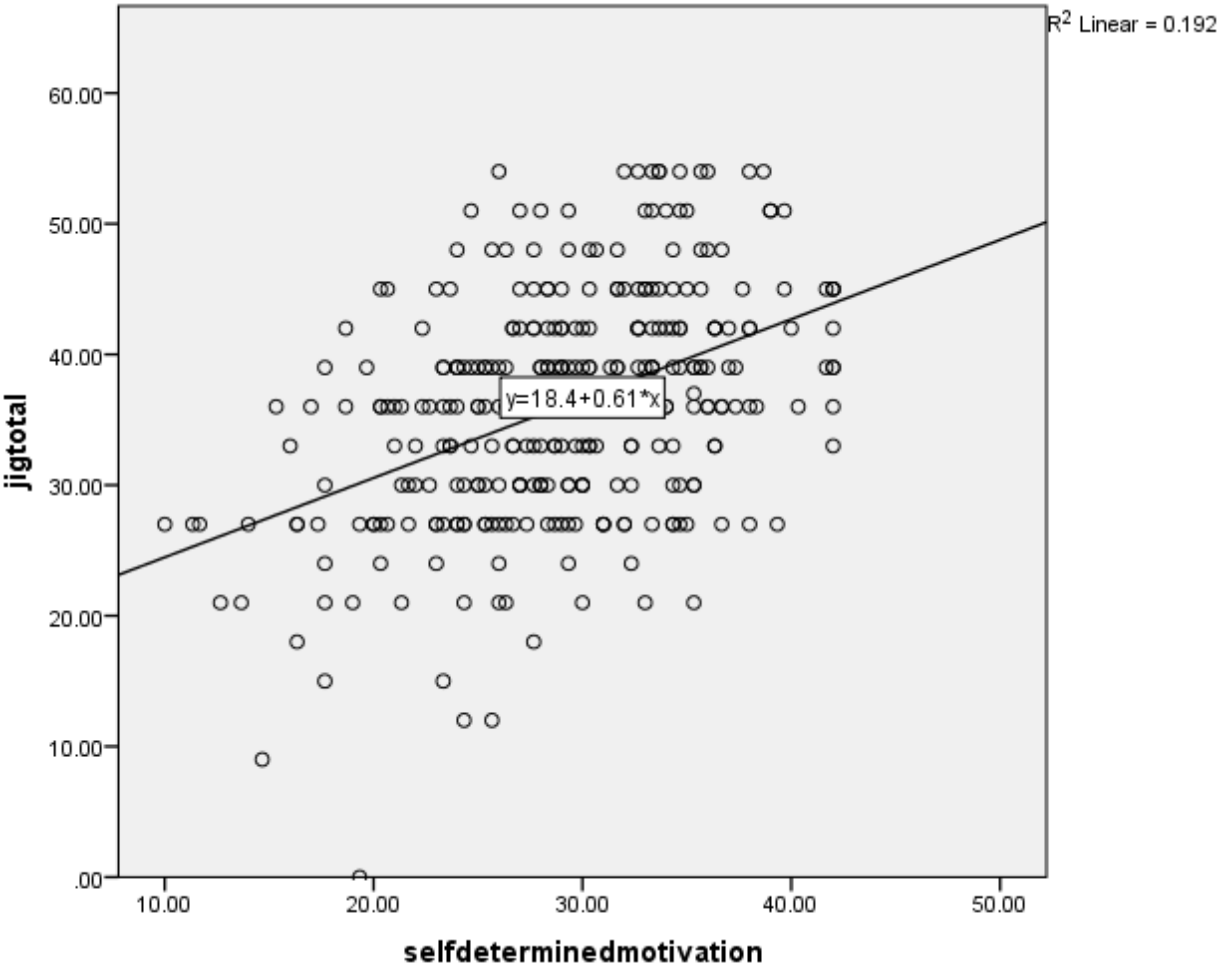
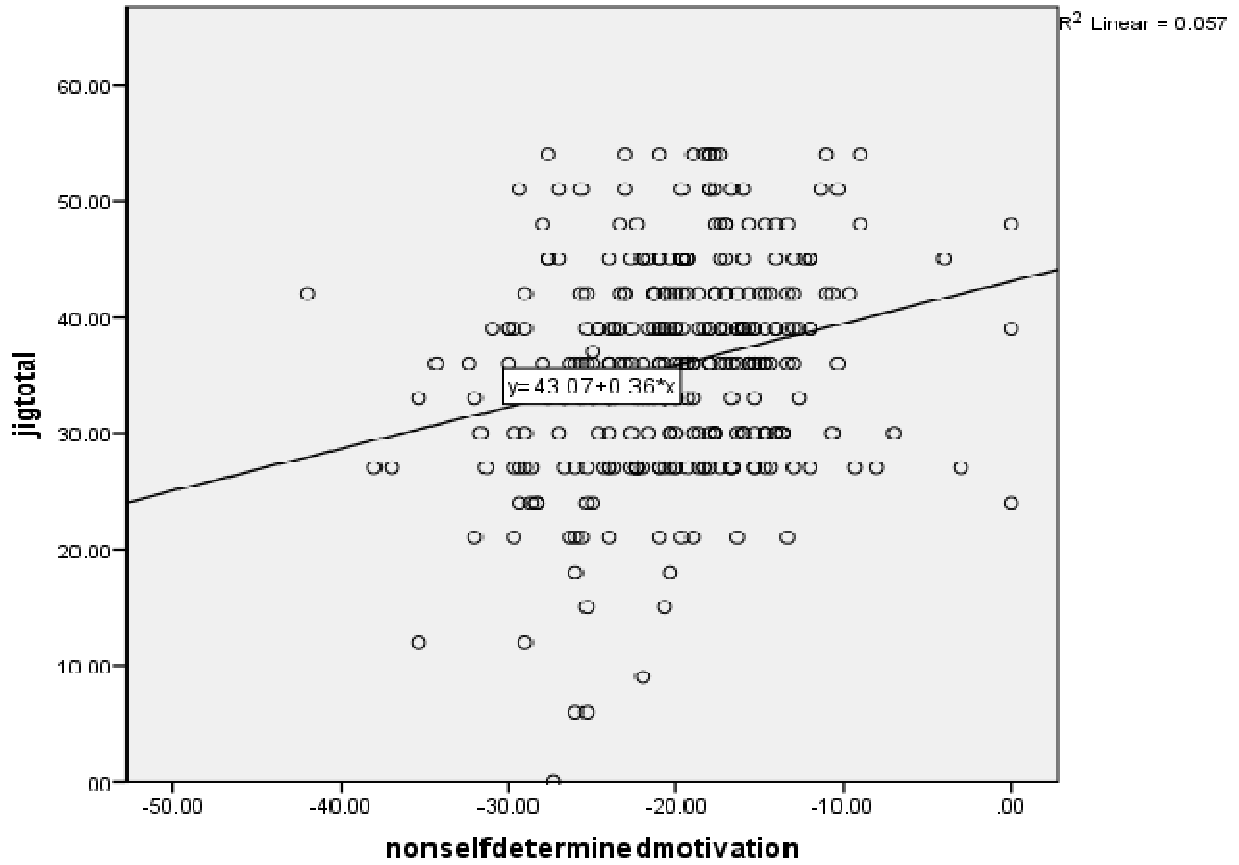


