

THE RELATIONSHIP BETWEEN JOB SATISFACTION,
ORGANIZATIONAL COMMITMENT, AND TURNOVER INTENT
AMONG CERTIFIED REHABILITATION COUNSELORS

By

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ABSTRACT

THE RELATIONSHIP BETWEEN JOB SATISFACTION, ORGANIZATIONAL COMMITMENT, AND TURNOVER INTENT OF REHABILITATION COUNSELORS

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The purpose of this study was to explore the relationship between job satisfaction, organizational commitment, and turnover intent for certified rehabilitation counselors (CRCs). Participants included 283 rehabilitation counselors from across the United States who were certified by the Commission on Rehabilitation Counselor Certification (CRCC); they responded to an online survey containing 10 demographic questions, 65 survey items (instruments: Job Satisfaction Survey, Organizational Commitment Questionnaire, Turnover Intent Survey, and two short answer questions) hosted by a data collection service provider. Results indicated that job satisfaction was only significant and positively related on three aspects of normative commitment (promotion, supervision, and nature of work), all aspects of affirmative commitment and negatively related on three aspects of continuance commitment (promotion, operating conditions, and communication). Both job satisfaction and organizational commitment were negatively and significantly related to TOI. The most rewarding aspect of being a rehabilitation counselor was “assisting others to reach their goals” (111 responses), and the most frustrating aspect was “tasks/paperwork” (110 responses). A large number of the participants were between 40 and 59 years old, Caucasian, female, and worked for a state rehabilitation program for less than 10 years in an urban setting. Work setting was the only specific control variable to have a possible mitigating effect on JS, OC and TOI, and the findings suggested older CRCs were the least likely to have TOI. Discussion, implications, and areas of future research were addressed.

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DEDICATION

I dedicate this study to my son, Kenneth Hylton III.
He has been a source of inspiration in my achievement of this personal goal.

Success is determined by perseverance, hard work, and being curious
about when, what, where, how, and why things happen.

I also dedicate this study to my parents, George and Hannah Ellery.
They devoted their lives to social justice, civil rights, and life-long learning.
They instilled in me a passion for scholarship and passed away during my studies.

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KEY TO ABBREVIATIONS

CARF	Commission on Accreditation of Rehabilitation Facilities
CB	Commission for the Blind
CRC	Certified Rehabilitation Counselor
CRCC	Commission on Rehabilitation Counselor Certification
ICRC	Internal Consistency Reliability Coefficient
IRB	Institutional Review Board
JIG	Job in General Scale
JSS	Job Satisfaction Survey
MOAQ	Michigan Organizational Assessment Questionnaire
MSU	Michigan State University
NCCA	National Commission for Certifying Agencies
NRA	National Rehabilitation Association
OCQ	Organizational Commitment Questionnaire
RIPC	Research Information and Participant Consent Form
RSA	Rehabilitation Services Administration
SPSS	Statistical Package for the Social Sciences
TOC	Turnover Cognitions
TOI	Turnover Intent
VA	Veteran Administration
VR	Vocational Rehabilitation

CHAPTER 1: INTRODUCTION

The ability of an organization to reach its goals is dependent upon the individuals who perform the jobs associated with the goals. Retaining qualified and skilled staff is essential for the sustainability of an organization. Over the decades, turnover intent (TOI) research has been examined incorporating a variety of variables for many occupations.

The United States Department of Labor, Bureau of Labor Statistics in its *Occupational Outlook Handbook* defined the duties of rehabilitation counselors as “helping people with emotional and physical disabilities to overcome personal, social, and professional effects of disabilities as they relate to employment or independent living” (2012). The Commission on Rehabilitation Counselor Certification (CRCC, 2012) described rehabilitation counselors as follows:

The only professional counselors educated and trained at the graduate level specifically to serve individuals with disabilities. Through a comprehensive and unique counseling process, rehabilitation counselors help individuals with disabilities set and achieve their personal, career, and independent living goals. They are the bridge between the person and self-sufficiency, helping them to live on their own, which typically includes securing, or returning to, productive, meaningful work.

TOI research has had an empirical focus on attitudinal variables, and job satisfaction has received a significant amount of attention. Over the decades, the results of the research suggests a negative relationship between job satisfaction and voluntary TOI (Bedeian, Ferris, & Kacmar, 1992; Brewer & Clippard, 2002; Bright, 2008; Carroll, 1969; Chung-Yan, 2010; Coomber & Barriball, 2007; Evans & Hohenshil, 1997; Hellman, 1997; Huang, 2012; Hulin, 1965; Mobley, 1977; Poon, 2004; Shaw, 1999; Sweeney, Hohenshil, & Fortune, 2002). Additional research implies the same is true for rehabilitation counselors (Andrew, Faubion, & Palmer 2002; Armstrong, Hawley, Blankenship, Lewis, & Hurley, 2008; Biggs, Flett, Voges, & Alpass, 1995; Garske, 1999; Szymanski & Parker, 1995; Wright & Terrian 1987). Organizational commitment

attempts to explain why individuals choose to remain within an organization even when dissatisfaction is present. The incorporation of organizational commitment into empirical research on job satisfaction has begun to evaluate the additional determinants of voluntary turnover (Baird, 2006; Begley & Czajka, 1993; Bozeman & Perrewe, 2001; Chiu & Francesco, 2003; Clugston, 2000; Cramer, 1996; Farkas & Tetrick, 1989; Huang, 2012; Moynihan, Boswell, & Boudreau, 2000; Porter, Steers, & Mowday, 1974; Shore & Martin, 1989; Tett & Meyer, 1993; Vandenberg & Lance, 1992; Vandenberg & Tremblay, 2008).

This chapter describes a study that adds to the understanding of the relationship of TOI to job satisfaction and organizational commitment among certified rehabilitation counselors (CRCs). Chapter 1 contains the theoretical framework of the study with its problem statement and purpose and also presents an overview of the research questions, hypotheses, assumptions, and operational terms.

Problem Statement

Within the realm of rehabilitation counseling in the United States, researchers have been concerned about the retention of staff. CRCs voluntarily leaving their employment (TOI) has been noted as an issue in public and private rehabilitation organizations (Armstrong, Hawley, & Blankenship et al., 2008; Barrett, Riggart, Flowers, Crimando, & Bailey, 1997; Bishop, Crystal, & Sheppard-Jones, 2003; Chan, 2003; Crimando, Riggart, & Hansen, 1986; Dew, Alan, & Tomlinson, 2008; Layne, Hohenshil, & Singh, 2004; Pitt, 2009; Riggart, Hansen, & Crimando, 1987). The National Rehabilitation Association (NRA) in its *2008 Issue Statements* noted the average annual turnover rate of CRCs was approximately 16% in public rehabilitation organizations (2008). Some counselors left employment due to retirement, but others voluntarily left their rehabilitation organizations for nonretirement reasons. Direct and indirect costs are

associated with turnover to organizations. The costs include the loss of intellectual capital, lower productivity, declining morale, increased efforts for recruiting, constant training of new counselors (time, travel, diversion of seasoned counselors, payment for courses/workshops), and loss of customers, among other reasons (Barrett et al., 1997; Bishop, et al. 2003; Chan, 2003; Chan, Leahy, Saunders, Tarvydas, Ferrin, & Lee, 2003; Mobley, 1982a; Muthard, & Miller, 1964; Roessler, & Mullins, 1995, Watrous, Huffman, & Pritchard 2006). Rehabilitation personnel in both private and public sector organizations are experiencing issues with turnover. Armstrong, Hawley, Lewis, Blankenship, and Pugsley (2008) found that 50% of individuals working in rehabilitation settings with less than 5 years on the job were planning to leave their employing organization within 2 years.

Theoretical Framework

The theoretical framework of this study involved the integration of research on TOI and the constructs of job satisfaction and organizational commitment. Rehabilitation organizations integrate resources to provide employment services to people with disabilities (Bishop, 2001). Rehabilitation organizations are service providers assisting people with disabilities to obtain and retain employment. Employment services produced by the rehabilitation organizations are often the work of counselors who have earned masters' degrees (Capella & Andrew, 2004). The United States has approximately 100 universities with master degree programs in rehabilitation counseling, but not all practitioners have the specific degree major of rehabilitation counseling. Practicing CRCs may have earned master degrees in various human service fields including psychology, social work, and education (Chan & Ruedel, 2005). Approximately 40% of the practicing CRCs became knowledgeable about the field through personal friendships or professional contacts with rehabilitation practitioners (Bishop et al., 2003; Mitus, 2006).

Organizations have a need to reach their service goals to continue their funding and stay in the business of rehabilitation services. Employees have needs such as those described as subscale factors of the job satisfaction survey that include pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of the work, and communication (Spector, 1997). Organizations and employees have needs, and it is important for the sustainability of rehabilitation service business to meet the needs of both parties.

The theory of organizational commitment is well established (Meyer & Allen, 1991, 1997; Meyer, Allen, & Smith, 1993). Commitment encompasses various definitions (Mowday, Porter, & Steers, 1982) including behavioral (Sheridan, 1992), psychological (Allen & Meyer, 1996), reward (Twenge, 2010), return-on-investment (Satcher & McGhee, 1996), and costs (Pepe, 2010). Research on organizational commitment and job satisfaction has found that each construct contributes uniquely to the turnover process of individuals leaving their employing organization (Baird, 2006; Biggs et al., 1995; Cramer, 1996; Farkas & Tetrick, 1989; Huang, 2012; Moynihan et al., 2000; Pitt, 2009; Shore & Martin, 1989; Silverthorne, 2004; Tett & Meyer, 1993; Vandenberg & Lance, 1992; Vandenberg & Tremblay, 2008). This study built on the body of research on TOI, job satisfaction, and organizational commitment. The study also examined moderators described as demographic control variables for potential influence on job satisfaction and organizational commitment that may lead to TOI (see Figure 1).

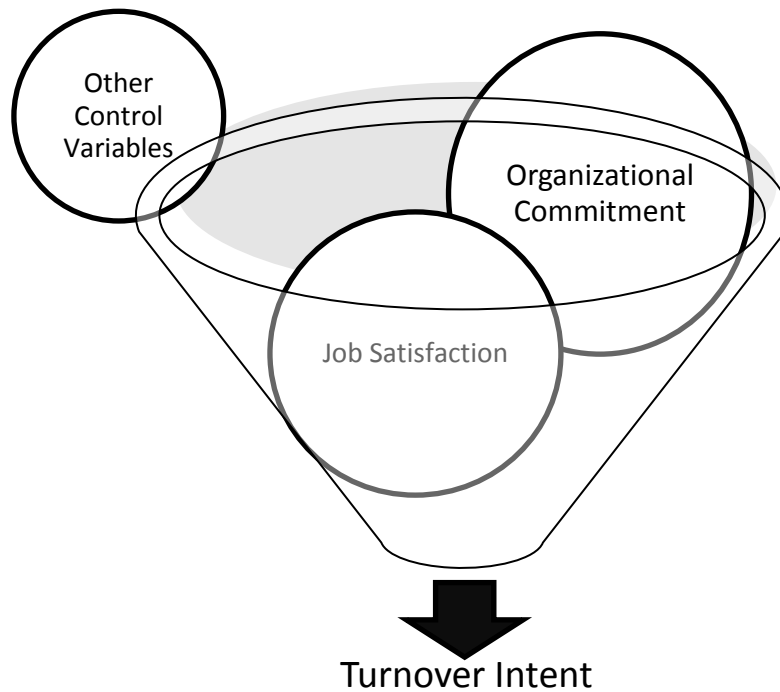


Figure 1. Relationship between TOI, job satisfaction, organizational commitment, and other control variables.

Purpose of the Study

The purpose of this study is to explore the relationship between organizational commitment, job satisfaction, and TOI in rehabilitation counseling organizations. A concurrent mixed methods approach to the research was utilized to gather both quantitative and qualitative data. This study examined whether the various job satisfaction factors and specific dimensions of organizational commitment (independent variables) have a relationship to the TOI (dependent variable) of a counselor. At the same time the relationship of specific rehabilitation counselor work conditions were explored using qualitative questions to examine themes of specific rewards and frustrations of rehabilitation counselor employment.

This study added to the current body of literature. Although research has been conducted that examines the relationship of job satisfaction and TOI, and organizational commitment and

TOI in other occupations, limited research has been specifically undertaken within the field of rehabilitation counseling. Previous research of CRCs has been in a state rehabilitation organization, a single worksite of a veteran vocational rehabilitation organization, and in a private not-for-profit organization. No published research has yet examined all three concepts across the United States of public and private organizations employing CRCs. In addition, this study utilized qualitative research to further understand aspects of working as a rehabilitation counselor that are both rewarding and challenging.

Research Questions

The primary focus of the study was to explore the relationship between CRC job satisfaction and organizational commitment, job satisfaction and intent to turnover, and organizational commitment and intention to turnover. The study examined the relationship of specific demographic variables to job satisfaction, organizational commitment, and intent to leave. The research questions were as follows:

- Q1 What are the current levels of job satisfaction among CRCs?
- Q2 What are the current levels of organizational commitment among CRCs?
- Q3 What is the effect of job satisfaction on organizational commitment?
- Q4 What effect does job satisfaction and organizational commitment have on the TOI of CRCs?
- Q5 How do CRCs describe the rewards and challenges of their employment experiences?

Research Hypotheses

The query of CRC intent to turnover in employment is a broad and complex subject that includes many variables. The focus of this study was limited to exploring the interrelationships

of counselor job satisfaction and organizational commitment (independent variables) on TOI (dependent variable). Therefore, two hypotheses were tested:

H1 Job satisfaction is significantly related to organizational commitment.