Figure 2 Scatterplot Job in General and Non Self-Determined Motivation



Backward regression analysis was conducted to evaluate the prediction of job satisfaction (i.e., JIG score) when considering the employment factors of CRCs. This analysis included five predictors: size of caseload, number of clients seen per week, salary, employment setting, and overtime hours worked. As evidenced by Tables 9 and 10, backward regression analysis for employment factors revealed that caseload size (R squared = 0.05, statistically significant at the $p < .01$ level) and employment setting (R squared = 0.07, statistically significant at the $p < .01$ level) predicted CRC's job satisfaction. The R squared values for caseload size and employment setting indicates that there was a small effect size in predicting job satisfaction among CRCs.

Backward regression analysis was also conducted to evaluate the prediction of job satisfaction (i.e., JIG score) in relation to work motivation factors. This analysis included two predictor variables: self-determined motivation and non self-determined motivation. Shown in Table 11, backward analysis indicated that both predictor variables were statistically significant in predicting job satisfaction in CRCs (R squared = 0.26, statistically significant at the $p < .01$ level). The R squared value for work motivation indicates that there was a large effect size in predicting job satisfaction among CRCs.

Table 9

Summary of Backward Regression Analysis for Caseload (Employment Factor) Predicting Job Satisfaction (N = 300)

Model 1			
Variables	<i>B</i>	<i>B SE</i>	β
CAS	-3.95	1.06	-.21**
R ²	.05		
F change in R ²	13.92**		

* $p < .05$, ** $p < .01$, CAS = Caseload

Table 10

*Summary of Backward Regression Analysis for Employment Setting (Employment Factor)**Predicting Job Satisfaction (N=315)*

Variables	Model 1			Model 2		
	<i>B</i>	<i>B SE</i>	β	<i>B</i>	<i>B SE</i>	<i>B</i>
CU	9.22	6.60	.28	6.12	1.91	.19
HSS	8.89	6.59	.27	5.79	1.88	.18
PR	6.97	6.41	.32	3.87	1.30	.18
SFV	3.15	6.42	.17			
OT	7.26	6.48	.30	4.15	1.45	.17
R ²		.07			.24	
F change in R ²		4.33**			.07	

* $p < .05$, ** $p < .01$, CU=College/University, HSS=Health and Social Services, PR=Private Rehabilitation, SFV=State/Federal Vocational Rehabilitation Settings, OT=Other

Table 11

Summary of Backward Regression Analysis for Work Motivation Factors Predicting Job

Satisfaction (N =315)

Model 1			
Variables	<i>B</i>	<i>B SE</i>	β
SEL	.63	.07	.47**
NON	.54	.08	.36**
R ²	.26		
F change in R ²	54.94**		

* $p < .05$, ** $p < .01$, SEL = Self Determined Motivation, NON = Non Self Determined Motivation

Research question two assessed how employment factors (i.e., size of caseload, number of clients seen per week, salary, employment setting, and overtime hours) and work motivation factors (i.e., self-determined motivation and non self-determined motivation) impact intent to quit among CRCs. The process of grouping independent variables caseload size, number of clients seen per week, and salary was utilized to address research question two. The process of using dummy variables to assess the relationship between the five employment factors and intent to quit among CRCs was also utilized. In addition, Pearson product – moment correlation coefficients were used to examine the relationship and determine collinearity between employment factors and work motivation factors with intent to quit. The Pearson product – moment correlation coefficients illustrated in Table 12 demonstrate the correlations between work motivation factors and intent to quit. Figure 3 illustrates the linear regression between the independent variable self-determined motivation ($R^2 = 0.12$), meaning that 12 percent of the variance between job satisfaction is accounted for by the CRC's level of self-determined motivation. Figure 4 illustrates the linear regression between the independent variable non self-determined motivation ($R^2 = 0.04$), meaning that four percent of the variance between job satisfaction is accounted for by the CRC's level of non self-determined motivation.

Table 12

Pearson Correlations: Intent to Quit and Work Motivation Factors

	INT	SEL	NON
INT		-.34**	-.20**
SEL			-.24**
NON			

* $p < .05$, ** $p < .01$, INT = Intent to Quit, SEL = Self Determined Motivation, NON = Non Self Determined Motivation

Figure 3 Scatterplot Intent to Quit and Self-Determined Motivation

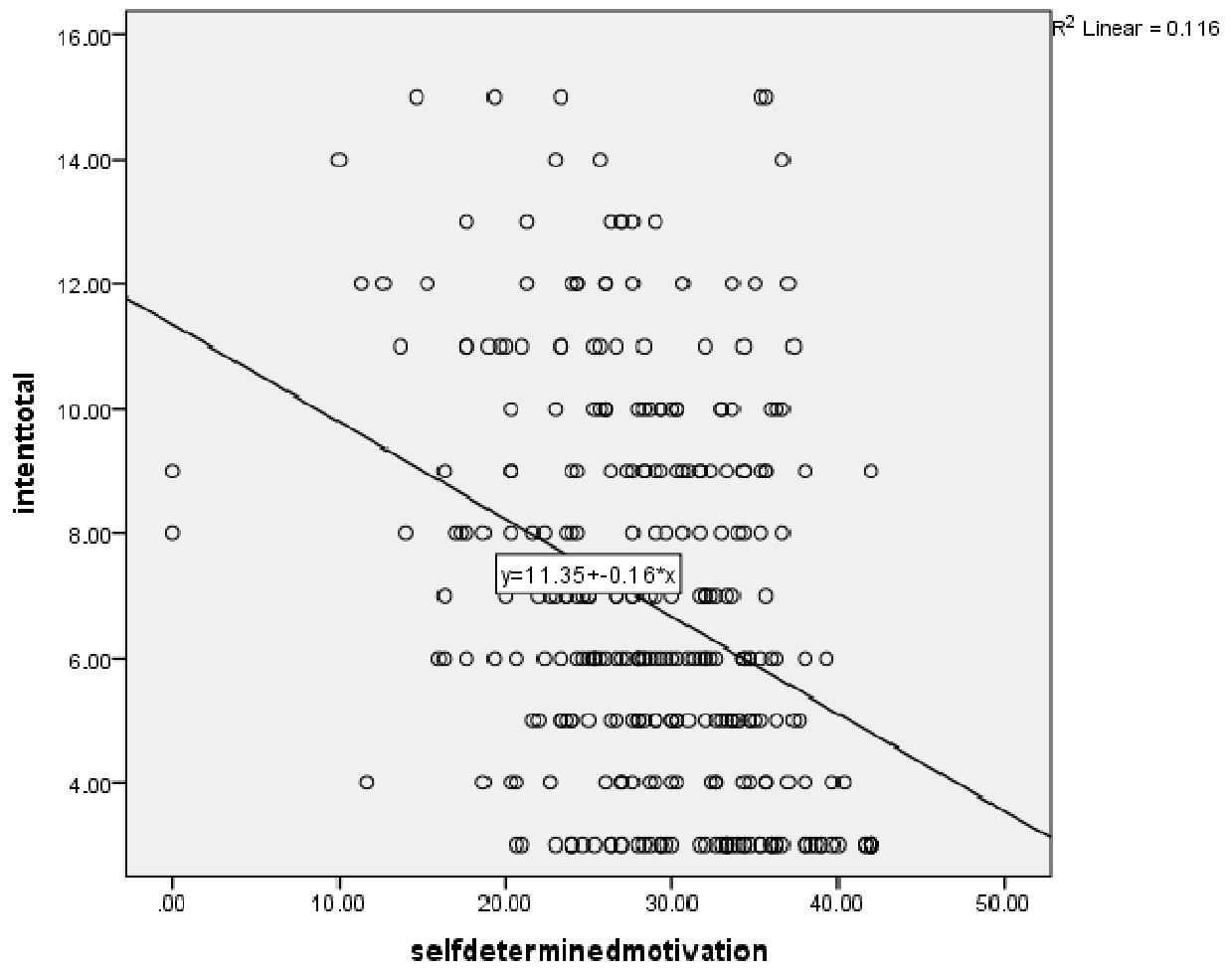
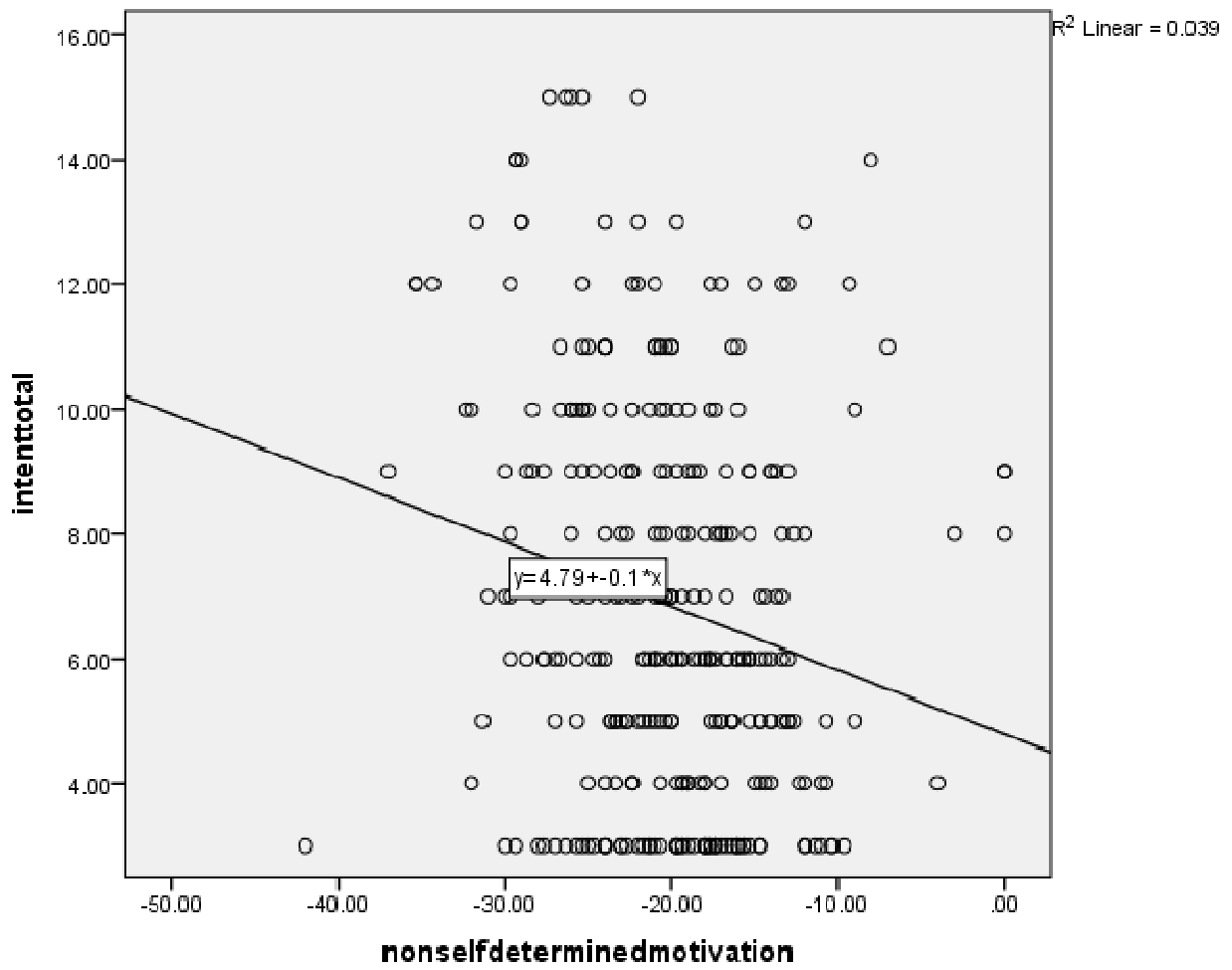


Figure 4 Scatterplot Intent to Quit and Non Self-Determined Motivation



Backward regression analysis was conducted to evaluate the prediction of intent to quit in relation to employment factors. This analysis included five predictors: size of caseload, number of clients seen per week, salary, employment setting, and overtime hours worked. As evidenced by Tables 13, 14, and 15, backward regression analysis for employment factors revealed that caseload size (R squared = 0.03, significant at the $p < .01$ level), number of clients seen per week (R squared = 0.02, significant at the $p < .05$ level), and employment setting (R squared = 0.04, significant at the $p < .05$ level) predicted intent to quit among CRCs. The R squared values for caseload size, number of clients seen per week, and employment setting indicates that there was a small effect size in predicting intent to quit among CRCs.

Backward regression analysis was utilized to examine the prediction of intent to quit in relation to work motivation factors. This analysis included two predictor variables: self-determined motivation and non self-determined motivation. As illustrated in Table 16, backward regression analysis indicated that both self-determined motivation and non self-determined motivation were predictors of intent to quit in CRCs (R squared = 0.20, significant at the $p < .01$ level). The R squared value for work motivation indicates that there was a large effect size in predicting intent to quit among CRCs.