H2 Job satisfaction and organizational commitment is significantly related to TOI.

Context of the Study

This was a national study utilizing a sample of CRCs controlled by the CRCC. This study was specifically interested in participants who had at least masters' degrees and were employed as CRCs. The website of the CRCC (2012) describes its organization as

an independent, not-for-profit organization that sets the standard for quality rehabilitation counseling services through its internationally recognized certification program. Individuals passing the voluntary certification examination become qualified as Certified Rehabilitation Counselors, or CRCs. To maintain the CRC designation, individuals are required to renew their certification every 5 years, either through re-examination or by meeting specific ongoing educational requirements. The CRC Certification Program is accredited by the National Commission for Certifying Agencies (NCCA).

CRCs assist people with disabilities to prepare for, find, and keep employment.

Counselors work in a variety of settings in the public and private sectors. The public sector organizations include state vocational rehabilitation services, commissions for the blind, and federal rehabilitation services for veterans. The private sector of rehabilitation organizations includes private for-profit (insurance company, private practice) and private nonprofit (community rehabilitation organization, hospital, school) organizations. CRCs with masters' degrees have a variety of employment options outside the traditional practice settings in rehabilitation counseling. Counselors could be employed in businesses (human resources, employee assistance programs), universities (counseling, employee assistance, job placement, administration), community organizations (therapy, referral, community services, advocacy), state departments (human services, labor, education, civil service, social services, civil rights),

and federal agencies (education, health, social welfare, census bureau, veteran affairs) (Patterson, 2009). Given the multiple employment options for CRCs, this study focused on the sustainability of CRCs within traditional rehabilitation practice settings and organizations assisting individuals with disabilities to obtain and maintain employment.

Assumptions

Assumptions are ideas the researcher presumes to be true and logical during the course of the study (Fraenkel & Wallen, 2006). Several presuppositions of the study were essential and fundamental for this research. Assumptions associated with participants included representation, volunteerism, understanding, independence, honesty, delivery, environment, and time. The researcher assumed the CRCC professional organization is a means to reach counselors who are certified, have earned at least a masters' degree, and are working as CRCs. The researcher supposed each participant would voluntarily complete the online survey without threats or coercion. The researcher assumed the language of the survey instrument was clear and understandable by the participants. The researcher expected the participants to complete the survey on their own and without influence from others. The researcher anticipated the participants would answer the questions truthfully. The researcher inferred that the delivery of the online survey was convenient and accessible by the participants. The researcher expected the participants would be able to complete the survey in a comfortable environment. The researcher believed the participants' time to complete the online survey was reasonable and adequate to obtain information for the study.

Definitions of Terms

The following definitions of terms are used throughout this study:

Employing organization. Employing organization is defined as an engagement of hire in which money is exchanged for the employees delivery of services and is operating in the United States within the public sector (government owned, operated, and funded with tax dollars) or private sector (individually or company owned and operated).

Job satisfaction. Job satisfaction is defined as the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector, 1997). For purposes of this study, satisfaction was examined on the subscales of pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of the work, and communication.

Organizational commitment. Organizational commitment is defined as being multidimensional with three forms: affective commitment as the strength of an employee's identification with and involvement within an organization, normative commitment as a sense of moral obligation or duty to remain with an organization, and continuance commitment as the recognition of investment loss upon leaving an organization (Allen & Meyer, 1991).

Organizational tenure. Organizational tenure is defined as the amount of time an employee maintains a position within an organization.

Turnover intent (TOI). TOI is defined as the conscious and deliberate willingness of an employee to voluntarily leave an organization (Crimando et al., 1986).

CHAPTER 2: REVIEW OF LITERATURE

The review of literature relevant to this study provides an overview of research for the theoretical base. The literature is organized by relationship to the variables. The chapter reviews literature on job satisfaction and then discusses both organizational commitment and TOI.

Job Satisfaction

Job satisfaction is a complex construct because it is related to individuals' feelings about their jobs. Researchers have attempted to identify components of job satisfaction to understand TOI. Locke (1969) described job satisfaction as a fulfilled emotional state accomplished through self-assessment and one's job being in alignment with one's job values, and dissatisfaction as an unpleasant emotional state when the job and values are not harmonious. Job satisfaction was defined as the emotional response to the job situation based on what the individual wants from the job (Carroll, 1969; Hulin, 1965). Spector (1997) defined job satisfaction as all the feelings an individual has about his/her job.

The definitions imply job satisfaction can be netted by using a one-dimensional model for overall job satisfaction or a multidimensional model or multifaceted construct capturing the independent aspects that influence the emotional state of job satisfaction. The different aspects are independent and should be measured separately to capture the degree of influence each has on job satisfaction. Potter, Steers, Mowday, and Boulian (1974) argued that the magnitude of an employee's job satisfaction was a cumulative level of the individuals' met expectations. Spector (1997) utilized seven subscales to measure independent aspects of job satisfaction.

Job satisfaction has been studied for many years in relation to various constructs including (a) TOI (Hellman, 1997; Shaw, 1999; Smits, 1972), (b) work performance (Miller, & Muthard, 1965), (c) work location (Faubion, Palmer, & Andrew, 2001), (d) alternative work

opportunities (Hwang, & Kuo, 2006), (e) person-environment fit (Lyons, & O'Brien, 2006; Pitt, 2009), (f) leadership style (Packard, & Kauppi, 1999), and (g) organizational commitment (Pepe, 2010; Porter et al., 1974; Vandenberg, & Lance, 1992).

One of the premier studies to examine the job satisfaction of CRCs was produced by Miller and Muthard (1965). They examined job satisfaction as a predictor of job performance of 141 CRCs from six state agencies. Job satisfaction dimensions of caseload size, security, promotion, and pay were significantly related to the performance criteria of successful rehabilitation closures and speed of case movement through the state rehabilitation process.

Faubion, Palmer, and Andrew (2001) investigated job satisfaction difference of CRCs practicing in rural and urban work locations. The 315 participants represented 16 state VR agencies. The findings indicated there were no significant differences in overall job satisfaction or the 15 demographic variables when studying the CRC's work location.

Job satisfaction was found not to have a significant relationship to TOI unless it was combined with work opportunities in a study of 259 executives and staff employed in the public Taiwan government (Hwang & Kuo, 2006). Job satisfaction and perceived alternative employment opportunities had a negative effect on TOI. When employees perceived their opportunities as high, their TOI was also high. Employees quit their jobs because they had already secured other jobs or believed they would quickly find new jobs.

The results of a study among 73 CRCs from one public state rehabilitation agency by Pitt (2009) found that job satisfaction was positively related to person-environment fit and continuance commitment. The job satisfaction subscales of pay and continuance commitment were significantly and negatively correlated with TOI. Lyons and O'Brien (2006) found that

among 204 participants from public and private agencies and organizations, variance in job satisfaction and TOI of African Americans was a result of person-environment fit.

Packard and Kauppi (1999) found the leadership style of supervisors for 105 rehabilitation employees significantly affected job satisfaction and resulted in differences of service delivery. Employees who had a positive perception of their supervisor's leadership style had significant positive job satisfaction. Transference of positive job satisfaction led to timely and more comprehensive rehabilitation services to people with disabilities.

In a study of 46 managers and clerical support within a retailer, Pepe's (2010) findings indicated as job satisfaction increased, so did the employees' organizational commitment. The perceived support of the supervisor was also a significant factor of the employees' job satisfaction. When the employees' organizational commitment (affective and continuance) and job satisfaction increased, their intent to leave significantly decreased and resulted in longer organization tenure. In a longitudinal study over a 10.5 month period of 60 psychiatric technician trainees, Porter, Steers, Mawday and Boulian (1974) found the relationship between organizational commitment and TOI was stronger than the various components of job satisfaction and TOI. The research studied the relationships at four intervals, and the relationship with TOI was strongest when employees were close in time to leaving the organization. In a causal relationship study of management information systems specialists by Vandenberg and Lance (1992), findings supported the model of organizational commitment causing job satisfaction.

Job satisfaction has been studied as a variable in explaining the TOI of employees for many years. Some researchers have studied (a) the magnitude to the influence (Hom & Griffeth, 1991; Shaw, 1999; Tett & Meyer, 1993), (b) the size of the employing organization (Smits,

1972), and (c) private versus public sector employment (Hellman, 1997). The relationship between job satisfaction and TOI is generally reported to be negatively related, but the magnitude of the relationship varies in the research. Hom and Griffeth's (1991) turnover model theorized that job satisfaction and organizational commitment were separate constructs, and both affected the TOI of employees. Tett and Meyer's (1993) meta-analysis investigation of relative contributions of job satisfaction and organizational commitments to TOI supported Hom and Griffeth's model, and their track analysis showed job satisfaction and organizational commitment had independent and magnitude differences on TOI. Tett and Meyer (1993) revealed job satisfaction was a stronger predictor of TOI than organizational commitment. Shaw (1999) studied job satisfaction and TOI and the moderating role of positive affect on 194 participants. The results suggested the relationship between job satisfaction and intent to turnover was negative for both high and low positive affect individuals although the magnitude of the relationship was stronger for those high in positive affect.

In Smits's (1972) study of 200 CRCs from 30 agencies across the United States, the results indicated the turnover rate and variables varied according the size of the employing organization. TOI in small organizations (100 people or less) was found to be remarkably related to job satisfaction. Counselors in medium (100-199 employees) and large (200 or more employees) organizations were significantly less satisfied with their employment than those employed in small organizations. Counselors in medium organizations expressed dissatisfaction with work conditions and supervisors. Counselors from large organizations expressed dissatisfaction with contingent rewards, promotions, and pay.

In a meta-analysis of job satisfaction and TOI, Hellman (1997) found the job satisfaction levels of public federal employees were significantly less than those of private sector employees.

Job satisfaction was negatively related to TOI. The career stage variables of age and tenure were moderators for both job satisfaction and TOI.

Job satisfaction is an important variable in this study because empirical research has shown a link associated with rehabilitation counselor TOI. Riggall, Hansen, and Crimando (1987) examined Commission on Accredited Rehabilitation Facilities (CARF) private sector employees who left their organizations. Job satisfaction was noted as one of the significant variables of turnover. The financial cost of turnover to the organization budget was also examined as a reason for systematic organizational change. Barrett et al.'s (1997) investigation of 295 community rehabilitation organizations in the Midwestern United States supported a link between the TOI of rehabilitation personnel and job satisfaction. Dissatisfaction with the subscale of supervision was a significant factor for stress, lack of accomplishment, and emotional exhaustion.

Armstrong, Hawley, Blankenship, Lewis, and Hurley (2008) studied job satisfaction and TOI of CRCs in the public, private, and nonprofit sectors. The results showed 80% of the participants were satisfied with their job. However, 50% of the participants with less than 5 years on the job were planning to leave the organization. The researcher noted this may have a significant impact on the sustainability of desirable counselors to provide rehabilitation services.

Many job satisfaction instruments have been developed over the years. Finding instruments that are reliable and valid for the study of CRCs is the responsibility of the researcher. Van Saane, Sluiter, Verbeek, and Frings-Dresen (2003) conducted a systematic review of studies on job satisfaction instruments. They reviewed 35 studies and analyzed 29 instruments. Only seven instruments met the quality of the criteria: internal consistency (Cronbach's Alpha), test-retest reliability (Pearson correlation), and construct validity (convergent, discriminant and content). Convergent validity of an instrument is the degree of

similarity in which two instruments that are supposed to measure the same concept, actually do. Discriminant validity of an instrument is the degree that separate instruments measure a related but different concept and the variance. Content validity refers to the degree at which the instrument covers the whole concept (Van Saane et al., 2003). Four of the seven instruments that met the criteria outlined by Van Saane et al. (2003) were developed for specific health care occupations (nurses and emergency room physicians). The three remaining instruments appropriate for use in this study of rehabilitation counselors were the Job in General Scale (JIG), the Andrew and Withey Job Satisfaction Questionnaire, and the Job Satisfaction Survey (JSS).

The Job in General Scale (JIG) is part of the Job Descriptive Index and was developed to use with a heterogeneous population (Van Saane et al., 2003). It was designed to measure global job satisfaction with 18 items on a 3-response choice scale: agrees (*yes*), not sure (?), or does not agree (*no*) (Ironson, Smith, Brannick, Gibson, & Paul, 1989). Although the instrument was above the minimum internal consistency coefficient standard of 0.80 with a 0.91 total, it did not have a score for test-retest and discriminant validity criteria (Van Saane et al., 2003). This instrument was not selected because the researcher was seeking a multidimensional instrument with known discriminate validity and at least a 5-point Likert-scale to measure the job satisfaction of rehabilitation counselors.

The Andrew and Withey Job Satisfaction Questionnaire was intended for use with a heterogeneous population (Van Saane et al., 2003). It is a one-dimensional instrument designed to measure global job satisfaction with five items on a 7-point Likert scale ranging from 1 (delighted) to 7 (terrible) (Rentch & Steel, 1992). This instrument had a 0.81 internal consistency coefficient but no known test-retest or discriminate validity. This was not the chosen instrument

for this study because the researcher was interested in a multidimensional instrument with tested discriminate validity information because of the anticipated use of multiple instruments.