Table 13

Summary of Backward Regression Analysis for Caseload Size (Employment Factor) Predicting Intent to Quit (N =294)

Model 1			
Variables	<i>B</i>	<i>B SE</i>	β
CAS	1.12	.37	.18**
R ²		.03	
F change in R ²		9.18**	

* $p < .05$, ** $p < .01$, CAS = Caseload

Table 14

Summary of Backward Regression Analysis for Clients Seen Per Week (Employment Factor)

Predicting Intent to Quit (N=298)

Model 1			
Variables	<i>B</i>	<i>B SE</i>	β
CPW	1.15	.47	.14*
R ²	.02		
F change in R ²	5.96*		

* $p < .05$, ** $p < .01$, CPW=Clients Seen Per Week

Table 15

*Summary of Backward Regression Analysis for Employment Setting (Employment Factor)**Predicting Intent to Quit (N=308)*

Model 1			
Variables	<i>B</i>	<i>B SE</i>	β
CU	-.12	2.28	-.01
HSS	.75	2.27	.07
PR	-.61	2.23	-.08
SFV	.98	2.22	.15
OT	.30	2.24	.04
R ²		.04	
F change in R ²		2.65*	

* $p < .05$, ** $p < .01$, CU=College/University, HSS=Health and Social Services, PR=Private Rehabilitation, SFV=State/Federal Vocational Rehabilitation Settings, OT=Other

Table 16

Summary of Backward Regression Analysis for Work Motivation Factors Predicting Intent to Quit (N = 315)

Model 1			
Variables	<i>B</i>	<i>B SE</i>	β
SEL	-.19	.02	-.41**
NON	-.16	.03	-.30**
R ²	.20		
F change in R ²	37.88**		

* $p < .05$, ** $p < .01$, SEL = Self Determined Motivation, NON = Non Self Determined Motivation

CHAPTER V

DISCUSSION

The purpose of this study was to examine job satisfaction in rehabilitation counselors who are CRCs practicing in rehabilitation settings and to identify the employment factors and work motivation factors that contribute to job satisfaction and intent to quit. This section discusses this study's findings in relation to previous research on job satisfaction along with the limitations that were encountered in this study. Furthermore, this section discusses the implications for practice and for further research.

Summary

A review of the literature indicated that females tend to be overrepresented in research studies in comparison to males (Harris & Artis, 2005). The over representation of females was present in this study. All CRCs who are members of the CRCC from RSA Region 5 (i.e., Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin) were sent a survey invitation to participate in the study. In the present study, 75.5% of the sample population were females and 24.5% were males. According to the 2008 Salary Report: An Update on Salaries in the Rehabilitation Counseling Profession (CRCC, 2008), females represent 72% of individuals who hold a CRC while 28% are males. Thus, the demographic characteristics on gender in the present study mirror those of the national average of individuals holding a CRC.

In addition, 87% of the total sample population consisted of CRCs who identified as Caucasian. According to the 2008 Salary Report: An Update on Salaries in the Rehabilitation Counseling Profession (CRCC, 2008), 85% of individuals who hold a CRC certification identify as Caucasian, whereas 6% of the national population identify as African American, 4% as Hispanic/Latino, 2% as Asian American, 2% as Native America, and 1% as Other. Therefore, the demographic characteristics for ethnicity of the present study reflect those of the national average. Table 10 illustrates the demographic characteristics for the present study verses the national average.

Table 17

Demographic Characteristics: Present Study verses National Average

Variables		Present Study	National Average
Gender	Male	24.5%	28%
	Female	75.5%	72%
Ethnicity	African American	7.6%	6%
	Asian	3.2%	2 %
	Caucasian	87%	85%
	Hispanic	1.3%	4%
	Native American	No data	2%
	Other	1%	1%

In the present study, five employment factors were examined in relation to counselor job satisfaction and intent to quit. There were two significant findings discovered in the present study. The first significant finding was that caseload size, number of clients seen per week, and employment setting were predictors of intent to quit among CRCs working within RSA Region 5. The second significant finding was that only caseload size and employment setting were predictors of job satisfaction. These results are consistent with previous research such as that of Layne et al. (2004) and Armstrong et al. (2008). Layne et al. found that as the number of clients on counselors' caseloads increased, psychological strain and job dissatisfaction in rehabilitation counselors slightly increased. Armstrong et al. found that the Vocational Rehabilitation system had the largest percentage of counselors with intentions to quit and College/University employees had the second largest intentions to quit. Furthermore, Armstrong et al. found that rehabilitation counselors working within health and social services experienced the most job satisfaction.

Two work motivation factors were examined in relation to job satisfaction and intent to quit among CRCs. Results revealed that self-determined motivation and non self-determined motivation were both statistically significant in predicting counselor job satisfaction and intent to quit. This significant finding demonstrates the importance of employers meeting both the intrinsic and extrinsic employment needs of CRCs. Specifically, this study examined three types of self-determined motivation (i.e., intrinsic motivation, integrated regulation, and identified regulation) and three types of non self-determined motivation (i.e., introjected regulation, external regulation, and amotivation). Szymanski and Parker (1995) found that rehabilitation counselors who experienced autonomy and job challenge enjoyed the nature of the job and remained in their

jobs. Szymanski and Parker also found that rehabilitation counselors who remained in their jobs as a result of job security, pay, and employment benefits experienced the lowest work satisfaction. The present study supports the findings of Szymanski and Parker's study in that both self-determined motivation and non self-determined motivation are important factors in determining job satisfaction; meaning, if one of the factors is not experienced by the CRC in the workplace, the job satisfaction of the counselor is compromised and intent to quit becomes evident.

Limitations

There are several limitations to this study. Of the 1695 emails that were sent to CRCs from RSA Region 5, 315 surveys were completed. As a result, the response rate for this study was 19%. Although the response rate was low, various emails were received from individuals stating that they held a CRC but were either unemployed, retired, not working in the field, or not practicing within RSA Region 5 (N = 11) thus disqualifying them from participating in the study. According to Ary, Jacobs, and Sorensen (2010), to increase the response rate of an electronic email survey it is recommended that researchers send individual emails addressed with the participant's name. Although this method was used in the present study, there was still a low response rate. Previous research (Armstrong et al., 2008; Garske, 2000) have utilized paper-pencil survey instruments to collect data. When this method of data collection was used, Armstrong et al. (2008) study produced a 50% response rate.

Another limitation to this study is generalizability. Since the present study focused on CRCs, the results obtained from this study may not generalize to other types of counselors such as non-credentialed rehabilitation counselors, Licensed Professional Counselors (LPCs), and

National Certified Counselors (NCCs). Additionally, the present study focused on RSA Region 5. Therefore, the results obtained from this study may not generalize to other RSA Regions.

Implications for Practice

This section discusses the implications for practice and strategies that may be used to address concerns related to the field and improve the job satisfaction of the CRC.

Increasing Diversity in the Field of Rehabilitation

Due to the demographics of this study mirroring that of the CRCC national average, it is evident that diversity in the field of rehabilitation is needed. To increase the number of males who hold a CRC, it is recommended that rehabilitation counseling programs market the profession to include more males. In doing so, the likelihood is it will increase the gender diversity in the rehabilitation counseling profession. As rehabilitation counselor programs should market the profession to include more males, rehabilitation counselor programs should also advertise their programs to include more students representing other ethnicities. In doing so, the likelihood is it will increase the ethnic diversity of rehabilitation counseling professionals in the field.

Alleviating Counselor Burnout

In order to alleviate counselor burnout and intention to quit among CRCs, it is important for employers to address the problems associated with high caseloads and salary. To be a CRC, one of the requirements is to complete a 600 hour internship (<http://www.crccertification.com/>). To alleviate counselor burnout associated with caseload size, employers that do not already utilize counselor interns should utilize them to help balance caseloads. Doing so, will not only balance caseloads for current employed CRCs, but will train future CRCs who may stay within the agency. Another method employers could employ in the rehabilitation counseling field is to

evaluate the job duties of the CRC and determine which duties can be allocated to other workers such as vocational rehabilitation technicians. Vocational rehabilitation technicians are bachelor level case managers in the rehabilitation field that can be utilized so that CRCs can focus more on direct client services. When employers are unable to reduce the stress of high caseloads, employers might suggest compensating the rehabilitation counselor by providing bonuses or increased salaries.

Another method employers could use to address the issue of caseload burnout is to offer the CRC the opportunity to attend training workshops or seminars related to caseload management (Grubbs, Cassell, & Mulkey, 2006). It is often assumed by employers that the rehabilitation counseling professional will learn how to manage their caseloads on the job. When caseload management is learned on the job, trial-and-error learning often takes time and may negatively impact the CRC's overall performance. Therefore, it is recommended that employers offer workshops or seminars to CRCs to reinforce caseload management and reduce counselor burnout associated with high caseloads.

Improving the Supervisory Relationship

In order to address concerns related to job satisfaction and work motivation, the supervisory relationship must be improved. The following section discusses how to incorporate a cognitive behavioral therapy (CBT) model to supervision using Kaiser's (1992) Conceptual Model of Clinical Supervision. According to Kaiser (1992), there are 8 essential elements of clinical supervision: essence, connection, trust, the supervisee's story, power, standards, expectations, and shared meaning.

In order to grasp the essence of the supervisory relationship within the CBT model of supervision, we must understand the four principles that are involved in this model. The first

principle is that the supervisor focuses on the “identifiable behaviors of the supervisee, rather than on underlying dynamics” (Linehan & McGhee, 1994, p. 185). As a result, the supervisor focuses his or her attention on the supervisee’s overt behaviors, cognitions, and emotional responses. This is important as it allows the supervisee to understand how his or her overt behaviors, cognitions, and emotional responses may be affecting the therapeutic relationship with his or her clients. The second principle is that behavior lies on a continuum in which normal behavior is on one extreme and abnormal behavior is on the other. Thus, the same principles that are used within the therapeutic relationship to facilitate change with clients can be used in the supervisory relationship to facilitate change with the supervisee. The third principle involves characterizing psychotherapy to include not only the client-therapist relationship, but the supervisor-supervisee relationship. Thus, the supervisor’s goal is to modify the supervisee’s behavior to fit an appropriate therapeutic model that benefits their clients. The fourth principle in the CBT model of supervision is that “acceptance versus change is the key dialectic that guides the supervisor’s work” (Linehan & McGhee, 1994, p. 186). The supervisor is faced with the challenge of balancing the supervisee’s validation of his or her experience and actions with an insistence of behaviorally modifying their actions.

A good connection between the supervisor and supervisee occurs when the supervisee feels supported, appreciated, and accepted by the supervisor (Prasko et al., 2011). However, supervisor and supervisee interpersonal dynamics may take place (Milne, Leck, & Choudhri, 2009). Oftentimes, there is collusion between the supervisor and supervisee. Collusion occurs when the supervisor and supervisee engage in safety behaviors in which they avoid difficult topics and challenging methods. For this reason, topics pertaining to sexual attraction, sexual orientation, and cultural values may be avoided in supervision. It is important to address

these issues as it may impact the supervisee's therapeutic relationship with a particular client. By addressing these difficult topics, the supervisee will become a more effective counselor.

Ladany (2004) emphasized the importance of creating a safe environment for the supervisee in the supervisory relationship. In a safe environment, the supervisee is encouraged to express the thoughts and feelings they may be having towards a particular case. However, if the supervisee does not feel comfortable disclosing their thoughts and feelings regarding a particular case to his or her supervisor, appropriate consultation and feedback on how to handle this type a particular situation will not be given to the supervisee. This may result in the supervisee causing harm to his or her client. As a result, creating a safe environment is imperative for trust between the supervisee and supervisor (Ladany, 2004).

Although supervisors are in essence responsible for their supervisees and the psychological well-being of the supervisee's clients, the supervisor using the CBT model of supervision acts as an advisor to the supervisee. In this supervision model, it is important for the supervisor to show respect towards their supervisees. CBT supervisors acknowledge the expertise of the therapist and respect their autonomy and the decisions they make with their clients. As previously discussed, respect is a personal skill in which a CBT supervisor should possess (Prasko et al., 2011).

In the CBT model of supervision, it is important for the supervisor to define the problems and goals of supervision. It is the responsibility of the supervisor to assist the supervisee in formulating the therapeutic problems they may be facing with clients. In addition, it is imperative that the supervisor inform the supervisee what he or she is expecting from them in supervision during the first supervision session. The supervisor can begin the session by asking the supervisee what he or she thinks is expected of him or her in supervision. This will allow the

supervisor to have an idea of the supervisee's impressions of what supervision entails. Also, it is important for the supervisor to establish a set of supervision boundaries. Standards and expectations can be formally documented in a supervision contract (Prasko et al., 2011).

Furthermore, it is important for the supervisor and supervisee to have a shared understanding of the goals of supervision (Linehan & McGhee, 1994) as well as have an understanding of the standards and expectations of supervision (Prasko et al., 2011). This shared meaning can be formulated during the first supervision session. In doing so, this will allow the supervisor and supervisee to have a shared understanding of what the purpose of supervision is and what theoretical orientation will be used throughout supervision. For instance, during the first session, the supervisor can discuss with the supervisee that he or she will be utilizing the CBT model of supervision. Hence, effective communication between the supervisor and supervisee provides the fuel for the development of shared meaning and understanding (Linehan & McGhee, 1994).