The JSS developed by Spector (1997) was designed for use in social service organizations. CRCs work in service organizations. The JSS is a multidimensional instrument including 36 items with 9 subscales with 4 items (pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of the work and communication). The convergent validity can be measured for correlation among the subscales. The response format is a 6-point Likert scale ranging from 1 (disagree very much) to 6 (agree very much). The internal consistency coefficient is 0.91, the test-retest is 0.71 with an 18-month waiting period, the convergent validity ranged from 0.61-0.81, and the discriminant validity range is 0.19-0.59 (Van Saane et al., 2003). JSS was selected as the instrument to measure job satisfaction in this study due to the comprehensive information available on the reliability, construct validity, and content validity (see Appendix A). Job satisfaction data are helpful for organizations to use to improve policies and practices where dissatisfaction is expressed (Spector, 1997).

Other multidimensional job satisfaction instruments were considered for this study. Gregson (1991) developed a 30-item Job Satisfaction Scale. Gregson identified five subscales of job satisfaction: work, pay, supervision, coworkers, and promotion. This instrument was not selected because the researcher wanted more subscales when studying CRCs. Spector's (1997) JSS is comparable to the Job Descriptive Index Scale (Smith, Kendall, & Hulin, 1969) in that it has the same major components. The JSS was preferred because it uses a Likert scale for measuring responses. The Minnesota Job Satisfaction Questionnaire (1967) has two long-versions; both have 20 items and use a 5-point Likert scale. The Likert scales are slightly different for each version. The inventories consist of one item for each subscale and an overall

job satisfaction score. The short version uses the 20 items, but the results are condensed into three scores of intrinsic, extrinsic, and overall satisfaction. These questionnaires were rejected because the researcher wanted more than one item represented per subscale. The Michigan Organizational Assessment Questionnaire (MOAQ) has three questions for the job satisfaction portion, and a 7-point Likert scale is used to measure responses; however, it only measures overall job satisfaction. The researcher was seeking information on multiple subscales; therefore, this instrument was not used in the study.

Although previous studies have found a negative relationship between job satisfaction and TOI, job satisfaction alone does not explain the variance and organizational commitment has been studied as a contributor to TOI. This study examined the relationship of job satisfaction and organizational commitment on TOI among CRCs.

Organizational Commitment

The definition of organizational commitment has emerged over the years as an individual's connection and involvement in an organization. Buchanan (1974) defined organizational commitment as a "partisan affective attachment to the goals and values of an organization, to one's role in relation to these goals and values and to the organization for its own sake, apart from its purely instrumental worth." Mowday et al. (1982) defined organizational commitment as the "relative strength of an individual's identification with and involvement in a particular organization." The concept encapsulates both attitudes and behaviors of the employee.

Mathieu and Zajac (1990) defined organizational commitment as "a bond or linking of the individual to the organization." Meyer and Allen (1997) defined organizational commitment as "a multidimensional construct. Commitment can take different forms and can be directed at

different constituencies in the organization.” Organizational commitment was divided into a three components: affective, normative, and continuance. As a research construct, organizational commitment has been studied for many years. Organizational effectiveness and motivation was studied by nineteenth century philosopher Max Weber over 100 years ago. Although Weber did not explicitly use the words *organizational commitment*, his focus was on bureaucracies, goal attainment, individual drive, and bureaucratic conditions that corresponded to the organizational commitment construct (Wren, 2005). At the beginning of the twentieth century, philosopher Mary Parker Follett developed theories on organizational management and commitment. Follett’s approach to organizational commitment was humanistic and holistic. Follett believed “An organization must be grounded upon recognition of the motivating desires of the individual and the group” (Feldheim, 2004). Follett’s fundamental understanding of behavior is based on (a) how a person reacts to another, (b) the relationship of the two parties, and (c) how both the person and the relationship affect the response. The individual’s organizational commitment is through direct and responsible participation (Feldheim, 2004).

Similar to Follett’s theory of organizational commitment, Becker (1960) based his concept of organizational commitment on recognition of the individual needs. Becker separated commitment behaviors and the act of being committed. His theory incorporated the side-bet theory in that the efforts of the employee are directly associated with valued returns. Individuals make turnover decisions based on weighing the odds and consequences of leaving an organization. The side bets can be created by both employee and organization. For example, employees may be disinclined to leave an organization for coworker reasons if it might impact their professional reputations. Employees exchange their services (work time and effort) to an organization (employee) for intrinsic and extrinsic rewards and recognitions.

Porter et al.'s (1974) concept of organizational commitment contained three dimensions based on the employee and organization having intertwined principles, needs, and aims. This affective response (attitude) was based on the employee's evaluation of the organization. They described organizational commitment as follows:

1. A strong belief in and acceptance of the organizations goals and values,
2. A willingness to exert effort on behalf of the organization, and
3. A definite desire to maintain membership in the organization. (Porter et al., 1974)

Similar to Porter et al. (1974), Lincoln and Kallenberg (1990) suggested that employees with high levels of organizational commitment identified with the organization and internalized the goals and values of the organization. The employee's commitment had behavioral components with the employee exerting effort on behalf of the organization and resulted in the employee internalizing the organization's failures and successes as personal failures and successes. The behavior also included locality with the employee's continued tenure in the organization or no TOI.

Meyer and Allen's (1991) concept of organizational commitment took a different approach to commitment, considering it to be a psychological state consisting of three dimensions:

1. Affective commitment items represent the feelings an individual has by being connected to an organization,
2. Normative commitment items represent the duty or moral obligation to remain with an organization, and
3. Continuance commitment represents the understanding of investment loss or the costs associated with voluntarily leaving an organization. (Meyer & Allen, 1991)

Organizational commitment research has evolved to include (a) group diversity (Cunningham & Sagas, 2004), (b) strategic change (Lines, 2004), (c) leadership practices (Nicholson, 2009), (d) absenteeism (Somers, 1995), (e) supervisor gender (Potter, 2012), and (e)

generational differences (Smola & Sutton, 2002). Researchers have studied organizational commitment and various populations including call center employees (Nicholson, 2009), hotel managers (Carbery, Garavan, O'Brien, & McDonnell, 2003), coaching staff (Cunningham & Sagas, 2004); Cunningham, Sagas, & Ashley, 2001), nurses (Huang, 2012), school career counselors (Baggerly & Osborne, 2006), psychiatric technicians (Porter, Sterns, & Mowday, 1974), and CRCs (Mitus, 2006; Pitts, 2009; Satcher & McGhee, 1996). Studies have investigated the differences of private and public sector employees' organizational commitment and have consistently shown that private sector employees had greater organizational commitment than public sector employees (Buchanan, 1974; Lyons, Duxbury, & Higgins, 2006). Organizational commitment has been associated with the job satisfaction subscale of supervision for public and private sector employees (Buchanan, 1974; Zaffane, 1994). Public sector employees' organizational commitment has been linked to the nature of their work (intellectually stimulating and challenging) (Lyons et al., 2006).

The Organizational Commitment Questionnaire (OCQ) developed by Meyer and Allen (1991) extended and incorporated the attitudinal and behavioral intentions of commitment into one instrument; this was a divergence from Mowday et al.'s (1982) model. The three commitment dimensions are components of commitment, not commitment types. The individual's organizational commitment can reflect various degrees of each component. This multidimensional model unified the attitudinal elements offered by Porter et al. (1974) with the behavioral elements of Becker's (1960) side-bet theory. This three-component model represented the first methodical model of different commitment constructs (Meyer & Allen, 1991). The OCQ has been utilized by researchers for quantitative assessment of organizational commitment studies (Hackett, Bycio, & Hausdorf, 1994; Meyer & Allen, 1990, 1991; Nicholson,

2009). The OCQ is a 24-item instrument with three scales and eight items per dimension (see Appendix B). Meyer and Allen (1991) indicated each commitment dimension was independent of the others. An employee can feel a strong need, strong desire, and strong obligation to an organization, and another employee could feel a weak need, moderate desire, but strong obligation to remain in an organization. Research has shown the OCQ to be a reliable and valid instrument for quantitative research on organizational commitment as an independent variable. A meta-analysis scale review yielded median reliabilities for affective (0.85), normative (0.73), and continuance (0.79) scales (Meyer, & Allen, 1997). Factor-analysis indicated the OCQ differentiates organizational commitment from job satisfaction (Meyer & Allen, 1997).

Mathieu and Zajac's (1990) analysis of control variables found a weak but positive relationship with organizational commitment to age and tenure. Marchiori and Henkin (2004) revealed a significant correlation between affective commitment and tenure. Nicholson (2009) used the OCQ and found that tenure in an organization was not significantly correlated with organizational commitment. The employee's relationship with the employing organization could be better understood when using all three organization commitment constructs of the OCQ. Meyer and Allen (1974) found a positive correlation between affective commitments and perceived working conditions, and a mixed correlation with continuance commitment to age and tenure. Normative commitment was found to be positively correlated with working conditions but was weaker than affective commitment.

TOI

Organizational commitment constructs are well studied, and a common research approach is the consequences inquiry that includes individual TOI. Organizational commitment has been inversely associated with TOI (Meyer & Allen, 1997). Meta-analysis organizational

commitment studies by Cohen (1993) and Mathieu and Zajac (1990) and factor analysis studies (Hackett, Bycio, & Hausdorf, 1994; Tetrick & Farkas, 1988) have shown a distinction between job satisfaction and organizational commitment in relationship to TOI.

The voluntary turnover of desirable employees, the event of physically separating from an organization, is date- and event-specific, but empirical research has found that the intent to turnover is a process (Mobley, 1977; Richer, Blanchard, & Vallerand, 2002; Watrous, Huffman, & Pritchard, 2006; Wells & Peachey, 2011). Inherent in the process are the elements of change, action, and time (Abbasi & Hollman, 2000; Begley & Czajka, 1993; Bozeman & Perrewe, 2001; Price, 1989; Riggall, Hansen, & Crimando, 1987; Williams 1990). Over time employees must desire a change in their current work status, weigh the consequences, and eventually take action to terminate their employment.

Turnover involves the individual weighing and calculating the risks and benefits to staying employed within an organization (Cohen, 1993). The study of organizational commitment continues to be of interest due to the ability to predict employee TOI (Meyer & Allen, 1997; Mowday et al., 1982; Vandenberg & Tremblay, 2008). Employees could be temporarily dissatisfied with their job but remain committed to the organization and not have plans to voluntarily leave the organization (turnover).

Riggall, Hansen, and Crimando (1987) examined the costs of TOI, and Barrett et al. (1997) produced a chart of monetary costs over a 10-year period to community rehabilitation agencies: “The average agency had a 23.5% turnover rate that represented between \$128,000 and \$200,600 of their annual budget.” The results of a study by Layne, Hohenshil, and Singh (2004) indicated the occupational stress of being a counselor accounted for the TOI and not coping

resources or demographic variables. The participants were CRCs with membership in the American Rehabilitation Counseling Association.

Johnsrud and Rosser (1999) found that turnover of new professionals could be attributed to job satisfaction, and individual and organizational characteristics. They suggested supervisors not dismiss the perceptions of the new employees but use them for the recruitment and retention strategies. Nicholson (2009) found that affective, normative, and continuance commitments were inversely related to TOI.

Turnover within an organization is generally thought to be associated with negative consequences. In 1982 Mobley outlined the positive and negative consequences of turnover for the employee and the organization. Negative consequences for an organization included costs (recruiting, hiring, and training), productivity loss, loss of high performers, disruption of office culture, decreased satisfaction for those that stay, and negative public relations. Positive consequences for an organization included displacement of poor performers, infusion of new energy and knowledge, increased mobility opportunities, increased satisfaction for those that stay, and decreased withdrawal behaviors. Negative consequences for an individual employee who decided to turnover included loss of seniority, disruption to family, and transition stress. Positive consequences for an individual included increased earnings, less stress, better person-organization fit, and enhanced self-efficacy and self-development.

The relationship between job satisfaction and TOI is generally thought to be inversely related (Tett & Meyer, 1993), but the significance of the relationship is not always consistent. Hellman (1997) in a meta-analytic procedure determined that there was disparity in significance when using the correlation coefficient as determined by Cohen (1993) (low $r = .10$, medium $r = .30$ to large $r = .50$). Tett and Meyer (1993) in a meta-analysis from 155 studies found that

results varied when the studies used a single-item scale verses multi-item scales for job satisfaction and organizational commitment both independently contributed to TOI. The magnitude of the effect of job satisfaction and TOI was small ($r = .10$).

Job satisfaction alone may not be a consistent predictive factor of significant TOI, and organizational commitment may moderate the relationship of the individual within the employing organization. Therefore, using both a job satisfaction survey and an organizational commitment survey should produce more information regarding the variance in the subscales of job satisfaction (Vandenberg & Tremblay, 2008). Barrett et al. (1997) examined the TOI within community rehabilitation agencies in Rehabilitation Services Administration Region 5 that consisted of six states. The study results of the 295 participants indicated four variables were significant predictors of personnel to leave the agency: limited advancement, job dissatisfaction, stress, and supervisor's style (Barrett et al., 1997; see Appendix C).

Using the constructs of job satisfaction and organizational commitment, this study used inductive data analysis of the responses to two qualitative questions to learn more about the meaning of the quantitative data produced by counselors on TOI (see Appendix C). The researcher organized the narrative responses into broad patterns and analyzed the data to form themes or categories as outlined in qualitative data analysis in Creswell (2009).

Control Variables

The researcher examined job satisfaction and organizational commitment with the control variables of tenure (organization, job), type of employing organization (public, private), geographic setting (urban, suburban, rural), work state, age, gender, ethnicity, level of degree, and educational major (see Appendix D). This additional information assisted in the explanation

of the data specific to the field of rehabilitation counseling; all of these variables have been used in studies involving various occupations.

Work Setting

The differences between an employing organization being private or public sector has been given some attention (DeSantis & Durst, 1996; Farruggia, 1986). Most studies have focused on one-occupation employers such as public sector federal, state, or county (Bishop, 2001; Bright, 2008; Lambert & Paoline, 2010; Miller & Muthard, 1965 Satcher & McGhee, 1996; Smits, 1972) or private sector (Larrabee, Janney, Ostrow, Withrow, Hobbs, & Burant, 2003; Wagner, 2004). Argyriades (2003) found work setting (public vs. private) choices were the results of employees maximizing their self-interests. The employee sought to obtain the greatest personal rewards (pay, promotional opportunities, prestige, type of work, etc.) from the organization.

In a meta-analysis study, Hellman (1997) found that employees in a federal agency were less likely than private sector employees to leave their employing organization. In a 16-state study, Armstrong, Hawley, Blankenship, Lewis, and Hurley (2008) found work setting does affect the job satisfaction and TOI of rehabilitation counseling personnel. In the field of rehabilitation services, a rehabilitation counselor's work setting might be a factor influencing job satisfaction, organizational commitment, and TOI.

Work State

A national study using a random sample from an organization membership list might not produce representation from every state in the United States. Therefore, the researcher asked in which state the participants worked and compared each to the total membership population of CRCC to better understand the sample populace.

Geographic Variables

Community organizations and employment options are essential to assisting people with disabilities find employment compatible with the client skills, abilities, and desired work. CRCs rely upon and coordinate community supports, vendors, and employers for a range of client services including, referrals, diagnostics, vocational evaluations, transportation, interpreting services, employment, etc. The volume of clients may be factor of TOI. Urban areas of the country have more people in a concentrated geographic area but may offer more community supports harmonious with the needs of clients receiving rehabilitation services.

CRCs might also have more opportunities for personal employment in an urban area. Private and public employers are more numerous in densely populated areas than sparsely inhabited areas. Studies have found social workers (Little, 2010) and nurses (Reitz, 2010) who worked in urban settings were significantly more likely to have TOIs than those from rural areas. However, Chaaban (2006) found no significant difference in the TOI of nurse anesthetists who worked in urban verses rural areas.

Tenure

Bedeian, Ferris, and Kacmar (1992) concluded there was a positive relationship between tenure and job satisfaction. Studies have deducted that employees learn to modify their jobs over time, adjust their personal needs, or feel more confident as they gain experience. Other studies such as Brown, Hohenshil, and Brown (1998) did not find a significant relationship between tenure on the job and job satisfaction. Mobley et al. (1979) and Price (1989) found that length of time in an organization had a small but significant negative impact on employee turnover. Organizational commitment has been positively correlated with tenure on the job (Bedeian et al.,

1992). As tenure increases within an organization, conceptually so do the employees' benefits, seniority, and status among peers (Hellman, 1997).

Educational Degree and Major

CRCs work with persons with different types and severities of disabilities. They also work with employers providing personnel and business services. Studies related to rehabilitation counselor qualifications found that individuals must acquire specific skills to meet the national standard of a "qualified rehabilitation counseling service provider" (Armstrong, Hawley, Blankenship, et al., 2008; Leahy, 2004). Rehabilitation counseling organizations have utilized the graduate degree programs at universities to maximize their recruitment and retention of counselors (Tansey, Bishop, & Smart, 2004). Not all master-degreed counselors have degrees in rehabilitation counseling. Those with master degrees in other human service fields must take additional classes and workshops to supplement their training and update their skills (Chan, et al., 2003; Chan & Ruedel, 2005).

Ethnicity

Studies that specifically look at ethnicity as a moderator in job satisfaction, organizational commitment, and TOI are limited. The dynamics of the individual's cultural ethnicity, role and function in the family may influence job satisfaction, organizational commitment, and TOI. In a study by Lyons and O'Brien (2006), ethnicity did not emerge as a moderator for TOI. African-American counselor satisfaction with employment ranged from satisfied to very satisfied in a national study conducted by Jones, Hohenshil, and Burge (2009). Difference of ethnicity within an organization was found to be associated with organizational commitment. In a study by Tsui, Egan, and O'Reilly (1992), large organization ethnic differences were associated with the work unit and the individual, not the organization as a whole. When in the minority, Caucasians were found to be more significantly affected by the

ethnic difference than non-Caucasians. The researcher added ethnicity as a control variable to consider as a moderator for job satisfaction, organizational commitment, and TOI.

Age

Age has been one of the most frequently utilized personal variables in research and has shown to have positive effects on organizational commitment and TOI. Age has been associated with continuance commitment factors. The individual understands the investment over time (retirement, pension, pay raises position), the costs associated with voluntarily leaving an organization, and if at their age a better option is available for employment (Bedeian, Ferris & Kaemar, 1992; Carbery, Garavan, O'Brien, & McDonnell, 2003; Hellman, 1997; Meyer & Allen, 1991). However, Sager, Varadarajan and Futrell (1988) found there was no significant relationship between age and TOI.

Gender

Numerous studies have attempted to understand the differences in the job satisfaction and organizational commitment between men and women. Some studies have established that women were more satisfied and committed to their employing organization than men (Cunningham, 2006), and others have shown that men were more satisfied than women (Lambert & Paoline, 2010). Some studies have concluded that there were no significant differences between the genders in job satisfaction (Oshagbemi, 2000; Smola & Sutton, 2002) or organizational commitment (Baggerly & Osborne, 2006). Research found differences in gender responses to the subscales of job satisfaction when there was no significant difference for overall job satisfaction (Moynihan & Landuyt, 2008). Individuals who used sex as self-identification were found to have higher rates of job satisfaction if the organization were comprised of higher numbers like themselves (Tsui et al., 1992). With the varied correlations from previous studies, the researcher decided to include gender as a control variable.

Summary

Research supports links between job satisfaction and TOI, job satisfaction and organizational commitment, and organizational commitment and TOI. The decision to leave an organization is done on an individual level and over time. The process of evaluating the circumstances for voluntary TOI is impacted by organizational, situational, and personal factors. Studying the relationship of job satisfaction and organizational commitment with additional work aspects and the voluntary TOI of CRCs may yield specific information for rehabilitation organizations to consider and strategically plan for the recruitment and retention of desirable CRCs.

CHAPTER 3: METHOD

This chapter describes the participants, variables, instruments, and procedures used in this study. The chapter concludes by describing the selected research design and the proposed data analyses.

The purpose of this study was to examine the relationship between job satisfaction and organizational commitment on TOI of CRCs. In addition, this study examined whether the various job satisfaction subscale variables mediated the relationship. For example, the supervision subscale may mediate the relationship more strongly than the fringe benefits subscale. In addition, the data were reviewed to determine if the separate organizational commitment dimensions mediated the relationship. This study also looked for information on the current field experiences of CRCs. Analysis of these data provided a picture of the workplace qualities that may be required for the retention of CRCs.

Research questions were developed after a review of job satisfaction, organizational commitment, and TOI literature. The questions included the following:

1. What are levels of job satisfaction among CRCs?
2. What are the current levels of organizational commitment among CRCs?
3. What is the effect of job satisfaction on organizational commitment?
4. What effect does job satisfaction and organizational commitment have on the TOI of CRCs?
5. How do CRCs describe the rewards and challenges of their employment experiences?

Participants

The population of interest in this study was CRCs with masters' degrees working in rehabilitation programs. The sample was drawn from a member list of the CRCC. Membership in

CRCC represents over 16,000 certified rehabilitation professionals working in public and private institutions of rehabilitation service (CRCC, 2012). The CRCC was selected for this study because it has the largest membership list of certified rehabilitation professionals. To maintain membership, individuals must take an exam, pass the exam, and maintain their CRC through ongoing professional development. The researcher asked CRCC to provide a random 10% sample from its membership, or approximately 1,600 potential participants in this study.

Variables and Instruments

Independent variables are those variables that affect the outcome of the study. Job satisfaction and organizational commitment were the independent variables of this study. Dependent variables are the result of the independent variables' influence. TOI was the dependent variable of this study. Control variables are independent variables that potentially influence the dependent variable. This study examined seven control variables such as age, gender, ethnicity, work setting, geographic setting, organization tenure and professional tenure. The quantitative portion of this study utilized three instruments: the Job Satisfaction Survey (JSS), Organizational Commitment Questionnaire (OCQ), and Turnover Intent Survey (TOI). Two questions were developed for the qualitative portion of the study and a demographics questionnaire was designed and included in addition to a research information and participant consent form.

The Demographic Questionnaire (Appendix D) was developed by the researcher to understand if the additional seven control variables influenced the dependent variable (TOI). The seven control variables included age gender, ethnicity, work setting, geographic setting, organization tenure and professional tenure. This portion of the instrument contained 10

questions. Consultation with an experienced researcher provided guidance for the format and type of variables.

The job satisfaction survey developed by Spector (1997) was used to measure the job satisfaction of CRCs within nine subscales: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of the work, and communication. This portion of the instrument contains 36 items and uses a six-point Likert scale ranging from 1 (disagree very much) to 6 (agree very much). Nineteen (19) items are negatively worded and reversed scored, and seventeen (17) items are worded positively (see Appendix A). The subscales consist of the following:

- Pay (4 items, 1, 10, 19, 28, alpha .75)
- Promotion (4 items, 2, 11, 20, 33, alpha .73)
- Supervision (4 items, 3, 12, 21, 30, alpha .82)
- Fringe Benefits (4 items, 4, 13, 22, 29, alpha .73)
- Contingent Rewards (4 items, 5, 14, 23, 32, alpha .76)
- Operating Conditions 4 items, 6,15,24,31, alpha .62)
- Coworkers (4 items, 7,16, 25, 34, alpha .60)
- Nature of the Work (4 items, 8, 17, 27, 35, alpha .78)
- Communication (4 items, 9, 18, 26, 36, alpha .71)

The subscale scores for the four items were combined for a total score for the individual item.

The total satisfaction score of all 36 items, adding the subscales, yielded an alpha of .91, which is considered good internal consistency reliability for an instrument (Spector, 1997).

The JSS was utilized in this study for a number of reasons. First is the ability to separately study each subscale. Second is the frequent use of the instrument: 148 samples and

40,618 participants in the United States (Spector, 1997). Third, Spector originally developed the instrument for use in human service organizations. Fourth, the instrument has been used for many studies involving degreed professionals working in the social sciences: 125 samples and 8,242 participants (Spector, 1997). Fifth is the comprehensiveness of the subscales (subscales) with multiple items. Sixth, it uses a Likert scale, which is a suitable design for this study.

The OCQ, developed by Meyer and Allen (1990, 1991), was used to measure organizational commitment of CRCs on three dimensions: affective (identification), normative (duty), and continuance (investment). The authors of the instrument concluded that organizational commitment includes these three components that develop autonomously and have different significances on the individual.

The OCQ by Allen and Meyer (1990) contains 24 items with eight items for each of the three dimensions of organizational commitment. Seven of the items are worded negatively and reverse scored (Appendix B):

- Affective Commitment: The employee wants to stay with the organization (emotional attachment) eight items: 1, 2, 3, 4, 5, 6, 7, 8.
- Normative Commitment: The employee feels obligated to stay with the organization (moral attachment) eight items: 9, 10, 11, 12, 13, 14, 15, 16.
- Continuance Commitment: The employee needs to stay with the organization (consequences of leaving are too high) eight items: 17, 18, 19, 20, 21, 22, 23, 24.

The instrument utilizes a seven-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree) score the responses to the items. See Appendix B. The possible range of the scores is 8 to 56. Higher scores are associated with higher levels of commitment to an organization.

The acceptable threshold of internal consistency reliability coefficient (ICRC) for an instrument is 0.70 (Nunnally & Bernstein, 1994). Meyer and Allen (1990) reported the internal consistency reliability coefficients for each dimension of organizational commitment as 0.87 for Affective Commitment, 0.75 for Normative Commitment, and 0.79 for Continuance Commitment. The OCQ was utilized in this study for a number of reasons, including the demonstrated validity of the instrument, each form of commitment, can be separately scored and measured and the use of a Likert scale is a compatible design match for this study.

TOI was measured by the Turnover Cognitions (TOC) items combined by Bozeman and Perrewe (2001) based on the TOI items developed by Mobley, Horner, and Hollingsworth (1978) and Mowday, Koberg, and McArthur (1984). Five statements are part of the TOI instrument. Three of the TOI items are worded positively and reverse scored. The items have a 5-point Likert scale with responses ranging from 1 (strongly disagree) to 5 (strongly agree). The score range is 5 to 25. The coefficient alpha for this instrument is from 0.90 to 0.94 as cited by Bozeman and Perrewe (2001). The TOC was selected for the TOI portion of this study for a number of reasons including the brevity of the instrument—five statements, demonstrated high internal consistency reliability and the Likert scale design is a match for this study.

The internal-consistency method of estimating reliability of the surveys used in this study involved comparing responses to different sets of items (job satisfaction, OCQ, TOI) that are part of the whole instrument (survey emailed to CRCs). Cronbach's alpha was used because it requires only one test administration of the instrument for estimating internal consistency reliability.

The participants were also asked to respond to two open-ended questions regarding job characteristics. The questions were located at the end of the Turnover Intent Survey (Appendix

C). These questions were the qualitative portion of the study: (a) “What is the most rewarding aspect of your current job?” and (b) “What is the most frustrating aspect of your current job?” These qualitative questions were used for three reasons: (a) the brevity of the instrument (two questions), (b) the grounded discovery for understanding the data being collected, and (c) the “real” and “in depth” data of rehabilitation counselor work practices.