It is common practice among rehabilitation agencies to utilize an administrative approach to supervision as opposed to a clinical approach to supervision. An administrative approach to supervision would address topics such as productivity and deadlines. Conversely, a clinical approach to supervision may address topics such as counselor burnout and work motivation. By improving the supervisory relationship, topics relating to the CRC's job satisfaction may be addressed. In doing so, intent to quit among CRCs is minimized and longevity in the workplace becomes more predominant.

Implications for Further Research

Further research is needed in the area of job satisfaction and intent to quit among CRCs. It is hoped that this study is replicated to include other RSA Regions. Replicating this study will

determine whether the findings of this study generalize to other regions. It will be interesting to find whether the same predictor variables contribute to job satisfaction and intent to quit among CRCs. If it is found that the same predictor variables contribute to job satisfaction and intent to quit among CRCs, further research is needed to assess what supervisory/management measures could be done to reduce counselor burnout and turnover rates. It is important that these employment weaknesses be improved if client productivity is to be improved. Without counselor retention in the workplace, clients are left with instability in the treatment process as well as dissatisfaction. Furthermore, when replicating this study, it is important to expand the employment settings to include settings such as non-profit agencies and insurance agencies. In the present study, the other category for employment settings consisted of 55 other settings. Of these settings, 10 were non-profit agencies and 8 were insurance agencies. Due to high correlations that were found between employment settings and caseload, future research should focus on examining this relationship to determine which types of settings consist of higher caseloads and how that impacts job satisfaction and intent to quit among CRCs.

Additionally, since the present study focused on CRCs, the results obtained from this study may not generalize to other types of counselors such as non-credentialed rehabilitation counselors, LPCs, and NCCs. Therefore, it is recommended that this study be replicated to include non-credentialed rehabilitation counselors, LPCs, and NCCs. Continued research in job satisfaction and intent to quit among rehabilitation counselors with a focus on employment factors and work motivation factors is a salient step to improving the field of rehabilitation counseling.

REFERENCES

- 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*, 223-232.
- Armstrong, A. J., Hawley, C. E., Lewis, A. N., Blankenship, C., & Pugsley, R. A. (2008). Relationship between employment setting and job satisfaction among CRC personnel. *Journal of Vocational Rehabilitation, 28*, 41-51.
- Armstrong, A. J., Hawley, C., Blankenship, C., Lewis, A. N., & Hurley, J. (2008). Certified rehabilitation counseling personnel: Job satisfaction and intent to quit. *Journal of Rehabilitation Administration, 32*(1), 15-32.
- Ary, D., Cheser Jacobs, L., & Sorensen, C. (2010). *Introduction to research in education* (8th ed.). Belmont, CA: Wadsworth, Cengage Learning.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Balzer, W. K., Kihm, J. A., Smith, P. C., Irwin, J. L., Bachiochi, P. D., Robie, C., Sinar, E. F., & Parra, L. F. (1997). User's manual for the Job Descriptive Index (JDI) and the Job in General scales. *Electronic Resources for the JDI and JIB*, J.M. Stanton and C.D. Crossley, Eds, Bowling Green, OH: Bowling Green State University, 2000.
- Bureau of Labor Statistics, U.S. Department of Labor, Glossary. [Data file] Available from the Bureau of Labor Statistics website, <http://www.bls.gov>

- Business Dictionary. (n.d.). Glossary. Retrieved from <http://businessdictionary.com>
- Capella, M. E., & Andrew, J. D. (2004). The relationship between counselor job satisfaction and consumer satisfaction in vocational rehabilitation. *Rehabilitation Counseling Bulletin, 47*(4), 205-214.
- Commission on Rehabilitation Counselor Certification. (2009). *Code of professional ethics for rehabilitation counselors*. Schaumburg, IL: Author.
- Commission on Rehabilitation Counselor Certification. (n.d.). About CRCC. Retrieved from <http://www.crc certification.com/>
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*, 227-268.
- Decker, P. J., & Borgen, F. H. (1993). Dimensions of work appraisal: Stress, strain, coping, job satisfaction, and negative affectivity. *Journal of Counseling Psychology, 40*, 470-478.
- Dictionary. (n.d.). Glossary. Retrieved from <http://www.dictionary.com>
- Farruggia, G. (1986). Job satisfaction among private and public sector rehabilitation practitioners. *Journal of Rehabilitation Administration, 10*, 4-9.
- Faubion, C. W., Palmer, C. D., & Andrew, J. D. (2001). Rural/urban differences in counselor satisfaction and extrinsic job factors. *Journal of Rehabilitation, 67*(4), 4-12.
- Free Dictionary. (n.d.). Glossary. Retrieved from <http://www.freedictionary.com>
- Garske, G. G. (2000). The significance of rehabilitation counselor job satisfaction. *Journal of Applied Rehabilitation Counseling, 31*(3), 10-13.
- Grubbs, L. A. R., Cassell, J. L., & Mulkey, S. W. (2006). *Rehabilitation caseload management: Concepts and practice* (2nd ed.). New York: Springer Pub. Co.
- Harris, E. G., & Artis, A. B. (2005). Exploring patient, co-worker, and management burnout in

- health care: An empirical study. *Health Marketing Quarterly*, 22(3), 3-20.
- Hodson, R. (1999). Management citizenship behavior: A new concept and an empirical test. *Social Problems*, 46(3), 460-478.
- Kaiser, T. L. (1992). The supervisory relationship: An identification of the primary elements in the relationship and an application of two theories of ethical relationships. *Journal of Marital and Family Therapy*, 18(3), 283-296.
- Kirk-Brown, A., & Wallace, D. (2004). Predicting burnout and job satisfaction in workplace counselors: The influence of role stressors, job challenge, and organizational knowledge. *Journal of Employment Counseling*, 41, 29-37.
- Ladany, N. (2004). Psychotherapy supervision: What lies beneath? *Psychotherapy Research*, 14, 1-19.
- Layne, C. M., Hohenshil, T. H., & Singh, K. (2004). The relationship of occupational stress, psychological strain, and coping resources to the turnover intentions of rehabilitation counselors. *Rehabilitation Counseling Bulletin*, 48(1), 19-30.
- Lee, S. M., Baker, C. R., Cho, S. H., Heckathorn, D. E., Holland, M. W., Newgent, R. A., Ogle, N. T., Powell, M. L., Quinn, J. J., Wallace, S. L., & Yu, K. (2007). Development and initial psychometrics of the Counselor Burnout Inventory. *Measurement and Evaluation in Counseling and Development*, 40, 142-154.
- Lee, S. M., Cho, S. H., Kissinger, D., & Ogle, N. T. (2010). A typology of burnout in professional counselors. *Journal of Counseling & Development*, 88, 131-138.
- Lent, R. W., Brown, S. D., & Hackett, G. (1996). Career development from a social cognitive perspective. In D. Brown, L. Brooks, & Associates (Eds.), *Career choice and development* (3rd ed., pp. 373-416). San Francisco: Jossey-Bass.