Participants were asked to review the Research Information and Participant Consent (RIPC) Form prior to beginning the online survey. This portion of the instrument contained information on the purpose of the study; defined participation, participant rights, potential benefits and risks, and privacy and confidentiality; gave researcher contact information; and outlined the process for providing informed consent. This form was developed under the guidelines of the Institutional Review Board (IRB) of Michigan State University (MSU; see Appendix E).

Upon completion of the online instrument, the participants were thanked for their contribution to the research and given information on how to request a copy of the results. The participants were also given an opportunity to receive one continuing education credit hour and provided the link to another on-line survey to complete with their name and contact information. The two surveys were not connected and participants who completed the education credit survey were emailed a credit form to send to CRCC. The participants were also given the opportunity to contact the researcher about any concerns or suggestions on this study and future research.

Procedures

Due to the national dispersion of CRCs, this instrument was administered through an online data collecting tool, surveymonkey.com. The instrument was available for one month to

the participants. The instrument was designed to prevent receiving multiple responses from the same individual.

Prior to the disbursement of the instrument, the researcher received the necessary approval for research involving human subjects from the MSU IRB. After receiving approval, the researcher received permission from the CRCC administrative office to conduct research utilizing its membership. Telephone calls with the membership administrator clarified the time frame of the study, cost, and steps for obtaining a random sample of the CRCs. The email contained a request for CRCC to compile a 10% random sample of its 16,000 members, permission to utilize the organization's listserv to disburse an email letter containing a link to the study a copy of the instrument, and a summary of the study.

After CRCC approval was granted and the sample obtained, the potential participants were sent an email soliciting participation in the study (Appendix F). A second request (Appendix G) to participate was sent two weeks after the initial email. Completion of the instrument was estimated at 15 minutes or less. Potential participants who chose to take part in the study were able to access the instrument from a web address and link provided in the email. At the completion of the instrument participants were offered the opportunity to obtain one free continuing credit hour toward their CRCC membership and were provided the address to another survey for them to complete their name, membership number and email address. The second survey was used to ensure the separation of participant responses and the issuance of the credit hour. The researcher emailed the credit approval form to those who completed the second survey (Appendix H). Submission of the JSS, OC, TOI survey instrument assumed consent to participate in the study. The instrument contained six sections with multiple items:

1. Research information and participation consent,

2. Demographic Survey (10 items)
3. Job Satisfaction Survey (36 items)
4. Organizational Commitment Questionnaire (24 items)
5. Turnover Intent Survey (Five items) and
6. Two qualitative questions.

Research Design and Data Analyses

The nature of the study's problem statement, research questions, and hypotheses indicated a quantitative and qualitative design as an appropriate method of research. The focus of the problem statement was exploratory, and the research questions identified the relationship among variables, all of which were indicative of quantitative research. Quantitative studies are descriptive, explanatory, and statistically-oriented; they measure variables and assess the effects of variables on an outcome (Creswell, 2009). The qualitative research questions also look to obtain specific information on the work rewards and challenges of CRCs, which is indicative of qualitative design. Qualitative studies are inductive and focus on the individual complexity of a situation, and the researcher analyzed the text and built themes from the data.

The researcher applied a concurrent mixed methods strategy for this inquiry into the relationship of JSS, organizational commitment, and TOI among CRCs. The data collection was through a survey at a single point in time. This survey research approach utilized quantitative and qualitative procedures, integrating them to best understand the counselors' TOI. This method employed both closed- and open-ended questions. This design was used to broaden the understanding of the survey questionnaire statistics (quantitative) by integrating the short answer question data (qualitative) and formulating results into a comprehensive study of the research questions.

The researcher conducted a pilot qualitative study with 10 participants during her doctoral studies on *The Trends and Interests of Rehabilitation Counselors Continuing to Work in the Profession*. The results of the previous study provided specific and detailed information about counselor rationale for turnover and remaining in the field. This information guided the researcher in developing the two qualitative questions and provided experience in analyzing qualitative data.

Prior to the implementation of the study, the online instrument was piloted by six CRCs to resolve any technical difficulties that might occur. Using a concurrent mixed methods design for the current study allowed the researcher to combine the systematic approach of quantitative research with the emerging approach of qualitative research and expand on the TOI information specific to CRCs. This information might be useful for the recruitment and retention of CRCs.

The quantitative portion of the study contained closed-ended questions with predetermined approaches by the survey creators and produced numeric data. The data was scored and coded with the Statistical Package for the Social Sciences (SPSS). The SPSS computer program provides descriptive and inferential statistical analyses of the data. Upon closure of the survey the data was checked for errors and outliers by examining scatterplots and running basic quantitative analyses (i.e. mean, standard deviation, and range). When measuring multiple constructs as in this study, Cronbach's alpha is the appropriate estimate of reliability (Nunnally & Bernstein, 1994). Cronbach's alpha provides an estimate of internal consistency of item variances and covariance's among each of the instrument components.

In the qualitative portion of the study data, the researcher looked for broad patterns formed in the text from the open-ended questions. The researcher analyzed the data and followed steps of grounded theory to place the information into groups or categories that included the

process of open and axial coding (Creswell, 2009). According to Creswell (2009), open coding is the “coding of data for its major categories of information,” while axial coding “emerges in which the researcher identifies one open coding category to focus on (called the ‘core’ phenomenon), and then goes back to the data and create categories around this core phenomenon.” The concurrent mixed method of research design provided a method of analyzing the text and numeric data.

A foundational knowledge base of the job experiences of CRCs was generated from the text responses. Gaining insight into the job experiences can build on the TOI information that reflects the specifics of current practitioners in the field. Over time, if additional research in this area is pursued, this information could lead to the development of a unique theory of TOI within the context of VR organizations.

This study included two independent variables (job satisfaction and organizational commitment) and one dependent variable (TOI). Job satisfaction, organizational commitment, and TOI were also measured as continuous variables with data analysis of correlation and regression. Five control variables (demographic information) were included with the regression analysis model along with the independent variables to assess their effect on TOI, the independent variable. A correlation matrix of the control, independent, and dependent variables were calculated and presented. Figure 2 presents the multiple regression analysis using job satisfaction and organizational commitment as predictors while controlling for five demographic variables to predict the criterion variable of TOI.

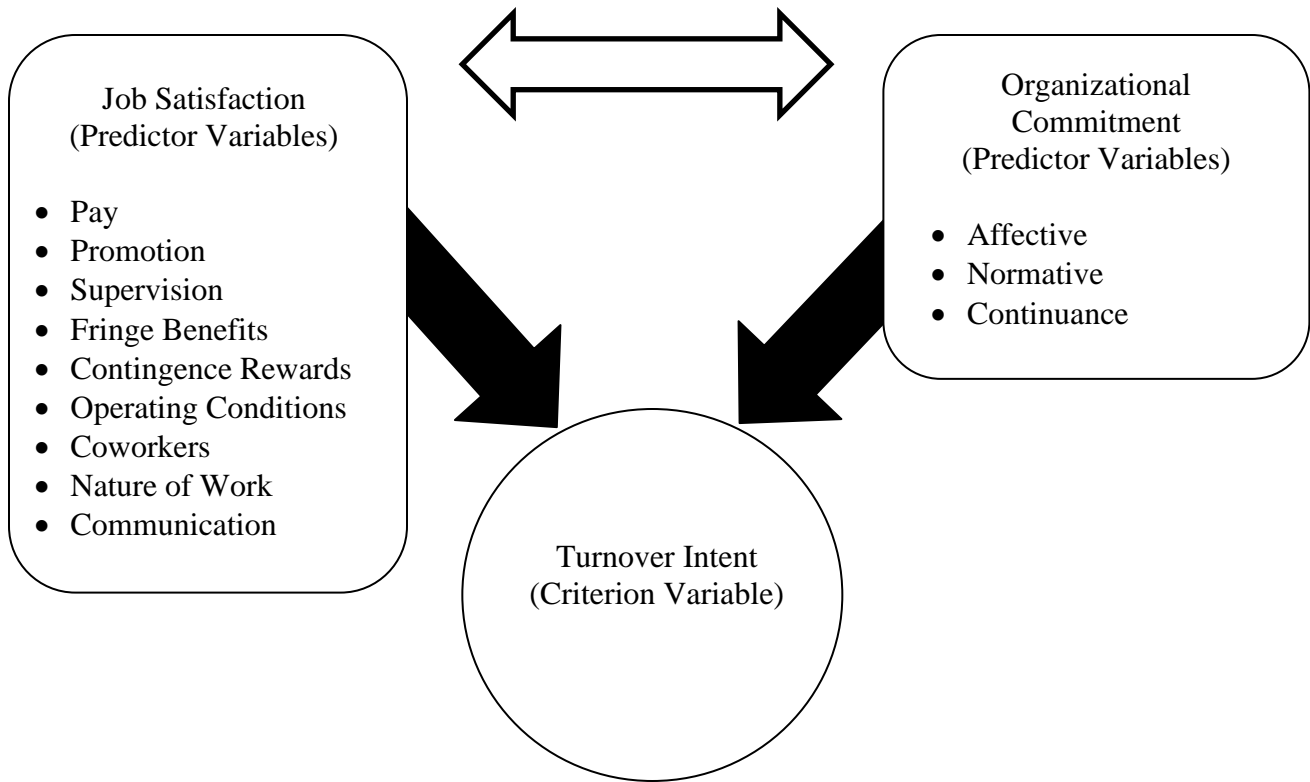


Figure 2. Variables used in correlation matrix and regression analyses.

CHAPTER 4: RESULTS

In this chapter the findings of the study are examined for the purpose of understanding the relationship between job satisfaction, organizational commitment, and TOI of CRCs. The hypotheses were statistically analyzed using the survey results. The descriptive statistics, correlation analyses, and regression analyses were calculated utilizing the data produced from the participants of the study. The SPSS at MSU was used for all quantitative analyses and downloaded into a Microsoft Word document, placed on a computer flash drive, and loaded onto the researcher's personal computer. The qualitative results were downloaded into a Word document and analyzed using open coding. Chapter 4 presents the results utilizing the methodology defined in Chapter 3.

Participation

Survey respondents were from a randomly drawn sample of the 16,000 CRC members of CRCC. The sample was drawn using an algorithm formula in conjunction with the CRCC proprietary database software. CRCC provided the researcher with an email list of 1,700 members. The researcher sent the initial request for participation to the entire email list, and 161 emails were returned as incorrect, undeliverable, or no longer in use. Therefore, 1,539 members of CRCC were given an opportunity to participate in the voluntary online study. A total of 323 members responded to the email, and 283 provided usable data for the study. The unusable data included those who agreed to participate, but no additional data was submitted into the survey, those who were no longer working as rehabilitation counselors, and retirees. Of those who participated, 143 requested the continuing education credit and were provided with a signed and dated certificate from the researcher via email (142) or postal mail (1).

The usable emails were 9.6% (1539) of the total population (16,000) and 90.5 % of the sample email list provided (1,700) by CRCC. The participant response rate of usable data was

18.389% (283 participants) of the sample (1,539). The power of a sample is based on the size of the sample and the statistical minimum needed as a representative of the population. Obtaining an adequate sample size from a population allows the researcher to make inferences from the sample statistics to the statistical population (Cohen, 1988). According to Cohen (1988), four factors can be used to estimate the sample size when performing a statistical power analysis: (a) significance level of criterion, (b) effect size, (c) desired power, and (d) estimated variance.

Cohen's statistical power analysis was used to determine the sample size for this study. The statistical level of significance used was $\alpha = .05$. Alpha is the probability of incorrectly rejecting the null hypothesis (Type I error). Setting the alpha at .05 is considered the conventional level of significance in the behavioral sciences because a higher alpha would risk falsely rejecting the null hypotheses and a lower alpha might fail to reject the null hypothesis (Cohen, 1988).

The statistical power analysis's effect size is the degree to which the phenomenon is present in the population. The effect size of the null hypothesis is 0, and Cohen (1992) standardized the effect size index depending upon the statistical tests utilized and divided the effect sizes into small, medium, and large values. The smaller the effect size, the more challenging it would be to distinguish the degree of deviation from the null hypothesis. Cohen (1992) proposed a medium effect size to estimate the average size of observed effects in the behavioral science research. This study utilized the medium effect size for the ANOVAs (.25) and the Pearson correlations (.30; Cohen, 1992).

The desired statistical power is the probability the statistical significance test would lead to the rejection of the null hypothesis (Cohen, 1992). A power that is too low may not detect the significant effect, and a power that is too high can detect small differences and is of little value

to the study's findings. To avoid these problems, Cohen (1992) suggested fixing the power at .80. When alpha is set at .05 and the power is at .80, this results in a ratio of 4:1 (.20 and .05), lowering the risk of committing a Type II error. This study utilized .80 as the desired statistical power.

The standard deviation (*SD*) is used to estimate the variation in a response of interest. The *SD* can be obtained from previous studies using the instruments or a pilot study. The *SD* is not always required to obtain the sample size. If standardized measures that include *d*-values or correlation coefficients are used, then the *SD* is not needed for the study (Cohen, 1988). All parts of the instrument used in this study have standardized measurements, and the *SD* was not needed to calculate the sample size.