- Lent, R. W., Brown, S. D., & Hackett, G. (2002). Social cognitive career theory. In D. Brown & Associates (Eds.), *Career choice and development* (4th ed., pp. 255-312). San Francisco: Jossey-Bass.
- Lent, J., & Schwartz, R. C. (2012). The impact of work setting, demographic characteristics, and personality factors related to burnout among professional counselors. *Journal of Mental Health Counseling, 34*(4), 355-372.
- Linehan, M. M., & McGhee, D. E. (1994). A cognitive-behavioral model of supervision with individual and group components. In *Clinical Perspectives Psychotherapy Supervision*.
- Leuty, M. E. (2013). Stability of scores on Super's Work Values Inventory – Revised. *Measurement and Evaluation in Counseling and Development, 46*(3), 202-217.
- Merriam-Webster Dictionary. (n.d.). Glossary. Retrieved from <http://www.merriam-webster.com>
- Milne, D. L., Leck, C., & Choudhri, N. Z. (2009). Collusion in clinical supervision: Literature review and case study in self-reflection. *The Cognitive Behaviour Therapist, 2*, 106-114.
- Mobley, W.H., Horner, S.O., & Hollingsworth, A.T. (1978). An evaluation of precursors of hospital employee turnover. *Journal of Applied Psychology, 63*, 408-414.
- Murphy, L. R. (1995). Managing job stress: An employee assistance/human resource management partnership. *Personnel Review, 24*, 41-50.
- National Alliance on Mental Illness. (2011). State mental health cuts: A national crisis. Retrieved from <http://www.nami.org>
- Osborn, C. J. (2004). Seven salutary suggestions for counselor stamina. *Journal of Counseling & Development, 82*, 319-328.
- Pines, A., & Maslach, C. (1978). Characteristics of staff burnout in mental health settings. *Hospital and Community Psychiatry, 29*, 233–237.

- Prasko, J., Vyskocilova, J., Slepecky, M., & Novotny, M. (2011). Principles of supervision in cognitive behavioural therapy. *20th European Congress of Psychiatry*, 1-10. doi: 10.5507/bp.2011.022
- Rehabilitation Services Administration (RSA). (2014). Grants and Funding. Retrieved from <http://www.rsa.ed.gov>
- Robinson, C. H., & Betz, N. E. (2008). A psychometric evaluation of Super's Work Values Inventory-Revised. *Journal of Career Assessment*, *16*(4), 456-473.
- Rubin, B. A., & Brody, C. J. (2011). Operationalizing management citizenship behavior and testing its impact on employee commitment, satisfaction, and mental health. *Work and Occupations*, *38*(4), 465-499.
- Sterner, W. R. (2009). Influence of the supervisory working alliance on supervisee work satisfaction and work-related stress. *Journal of Mental Health Counseling*, *31*(3), 249-263.
- Szymanski, E. M., & Parker, R. M. (1995). Rehabilitation counselor work motivation, job performance, and job satisfaction: An exploratory study. *Journal of Rehabilitation Administration*, *19*(1), 51-64.
- Thompson, I. A., Amatea, E. S., & Thompson, E. S. (2014). Personal and contextual predictors of mental health counselors' compassion fatigue and burnout. *Journal of Mental Health Counseling*, *31*, 58-77.
- Tremblay, M. A., Blanchard, C. M., Taylor, S., Pelletier, L. G., & Villeneuve, M. (2009). Work extrinsic and intrinsic motivation scale: Its value for organizational psychology research. *Canadian Journal of Behavioural Science*, *41*(4), 213-226.
- Vaughn, B. T., & Taylor, D. W. (1998). Ethical dilemmas encountered by private sector

rehabilitation practitioners. *Journal of Rehabilitation*, 64(4), 47-52.

Yin-Fah, B. C., Foon, Y. S., Chee-Leong, L., & Osman, S. (2010). An exploratory study on turnover intention among private sector employees. *International Journal of Business and Management*, 5(8), 57-64.

Zellars, K. L., & Perrewe, P. L. (2001). Affective Personality and the Content of Emotional Support: Coping in Organizations. *Journal of Applied Psychology*, 86 (3), 459-467.

APPENDIX A

APPENDIX A

DEMOGRAPHIC QUESTIONNAIRE

1. Age: _____

2. Gender: ____ F ____ M

3: Ethnicity:

____ African American

____ Asian

____ Caucasian

____ Hispanic

____ Native American

____ Pacific Islander

____ Other (please specify): _____

4. Level of Education (check highest level of education):

____ Bachelor's Degree

____ Master's Degree

____ Doctoral Degree

5. Education Major:

____ Psychology

____ Rehabilitation Counseling

Social Work

Other

6. In RSA Region 5, which State do you work in?

Illinois

Indiana

Michigan

Minnesota

Ohio

Wisconsin

7. Employment Status:

Full-Time (more than 20 hours per week)

Part-Time (less than 20 hours per week)

Other (please specify)

8. Salary Range:

\$0 - \$20,000

\$20,001 - \$30,000

\$30,001 - \$40,000

\$40,001 - \$50,000

\$50,001 or greater

9. Employment Setting:

College/University

Health and Social Services

Private Rehabilitation

___ State/Federal Vocational Rehabilitation Settings

10. Time at Agency: (check one)

___ 0-2 years

___ 3-5 years

___ 6 -10 years

___ 11 years or more

11. Time in Current Position: (check one)

___ 0-2 years

___ 3-5 years

___ 6 -10 years

___ 11 years or more

12. How many cases did you have open last month? (check one)

___ 20 cases or less

___ 21 cases – 50 cases

___ 51 cases – 80 cases

___ 81 cases or more

13. Average Number of Clients Seen Per Week: (check one)

___ 20 clients or less

___ 21 clients – 40 clients

___ 41 clients – 60 clients

___ 61 clients or more

14. I work overtime hours that are unpaid.

I-----I-----I-----I-----I
Strongly Disagree Disagree Neutral Agree Strongly Agree

15. I work overtime hours that are paid.

I-----I-----I-----I-----I
Strongly Disagree Disagree Neutral Agree Strongly Agree

16. How many hours, including unpaid overtime, do you work per week? (check one)

- None
- 1 – 5 hours
- 6 – 10 hours
- Greater than 10 hours

17. I have flexible work hours.

I-----I-----I-----I-----I
Strongly Disagree Disagree Neutral Agree Strongly Agree