The factors predetermined to estimate an adequate sample size for this study were as follows: alpha = .05, the effect size of medium (.30 for the Pearson correlations and .25 for the ANOVAs), and the desired power = .80. A preferred sample size of at least 85 is needed to test the relationships of the variables using Pearson correlations as indicated by Cohen (1992) in his tables and formulas. The sample size for ANOVA tests is calculated utilizing the number of groups within each of the variables. The variables and the number of groups per variable were as follows: Age-5, Ethnicity-5, Gender-2, Geographic Setting-3, Work Setting-5, Organizational Tenure-6, and Professional Tenure-6. Utilizing the ANOVA portion of Cohen's (1992) tables and formulas, the estimated sample size for each variable were as follows:

Age 5(39) = 195 estimated sample size

Ethnicity 5(39) = 195 estimated sample size

Gender 2(64) = 128 estimated sample size

Geographic Setting 3(52) = 156 estimated sample size

Work Setting 5(39) = 195 estimated sample size

Organizational Tenure 6(35) = 210 estimated sample size

Professional Tenure 6(35) = 210 estimated sample size

The desired sample size for this study to test the relationships of the variables using ANOVAs ranged from 128 to 210. Conducting a study with too few participants may pose difficulty in detecting the effect of the phenomenon studied (Cohen, 1988). Therefore, a minimum of 210 participants was desired to produce meaningful results in this study.

Based on the formulas from Cohen's (1992) statistical power of analysis, the estimated sample size needed to perform the calculations using Pearson correlations (85 estimated sample size) and ANOVAs (210 estimated sample size), a 210 estimated sample size used in this study would allow execution of all the statistical analyses. A sample size of 210 participants would be sufficient to answer the research questions using the statistical analyses. This sample size is necessary to maintain the predetermined statistical criterion of $\alpha=.05$, the medium effect sizes (.30 and .25), and the desired .80 power value. The number of CRCs who participated in the study (283) was beyond the 210 participants needed in the estimated sample size.

Demographics

CRCC provided characteristics of the population (CRCs) as of May 2013, and the researcher compared these to the characteristics of the sample participants. Table 1 shows the percentages of gender, age, and ethnic identity. The population and the sample are very similar.

Table 1

Comparison of Population and Sample Characteristics

Characteristic	Population %	Sample %
Gender		
Male	26.8	26.1
Female	77.9	73.9
Gender not stated	0.04	
Age		
20-29	6.6	9.2
30-39	18.8	20.1
40-49	22.1	21.6
50-59	26.5	28.3
60+	25.9	19.4
Age not stated	0.07	1.4
Ethnic Identity		
Asian/Asian-Indian American	2.4	1.4
Hispanic/Latino Spanish American	4.2	3.9
African American/Black	10.2	5.3
Caucasian/White	79.1	85.2
Other or Multi-Ethnic *	4.1	4.2

*Other: more than one ethnicity or did not answer.

Female participants were the highest group of respondents for this study at 73.9%. This number is consistent with the high number of females as CRCs. CRCC data showed females totaling 77.9%. Of the study participants, the largest age group was 50-59 years old at 28.3%; this was the largest age group of the population at 26.5%. The age range of the participants was from 23 years old to 74 years old. Nearly half (47.7%) of the CRCs were in the older adulthood age range of 50+ years old.

The ethnic diversity of the CRCs was on May 2013 information. The CRCC membership information showed 79.1% of the members being Caucasian. Non-Caucasian membership totaled 16.8%, and 4.1% were multiethnic or did not indicate their ethnicity. The greatest discrepancy of participation was African Americans. The population makeup was 10.2%, and only 5.3% of the

sample participants were African American. When combined with the other non-Caucasian participants, the difference was less notable. The participants' ethnicity was similar to the population with 85.2% identifying as Caucasian, 10.6 % being non-Caucasian, and 4.2% being multiethnic or not indicating their ethnicity. The sample participants were similar to the population of CRC in gender, age, and ethnicity; thus the sample can be described as being representative of the population.

Table 2 summarizes data gathered regarding professional tenure. The largest percentage of participants worked 5 years or less (23%) as a CRC. When combined with the next most frequent professional tenure distribution, 44.2% had worked 10 years or less as a rehabilitation counselor.

Table 2

Professional Tenure as Rehabilitation Counselor

Years as Rehabilitation Counselor	Frequency	Percent
0-5 years	65	23.0
6-10 years	60	21.2
11-15 years	40	14.1
16-20 years	33	11.7
21-25 years	38	13.4
26 + years	47	16.6
Total	283	100%

Table 3 illustrates the dispersal of organizational tenure among the participants. The majority of the participants, 59.3%, had worked 10 years or less for their current organization.

Table 3

Organization Tenure of Rehabilitation Counselors with Current Organization

Tenure with Current Organization	Frequency	Percent
0-5 years	96	33.9
6-10 years	72	25.4
11-15 years	42	14.8
16-20 years	33	11.7
21-25 years	22	7.8
26 + years	18	6.4
Total	283	100%

Although the participants worked in a variety of settings, over 40% worked for a public state vocational rehabilitation program (see Table 4). The category of “other” was the second most frequently selected category with 21.9%. The responses included working at a community college, university, hospital, long-term care, outpatient intensive therapy program, emergency management, public school system, private special educational high school, mortgage lending institution, tribal (Native American) vocational rehabilitation, community mental health, private corporate environment, public county work, transportation, and the federal prison system. The third workplace setting was “Private for Profit” with 19.4%.

Table 4

Work Settings for Rehabilitation Counselors

Work Setting	Frequency	Percent
Public VR State	114	40.3
Public VR Federal/Veteran	13	4.6
Private for Profit	55	19.4
Private Nonprofit	39	13.8
Other	62	21.9
Total	283	100%

Rehabilitation counselors work in a variety of geographic settings. Table 5 displays the distribution of the urban, suburban, and rural settings among the study participants. More

participants worked in urban (42%) settings than suburban (34.6%) or rural (23.3%) settings. A review of the work setting (Table 4) and geographic setting (Table 5) indicated a large number of the participants work for a state VR program in an urban setting.

Table 5

Geographic Work Settings for Rehabilitation Counselors

Geographic Settings	Frequency	Percent
Urban	119	42.0
Suburban	98	34.6
Rural	66	23.3
Total	283	100%

More of the CRCC population lived in southern United States (36.41%), and the study sample respondents (30.7%) were reflective of this geographic characteristic for the states in which they worked. The percentage range of the respondents working in the four regions of the United States (Northeast, Midwest, South, and West) was from 22.5% to 30.7%. This range was approximately 25% or one fourth for each of the regions. The participants were grouped into geographic regions according to the United States Census Bureau (see Table 6).

Table 6

Geographic Regions of Rehabilitation Counselors

Regions*	Frequency	Percent
Northeast: <i>New England</i> (Maine, New Hampshire, Vermont, Rhode Island, Massachusetts, Connecticut); <i>Mid-Atlantic</i> (New York, Pennsylvania, New Jersey)	58	20.5
Midwest: <i>East North Central</i> (Wisconsin, Illinois, Michigan, Indiana, Ohio); <i>West North Central</i> (Missouri, North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa)	72	25.4
South: <i>South Atlantic</i> (Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida); <i>East South Central</i> (Kentucky, Tennessee, Mississippi, Alabama); <i>West South Central</i> (Oklahoma, Texas, Arkansas, Louisiana)	87	30.7
West: <i>Mountain</i> (Idaho, Montana, Wyoming, Nevada, Utah, Colorado, Arizona, New Mexico); <i>Pacific</i> (Alaska, Washington, Oregon, California, Hawaii)	64	22.6
Other: No answer or various states	2	0.7
Total	283	100%

*Geographic Regions designated by US Census Regions and Divisions

The participants earned a variety of degrees to qualify as a CRC but a vast majority, 69.3%, had degrees in rehabilitation counseling. A doctorate degree was earned by 7.8% of the participants. The second most prevalent degree major was “other,” and the majors included Counselor education, educational specialist, rehabilitation administration, business administration, sociology, business law, human services, habilitative science, business, management of human resources, occupational therapy, education, criminal justice, behavioral science, college student personnel, MAT, and French. Nine respondents combined or listed rehabilitation counseling with other degrees and placed the information about both degrees in this section. Seven respondents listed or combined one and more counseling specialties and

placed the information in this section. Table 7 shows the distribution of the various college degree majors among the CRC participants.

Table 7

College Degree Majors of Rehabilitation Counselors

College Degree Major	Frequency	Percent
Rehabilitation Counseling	196	69.3
Rehabilitation Psychology	5	1.8
Rehabilitation Specialty	10	3.5
Other Counseling Specialty	11	3.9
Psychology	11	3.9
Social Work	11	3.9
Special Education	7	2.5
Other degree major	32	11.3
Total	283	100%

The overall professional profile for the CRCs was female with a master's degree in rehabilitation counseling who has worked in the profession for less than 10 years. A large number of the participants were Caucasian, between 40 and 59 years old, and worked for a state rehabilitation program for less than 10 years in an urban setting.

Quantitative Analyses

Descriptive Statistics

Tables 8, 9, and 10 illustrate the descriptive statistics for each of the study variables including the number of responses, the range, mean, and standard deviation. The range of scores for job satisfaction (Table 8) in the present investigation was 4 to 24 (e.g., the higher scores indicating a higher level of job satisfaction), and the overall mean for each dimension ranged from 12.0 to 20.0. The descriptive statistics show CRC participants ranked nature of the work ($M = 20.09$, $SD = 3.53$), supervision ($M = 18.56$, $SD = 5.33$) and coworkers ($M = 18.40$, $SD = 4.08$), on average, as the highest features of job satisfaction.

Table 8

Job Satisfaction of CRCs

Descriptive Statistics						
	<i>N</i>	Range	Minimum	Maximum	Mean	<i>SD</i>
JSpay	283	16.00	4.00	20.00	12.01	3.33
JSprom	283	18.00	4.00	22.00	13.46	3.12
JSsup	283	20.00	4.00	24.00	18.56	5.33
JSfrinbene	283	20.00	4.00	24.00	15.95	4.88
JSconrwds	283	20.00	4.00	24.00	14.49	4.92
JSoper_cond	283	20.00	4.00	24.00	11.37	4.13
JScowkrs	283	18.00	6.00	24.00	18.40	4.08
JSnat_wrk	283	16.00	8.00	24.00	20.09	3.53
JScomm	283	19.00	5.00	24.00	16.51	4.71
Valid N	283					
(listwise)						

NOTE: JSpay= Job Satisfaction pay, JSprom= Job Satisfaction promotion, JSsup= Job Satisfaction supervision, JSfrinbene= Job Satisfaction fringe benefits, JSconrwds = Job Satisfaction contingent rewards, JSoper_cond= Job Satisfaction operating conditions, JScowkrs =Job Satisfaction coworkers, JSnat_wrk= Job Satisfaction nature of the work, JScomm= Job Satisfaction communication.

As indicated in Table 9, the range of scores for the different forms of organizational commitment within the present investigation was 9 to 56 for affective commitment, 11 to 55 for normative commitment, and 12 to 56 for continuance commitment. Continuance commitment had the highest mean ($M = 40.18$, $SD = 9.99$) followed by affective commitment ($M = 36.71$, $SD = 10.96$) and normative commitment ($M = 31.88$, $SD = 7.99$) (see Table 9). Continuance was the highest type of commitment found in this investigation and was similar to findings of a national rehabilitation related study on organizational commitment among state VR counselors (Satcher & McGhee, 1996).

Table 9

Organizational Commitment of CRCs

Descriptive Statistics						
	<i>N</i>	Range	Minimum	Maximum	Mean	<i>SD</i>
OCaff	283	47.00	9.00	56.00	36.71	10.96
OCnorm	283	44.00	11.00	55.00	31.88	7.99
OCcontine	283	44.00	12.00	56.00	40.18	9.99
Valid N (listwise)	283					

NOTE: OCaff= Organizational Commitment Affective, OCnorm= Organizational Commitment Normative, OCcontine= Organizational Commitment Continuance

The possible range of scores for TOI (see Table 10) in this investigation on the five items within the instrument was 1 to 5 with the highest scores indicating higher TOI. The mean scores on all items were very similar from 2.17 to 2.66 (*SD* from 1.20 to 1.41), and the overall mean score was 2.3, indicating a slightly low intent to turnover.

Table 10

TOI of CRCs

Descriptive Statistics						
	<i>N</i>	Range	Minimum	Maximum	Mean	<i>SD</i>
I will probably look for a new job in the near future.	283	4.00	1.00	5.00	2.66	1.35
At the present time, I am actively searching for another job in a different organization.	283	4.00	1.00	5.00	2.17	1.31
I do not intend to quit my job.	283	4.00	1.00	5.00	2.17	1.20
It is unlikely that I will actively look for a different organization to work for in the next year.	283	4.00	1.00	5.00	2.41	1.41
I am not thinking about quitting my job at the present time.	283	4.00	1.00	5.00	2.27	1.35
Valid N (listwise)	283					

Correlations Among Variables

The correlation study included the two predictor variables of job satisfaction and organizational commitment and the criterion variable of TOI. The variables included three forms of organizational commitment from Meyer and Allen's Three-Component Model (TCM) Employee Commitment Survey, nine categories of job satisfaction from Spector's JSS, and the intent to turnover from Bozeman and Perrewé's Turnover Cognitions. By computing the Pearson correlation coefficients of the means for scores on the three instruments, the researcher looked at the statistical significance between the variables. If $p < .05$ was achieved, the researcher determined that a tangible relationship occurred between job satisfaction, organizational commitment, and TOI (Frankel & Wallen, 2006).

Correlation matrix: Job satisfaction and TOI. The correlation supported a relationship between job satisfaction and TOI. Appendix I shows that TOI has a negative linear relationship with all nine dimensions of job satisfaction ($p < 0.01$). The significant correlation was less than the $p < .05$. The highest levels of correlation were with nature of work (-.45), contingent rewards (-.39), and communication (-.36).