18. I have autonomy in my current employment.

I-----I-----I-----I-----I
Strongly Disagree Disagree Neutral Agree Strongly Agree

19. I frequently think of leaving my current employment.

I-----I-----I-----I-----I
Strongly Disagree Disagree Neutral Agree Strongly Agree

20. I am happy with my career advancement opportunities.

I-----I-----I-----I-----I
Strongly Disagree Disagree Neutral Agree Strongly Agree

21. I have experienced burnout/stress in my current employment.

I-----I-----I-----I-----I
Strongly Disagree Disagree Neutral Agree Strongly Agree

22. I enjoy my work.

I-----I-----I-----I-----I
Strongly Disagree Disagree Neutral Agree Strongly Agree

23. I look forward to going to work.

I-----I-----I-----I-----I
Strongly Disagree Disagree Neutral Agree Strongly Agree

24. I only do this this job because I need the money.

I-----I-----I-----I-----I
Strongly Disagree Disagree Neutral Agree Strongly Agree

APPENDIX B

APPENDIX B

JOB DESCRIPTIVE INDEX

Job in General: Think of your job in general. All in all, what is it like most of the time? In the blank beside each word or phrase below, write: Y for “Yes” if it describes your job; N for “No” if it does not describe it; or ? if you cannot decide.

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

People on Your Present Job: Think of the majority of people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people? In the blank beside each word or phrase below, write: Y for “Yes” if it describes your job; N for “No” if it does not describe it; or ? if you cannot decide.

- ___ Stimulating
- ___ Boring
- ___ Slow
- ___ Helpful
- ___ Stupid
- ___ Responsible
- ___ Likeable
- ___ Intelligent
- ___ Easy to make enemies
- ___ Rude
- ___ Smart
- ___ Lazy
- ___ Unpleasant
- ___ Supportive
- ___ Active
- ___ Narrow Interests
- ___ Frustrating
- ___ Stubborn

Work on Present Job: Think of the work you do at present. How well does each of the following words or phrases describe your work? In the blank beside each word or phrase below, write: Y for “Yes” if it describes your job; N for “No” if it does not describe it; or ? if you cannot decide.

- ___ Fascinating
- ___ Routine
- ___ Satisfying
- ___ Boring
- ___ Good
- ___ Gives sense of accomplishment
- ___ Respected
- ___ Exciting
- ___ Rewarding
- ___ Useful
- ___ Challenging
- ___ Simple
- ___ Repetitive
- ___ Creative
- ___ Dull
- ___ Uninteresting
- ___ Can see results
- ___ Uses my abilities

Pay: Think of the pay you get now. How well does each of the following words or phrases describe your present pay? In the blank beside each word or phrase below, write: Y for “Yes” if it describes your job; N for “No” if it does not describe it; or ? if you cannot decide.

- ___ Income adequate for normal expenses
- ___ Fair
- ___ Barely live on income
- ___ Bad
- ___ Comfortable
- ___ Less than I deserve
- ___ Well paid
- ___ Enough to live on
- ___ Underpaid

Opportunities for Promotion: Think of the opportunities for promotion you have now. How well does each of the following words or phrases describe these? In the blank beside each word or phrase below, write: Y for “Yes” if it describes your job; N for “No” if it does not describe it; or ? if you cannot decide.

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

Supervision: Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this? In the blank beside each word or phrase below, write: Y for “Yes” if it describes your job; N for “No” if it does not describe it; or ? if you cannot decide.

- ___ Supportive
- ___ Hard to please
- ___ Impolite
- ___ Praises good work
- ___ Tactful
- ___ Influential
- ___ Up-to-date
- ___ Unkind
- ___ Has favorites
- ___ Tells me where I stand
- ___ Annoying
- ___ Stubborn
- ___ Knows job well
- ___ Bad
- ___ Intelligent
- ___ Poor planner
- ___ Around when needed
- ___ Lazy

APPENDIX C

APPENDIX C

THE WORK EXTRINSIC AND INTRINSIC MOTIVATION SCALE

Tremblay et al. (2009)

Why do you do your work?

Using the scale below, please indicate to what extent each of the following items corresponds to the reasons why you are presently involved in your work.

Does not correspond at all	Corresponds moderately					Corresponds exactly	
1	2	3	4	5	6	7	

1. Because this is the type of work I chose to do to attain a certain lifestyle.
2. For the income it provides me.
3. I ask myself this question, I don't seem to be able to manage the important tasks related to this work.
4. Because I derive much pleasure from learning new things.
5. Because it has become a fundamental part of who I am.
6. Because I want to succeed at this job, if not I would be very ashamed of myself.
7. Because I chose this type of work to attain my career goals.
8. For the satisfaction I experience from taking on interesting challenges.
9. Because it allows me to earn money.
10. Because it is part of the way in which I have chosen to live my life.
11. Because I want to be very good at this work, otherwise I would be very disappointed.
12. I don't know why, we are provided with unrealistic working conditions.
13. Because I want to be a "winner" in life.
14. Because it is the type of work I have chosen to attain certain important objectives.
15. For the satisfaction I experience when I am successful at doing difficult tasks.
16. Because this type of work provides with security.
17. I don't know, too much is expected of us.
18. Because this job is a part of my life.

APPENDIX D

APPENDIX D

TURNOVER INTENTION

Mobley et al. (1978)

For the following questions, utilize the likert-type scale ranging from Strongly Disagree to Strongly Agree to indicate the degree to which you agree or disagree with the statement.

1. I often think about quitting my present job.

I-----I-----I-----I-----I

Strongly Disagree Disagree Neutral Agree Strongly Agree

2. I will probably look for a new job in the next year.

I-----I-----I-----I-----I

Strongly Disagree Disagree Neutral Agree Strongly Agree

3. As soon as possible, I will leave the organization.

I-----I-----I-----I-----I

Strongly Disagree Disagree Neutral Agree Strongly Agree

APPENDIX E

BIOGRAPHICAL SKETCH

Cynthia A. Serrata earned her Bachelor of Arts degree in Psychology from Texas A&M University – Corpus Christi in 2006. In 2009, she earned her Master of Arts degree in Clinical Psychology from Texas A&M University – Corpus Christi. Her current degree (Doctorate of philosophy) is being awarded in Rehabilitation Counseling by the University of Texas – Pan American.

During her doctoral studies, Mrs. Serrata worked as a graduate assistant and research assistant for the Department of Rehabilitation Counseling. Mrs. Serrata has participated in teaching undergraduate courses, grant writing, and writing peer-reviewed journal articles for publication. In addition, she has presented locally and nationally in the field of rehabilitation. Mrs. Serrata has also worked as a Licensed Professional Counselor Intern in the Rio Grande Valley.