The findings suggest that counselors who perceived the nature of their work as closely aligned with their work desires had less intentions of turnover. It also suggests that counselors who received positive reinforcement from their supervisors or administration as contingent rewards for their good work or positive outcomes were less likely to seek employment with another organization. The findings endorse the view that counselors who believed their employing organization had a positive communication exchange were less likely to have turnover intentions.

Correlation matrix: Organizational commitment and TOI. There was a negative linear association ($p < 0.01$) between the three forms of organizational commitment and TOI of rehabilitation counselors. Data for the correlation can be found in Appendix J. Affective commitment had the strongest relationship with TOI (-.60), next was normative commitment (-.30), and then continuance commitment (-.19). Rehabilitation counselors who strongly identified with the goals of their employers and desired to be a part of the organization were perceived to have a positive affective commitment, and the findings showed they were less likely to leave their employer. The counselor desired to work in their places of employment.

The outcomes of the study propose that counselors who perceived a sense of moral obligation or duty to remain with an organization would be less likely to have turnover intentions. With the normative commitment the counselor stayed with the organization because they "ought to" out of a sense of loyalty. The results support the idea that counselors who perceived there to be a "high cost" if they left the rehabilitation organization would have high continuance commitment and would more likely have lower intentions of turnover. The high cost is an evaluation of investment. The investment could include loss of retirement benefits, association with being employed at the organization, job title, coworkers, status, income, etc. (Meyer & Allen, 1997). The counselor recognition of investment loss upon leaving the employer is a "need to" component of working in an organization.

Correlation matrix: Job satisfaction and organizational commitment. The correlation matrix, as shown in Appendix K, displays the significance level and the Pearson product-moment correlations associated with the nine dimensions of job satisfaction and the three types of organizational commitment. The table shows there was a statistically significant correlation at the $p < .01$ in a positive direction on all the nine dimensions of job satisfaction to affective

commitment and three of the nine dimensions of job satisfaction (promotion, supervision, and nature of the work) to normative commitment. The continuance commitment results show there was negative and statistically significant correlation with three of the nine dimensions of job satisfaction (promotion, operating conditions, and communication). The highest statistical levels of job satisfaction and affective commitment were nature of the work (.60), communication (.56), and contingent rewards (.58). The findings suggest that counselors who perceived the nature of work to be in line with the types of work they desired, were comfortable with their organizations' operating conditions and channels of communication, and were more likely to have an affective commitment toward their employers. The highest positive significant correlation for levels job satisfaction and normative commitment were for nature of work (.26), supervision (.21), and promotion (.17). The findings suggest that counselors who felt supported by their supervisor, enjoyed the nature of their work, and had promotion options would more likely have a sense of loyalty or normative commitment toward their rehabilitation organizations.

Negative significant correlations for job satisfaction and continuance commitment were highest for promotion (-.19), operating conditions (-.17), and communication (-1.43). The findings suggest that rehabilitation counselors who perceived their workplace to have poor promotion options, were not pleased with the operating conditions, and were unsatisfied with the communication were more likely to have intentions to turnover at their rehabilitation organizations. The desire would most likely be low for continuance commitment at their current workplace. The possible reasons for this negative relationship are that the counselors weighed their options and decided the pension or other options were worth staying for and tolerated the lack of promotion, poor communication and working conditions, and knowing that no place of employment is perfect.

The correlation results in Appendices K, L, and M showed relationships on the nine dimensions of job satisfaction, three types of organizational commitment, and TOI. The strongest statistically significant correlations for job satisfaction and TOI, organizational commitment and TOI, and job satisfaction and organizational commitment are illustrated in Figure 3.

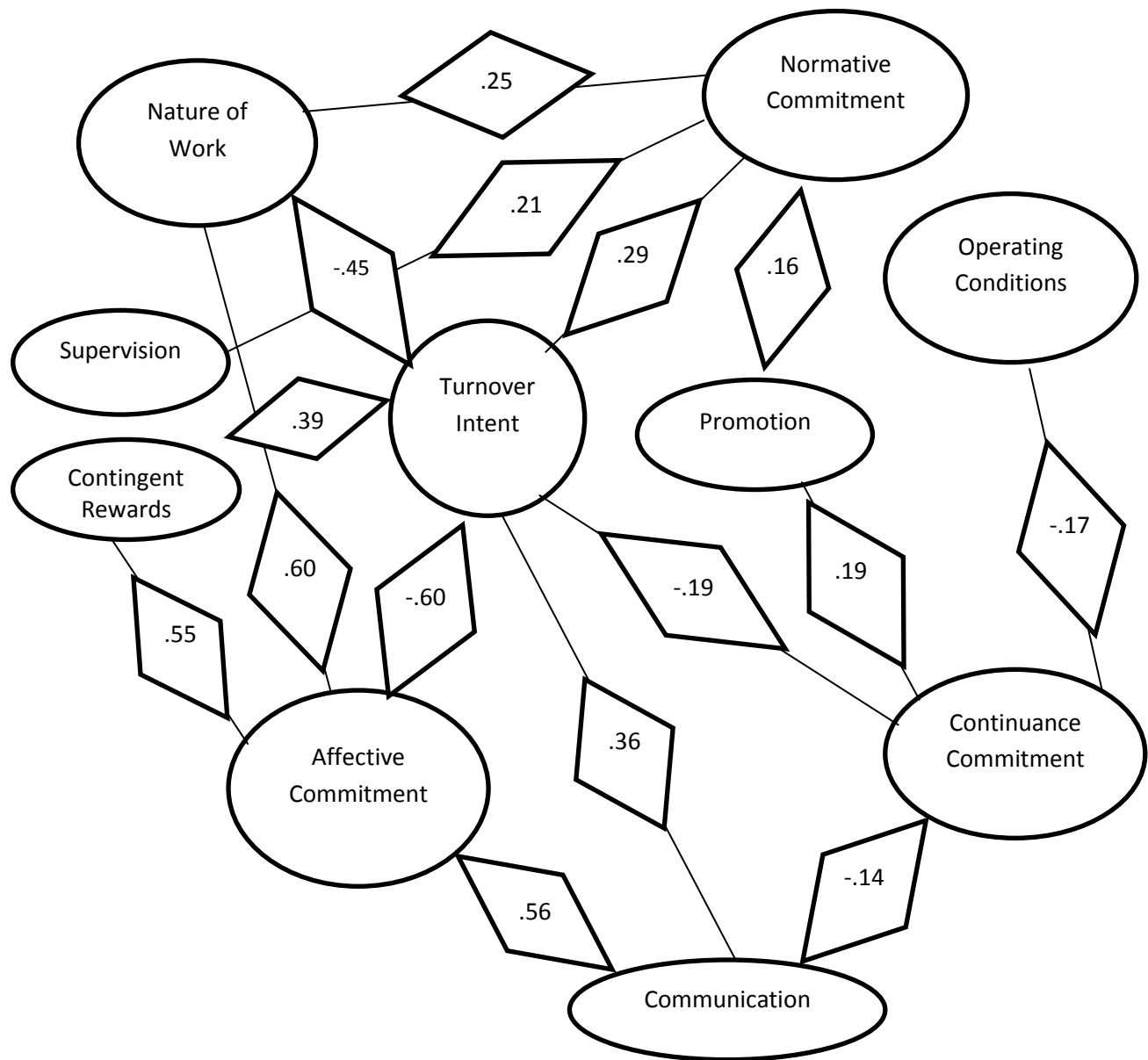


Figure 3. Variables with the highest statistically significant correlations.

Control Variables

Specific demographic control variables were analyzed to examine if the relationship between the independent variables (job satisfaction and organizational commitment) and the dependent variable (TOI) could account for any anomalies in the study. The control variables are held constant during a study and are used to assess or clarify the relationship between the independent and dependent variables (Creswell, 2009). An analysis of variance (ANOVA) was conducted with a post hoc analysis to test the statistical differences between the means of the variables. The F value was checked for statistical significance; the larger the value is different than 1, the more likely a statistical significance exists for corresponding degrees of freedom at the $p < .05$ level (Fraenkel & Wallen, 2006). The control variables analyzed in this study were age, gender, ethnicity, geographic setting, work setting, organization tenure, and professional tenure.

Job Satisfaction and Specific Control Variables

A review of the means for job satisfaction and specific control variables (Appendix L) indicated possible differences from the average mean on some of the job satisfaction subscales. An analysis of each of the control variables (age, gender, ethnicity, geographic setting, work setting, organization tenure, and professional tenure) revealed additional information that could assist with an understanding of the counselors continuing to be employed in rehabilitation organizations.

Each counselor age group had a mean that differed from the overall mean for pay job satisfaction. The participants under 30 years old had the highest mean pay job satisfaction score ($M=14.00$, $SD= 2.72$) with the average mean being $M=11.99$ ($SD=3.31$), and the counselors between the ages 50 and 59 years old had the lowest mean ($M=10.95$, $SD =3.21$; see Appendix L Table L1). Age and pay of counselors revealed a significant relationship with job satisfaction (F

= [4, 275] 5.18, $p = .00$; see Appendix L Table L2). Therefore, age was suggested as a mitigating factor in job satisfaction.

The gender of counselors had a mean different than the average mean for contingent rewards (males $M = 15.68$, $SD = 4.61$ and females $M = 13.9$, $SD = 4.92$) and promotion (males $M = 14.22$, $SD = 2.90$ and females $M = 13.12$, $SD = 3.15$; see Appendix L Table L3). A review of the ANOVA showed a statistically significant relationship with gender and promotion ($F = [1, 281] 6.83$, $p = .01$), and contingent rewards ($F = [1, 281] 6.62$, $p = .01$; see Appendix L Table L4). It appeared the males were more satisfied working as CRCs than females, and gender might be a mitigating factor in the study as it relates to job satisfaction.

Ethnicity had the greatest mean difference among Asians/Asian Americans showing a below average mean in job satisfaction with operating conditions ($M = 8.50$, $SD = 3.31$); the average mean was $M = 11.37$ ($SD = 4.12$). Counselors who identified as being Hispanic/Latino American had the highest mean score with job satisfaction with operating conditions with $M = 11.82$ ($SD = 3.34$; see Appendix L Table L5). When reviewing the ANOVA, ethnicity and job satisfaction with operating conditions the results did not demonstrate a statistically significant relationship ($F = [4, 278] 1.33$, $p = .26$; see Appendix L Table L6). Thus, ethnicity was not supported as a mitigating factor in job satisfaction.

Counselors who worked in different geographic settings had means different than the average mean on some of the job satisfaction subscales. Those who worked in urban settings were more satisfied ($M = 12.27$, $SD = 3.41$) than average ($M = 11.96$, $SD = 3.32$) with their pay, and those who worked in rural areas had the lowest mean score ($M = 11.05$, $SD = 2.87$; see Appendix L Table L7). A review of the ANOVA data indicated a statistical significance ($F = [2, 280] 3.30$, p

= .04 level) with geographic setting and job satisfaction. Geographic setting might be a mitigating factor as it relates to job satisfaction (See Appendix L Table L8).

Counselors who worked in different work settings had means that were different than the average mean on job satisfaction subscales. CRCs working in the Federal Veteran Vocational Rehabilitation Services had a below average mean ($M=9.3$, $SD= 3.5$) for job satisfaction with operating conditions with an average mean of $M=11.3$ ($SD=4.12$), and those in the private-for-profit work settings had an above average mean ($M=13.6$, $SD=4.78$; see Appendix L Table L9). Counselors in private-for-profit settings were more satisfied with their operating conditions than all of the other work settings. Those who worked in federal veteran VR work settings were the most dissatisfied with the operating conditions of their workplace. An ANOVA revealed six of the nine job satisfaction dimensions were statically significant: pay ($F = [4, 278] 15.13$, $p = .00$ level), promotion ($F = [4, 278] 11.66$, $p = .00$ level), contingent rewards ($F = [4, 278] 14.09$, $p = .00$ level), operating conditions ($F = [4, 278] 9.80$, $p = .00$ level), coworkers ($F = [4, 278] 3.80$, $p = .01$ level), and communication ($F = [4, 278] 6.17$, $p = .00$ level; see Appendix L Table L10). Therefore, counselor work settings might have an effect on six of the job satisfaction dimensions.

The means for organization tenure was different than the average mean on some of the job satisfaction subscales. The greatest difference was with the contingent reward. CRCs with 26 years or more tenure had the highest mean at $M=15.0$ ($SD=6.11$) with average being $M=14.4$ ($SD=4.89$), and those with 16-20 years of tenure in the workplace had the lowest mean average ($M=12.8$, $SD=5.60$; see Appendix L Table L11). Those who worked for a rehabilitation organization over 26 years were more satisfied with the contingent benefits than those who worked for the organization between 16 and 20 years. An ANOVA review revealed statistical significance for the job satisfaction dimension of pay ($F = [5, 277] 2.74$, $p = .02$ level; see

Appendix L Table L12). Therefore, organization tenure might be a mitigating factor on job satisfaction of pay for counselors.

The means for professional tenure on the nine subscales of job satisfaction were different than the average means. The two subscales of contingent rewards and communication had similar differences in their means. Counselors with 26 or more years of experience as rehabilitation counselors had an above average means ($M=16.2$, $SD=5.14$) with the average being $M=14.4$ ($SD=4.89$) for job satisfaction with the contingent rewards. Counselors with 11-15 years of experience had the lowest below average means with $M=12.4$ ($SD=4.52$) for contingent rewards. Counselors with 26 or more years of experience had an above average means ($M=18.4$, $SD=4.91$) for communication in the workplace when the average was $M=16.4$ ($SD=4.72$). Counselors with 21-25 years of experience had a below average job satisfaction means ($M=14.7$, $SD=4.60$) for communication (see Appendix L Table L13). ANOVA test results exhibited statistical significance for three job satisfaction dimensions: pay ($F = [5, 277] 2.66, p = .02$), promotion ($F = [5, 277] 3.13, p = .01$) and contingent benefits ($F = [5, 277] 3.22, p = .01$; see Appendix L Table L14). The professional tenure of rehabilitation counselors might conceivably be a mitigating factor in this study's findings on the job satisfaction of CRCs.

A review of the statistical analysis on job satisfaction and specific control variables indicated age, gender, work setting, geographic setting, organization tenure, and professional tenure might have played a moderating role in this study. The ethnicity of CRCs was statically not significant and was probably not a moderating factor on job satisfaction of participants.

Organizational Commitment and Specific Control Variables

A review of the means for the three types of organizational commitment (affective, normative, and continuance) showed a difference in the average means on some of the specific

control variables (see Appendix M). The seven control variables of age, gender, ethnicity, work setting, geographic setting, organization tenure, and professional tenure means were reviewed to see if they could possibly be attributed to the anomalies in this study.

There were mean differences detailed in Appendix M for the affective, normative, and continuance commitment when gender, ethnicity, geographic settings, and work settings of rehabilitation counselors were used as control variables. The means for the variables were slightly different than the average means, but an ANOVA test showed the F values were not statistically significant at the $p < .005$ levels. Thus, gender, ethnicity, geographic settings, and work settings were probably not mitigating factors of counselor organizational commitment. The age groups of counselors had mean differences than the average means for affective commitment. Participants 60 years old or older had the highest mean ($M=40.4$, $SD=10.82$) with the average mean being $M=36.5$ ($SD=10.92$), and the counselors under 30 years old had the lowest mean ($M=34.1$, $SD=9.47$; see Appendix M Table M1). Organizational commitment did not have statistically significant mean scores different from the average mean (see Appendix M Table M2). Therefore, age was not considered a mitigating factor in counselor organizational commitment.

The means for organization tenure was different than the average means on affective and continuance commitment. Normative commitment difference was not statistically significant when the ANOVA test F values were reviewed. The mean difference of affective commitment was highest ($M=40.6$, $SD=12.42$) for counselors with 26 or more years of working for an organization with an average of 36.5 and lowest for counselors with less than 5 years ($M=33.1$, $SD=11.67$; see Appendix M Table M11). The ANOVA test F value was $F = (5, 277) 4.44$, $p = .00$ level (see Appendix M Table M12), which is statistically significant. CRCs with 26 years or

more of tenure mean differences for continuance commitment had the highest mean with $M=43.4$ ($SD=9.56$) mean with average being $M=40.2$ ($SD=9.99$), and those with 5 years or less of tenure in the workplace had the lowest mean average ($M=36.9$, $SD=10.61$; see Appendix M Table M11). ANOVA review displayed statistical significance for the continuance commitment of counselors ($F = [5, 277] 3.83$, $p = .00$ level; see Appendix M Table M12). Therefore, organization tenure might be a mitigating factor on the affective and continuance commitment of rehabilitation counselors.

The means for professional tenure on counselor affective commitment were different than the average means. Counselors with 26 or more years of experience as rehabilitation counselors had an above average means ($M=41.0$, $SD=9.79$) with the average being $M=36.5$ ($SD=9.99$), and counselors with 5 years or less professional tenure had the lowest below average means with $M=33.9$ ($SD=11.77$; see Appendix M Table M13). ANOVA test results exhibited statically significance for affective commitment ($F = [5, 277] 3.35$, $p = .01$; see Appendix M Table M14). The professional tenure of rehabilitation counselors might be a mitigating factor in this study's findings for affective commitment.

The means for the professional tenure of counselors for normative and continuance commitment of counselors had very similar differences in their means. The ANOVA test F values support these scores depicting a statistically non-significant relationship with the mean outcomes. Hence, professional tenure might not be a predictor in the normative and continuance commitment of counselors. The normative commitment of counselors did not appear to have any of the specific control variables as possible mitigating factors in this study. Affective commitment might have had age, organizational tenure, and professional tenure as mitigating

factors. Counselor continuance commitment might have had organization tenure as a mitigating factor in this study.

TOI and Specific Control Variables

An examination of the means for the specific control variables and TOI (see Appendix N) shows gender, geographic setting, and work setting were not different than the average means. An ANOVA test review also supported this finding with non-significant F values for gender ($F = [1, 281] .53, p = .47$; see Appendix N Table N6); geographic setting ($F = (2, 280) .01, p = 1.00$; see Appendix N Table N8) and work setting ($F = [4, 278] 1.17, p = .32$; see Appendix N Table N10). These control variables were not considered likely predictors of differences in the TOI of CRCs in this study.

Ethnicity had the greatest mean difference with Asians/Asia Americans showing an above average mean ($M=16.0, SD=6.16$; see Appendix N Table N3) in TOI with the average being $M=11.6 (SD=5.90)$, and counselors who identified as being Caucasian had the lowest mean score with $M=11.3 (SD=5.90)$. A review of the ANOVA indicated these differences in the mean scores were not statistically significant ($F = [4, 278] 1.64, p = .16$; see Appendix N Table N4).

Counselors who worked in different work settings had a difference in the means from the average mean. CRCs working in the Federal Veteran Vocational Rehabilitation Services had an above average mean ($M=13.5, SD=6.76$) for TOI, and those in the private-for-profit had a slightly below average mean ($M=11.2, SD=5.97$) for TOI. The means for tenure with an employer ($M=13.8, SD=6.87$) and within the profession ($M=14.4, SD=6.65$) indicated those with 5 years or less experience is possibly a predictor of TOI with individuals with 26 years or more experience having below average turnover means for organization tenure ($M=9.4, SD=4.60$) and professional tenure ($M=9.6, SD=5.08$; see Appendix N Table N9). An ANOVA test indicated

that although differences were present for the different work settings for TOI, they were not significant ($F = [4, 278] 1.17, p = .32$; see Appendix N Table N10). Therefore, the work setting of rehabilitation counselors was probably a not mitigating factor for TOI.

The age of rehabilitation counselors mean differed from the average mean for TOI. Counselors who were under 30 years old had the highest mean for TOI ($M=13.1, SD=6.55$) with an average mean of $M=11.6 (SD=5.90)$, and counselors 60 years old or older had the lowest mean ($M=10.5, SD=5.42$ see Appendix N Table N1). An ANOVA test review revealed age ($F = (4, 275) 2.34, p = .056$; see Appendix N Table N2) might be mitigating factor. Older counselors might possibly be less likely to have intention of turnover than those who are less than 30 years old.

The mean for counselor organization tenure differed than the average mean for TOI. Those with less than 5 years of organization tenure had a higher mean ($M=13.8, SD=6.87$) than the average of $M=11.68 (SD=5.91)$, and those with 26 years of tenure or more had below average mean score ($M=9.4, SD=4.60$; see Appendix N Table N11). ANOVA results indicated organizational tenure ($F = [5, 277] 4.41, p = .00$; see Appendix N Table N12) might be a mitigating factor for the TOI of counselors.

The mean score for counselor professional tenure differed from the average mean for TOI (see Appendix N Table N13). Counselors with less than 5 years of professional tenure had an above average mean ($M=14.4, SD=6.65$) with an average of $M=11.6 (SD=5.91)$, and those with 26 years or more professional tenure had the lowest mean score ($M=9.61, SD=5.08$). ANOVA results suggested that professional tenure ($F = [5, 277] 5.00, p = .00$; see Appendix Table N14) might be a mitigating factor in the TOI of rehabilitation counselors.

The TOI and control variable means information combined with the ANOVA testing showed the possibility of age, organization tenure, and professional tenure as mitigating factors in the TOI of CRCs. A review of job satisfaction, organizational commitment, and TOI variables with specific control variables pointed to the ethnicity of counselors as not being predictors of anomalies in this study.

Job Satisfaction, Organizational Commitment, TOI, and Specific Control Variables

A two-tiered regression analysis was used for the analysis of job satisfaction, organizational commitment, TOI, and the specific control variables. Job satisfaction and organizational commitment were statistically significant predictors of turnover intent ($F = [12, 270] 16.60, p = .00$); see Model 1 Appendix O Table O2. The specific control variables were also considered significant predictors of TOI ($F = [36, 246] 6.79, p = .00$); see Model 2 Appendix O Table O2. A review of the second-tier analysis showed work setting (private for profit and private nonprofit) had a statically significant relationship in the study, but this did not affect the overall change in the initial model of the study on job satisfaction, organizational commitment, and TOI (Model 1: $F = [12, 270], 16.60, p = .00$). Adding the specific control variables (Model 2: $F = [24, 246] 1.51, p = .07$) did not change the results of the study (see Appendix O Table O3). The quantitative results of the study were statistically significant and were not affected by the specific control variables.

Qualitative Analyses

The following results were from a careful manual reading and a qualitative review of the data acquired from two questions, “What is the most rewarding aspect of your current job?” and “What is the most frustrating aspect of your current job?” The data analysis initially involved open coding, followed by focused axle coding concentrating on key emergent themes associated

with each question. The rich data gained from the open-ended questions shed considerable light on practicing rehabilitation counselors.

The findings enhanced the understanding of the quantitative results on job satisfaction, organizational commitment, and TOI of the study. Several themes emerged and defined the current satisfying and unsatisfying features of working as rehabilitation counselors. Participants sometimes gave more than one answer, and each part of the response was separately coded. Nine themes emerged as rewarding (theme frequency ranged from 2 to 111 responses), and 10 themes emerged as frustrating aspects of the counselor's current job (theme frequency ranged from 8 to 117 responses). Four of the rewarding and frustrating themes overlapped in the outcomes: Professional and Career Development, Pay/Benefits, Coworkers, and Customers. The theme of "customers" corresponded with two of the reward response themes (service to others and assisting others to achieve their goals). The two reward themes were combined and used as an overlapping theme for comparison with one of the frustrating response themes of "customers."

Rewards

The nine rewarding themes that emerged from the results of data provided by CRCs were Service to Others, Assisting Others to Achieve Their Goals, Coworkers and Professional Contacts, Well-Being, Pay/Benefits, Recognition for Work, Training New Professionals, Professional and Career Development, and Assisting with Organizational Change. One participant responded "None" as to rewards of working as a VR counselor. All of the rewarding responses are found in Appendix P.

Based on the roles and responsibilities of rehabilitation counselors (Leahy et al., 2003), counselors have a variety of counselor experiences. Counselors encounter people with multiple disabilities and must be multifaceted in their skill sets to provide rehabilitation services.

Counselors influence the lives of people by assisting others to obtain and maintain employment. By the nature of the job, rehabilitation counselors have the power to change lives and circumstances of people with disabilities (Neely, 1974). Two themes of influence and power emerged from the data: service to others and assisting others to achieve their goals. When the responses were combined, the two themes had the largest number of responses with 217.

Service to others. This theme is a construct based on the counselor being generally altruistic and giving of him/herself. There were 107 responses that stated or implied service to others was the most rewarding aspect of being a rehabilitation counselor. Examples of this theme were “working with clients,” “the services I provide to the clients,” “helping my consumers,” “providing professional services,” “helping people,” and “helping consumers and their families.”

Assisting others to achieve their goals. This theme differs from the previous theme in that the construct relates to the connectedness related to a concern and support for the customer reaching a specific end. This theme received 111 responses, the largest number of responses of all nine themes. Examples were “helping people move forward with their lives,” “helping injured workers return to the workforce,” “assisting individuals with disabilities to become independent and accomplish goal of securing meaningful work,” “when the clients I serve benefit and are working/happy/ productive,” “helping people get employed,” and “helping clients to experience success and see their dreams become reality.”

Well-being. The rewarding theme of well-being was viewed as meeting the personal needs of the counselor. Specifically having a life, work, and self-balance were important to counselors. There were 35 responses placed in this category and included were the following: “stability,” “flexibility,” “using my social and verbal skills,” “the low level of stress,”

“geography--it is close to my home. No commute,” “flexibility to participate in my children's activities,” “autonomy,” “my sense of personal satisfaction,” and “being comfortable.”

Coworkers and professional contacts. Rehabilitation counseling often involves coordination of services and resources with the customer, coworkers, community organizations, schools, business, health institutions, public and private agencies, etc. (Leahy et.al, 2003). The counselors identified these relationship paradigms as rewarding aspects of their employment. The 23 responses in this theme included “professional interactions with people in medical, counseling, and vocational services,” “relationships built with consumers,” “great boss,” “coworkers and community providers,” “my coworkers,” “trust and respect among staff and supervisor,” and “my team (coworkers).”

Pay/benefits. Counselor pay and benefits was reported as a reward for counselors working in rehabilitation services. Having adequate compensation buffered the demands and challenges at work and might be viewed as part and parcel of the service they provide to people with disabilities. Thirteen answers included “salary,” “good health insurance,” “having a job that pays the bills” “money,” and “pay, benefits, especially retirement system.”

Recognition for work. Some type of personal and professional recognition while working might add to the office culture and feeling of purposeful and meaningful work. Validation of time and effort for delivery of rehabilitation services was a recognized reward by eight counselors. Given the nature of rehabilitation counselor work and the massive paperwork, even small symbolic gestures of appreciation were desired. Illustrative quotes include “Customer's expressing appreciation of my quality, compassionate services,” “feedback from people I work with, being appreciated, coworkers, supervisor,” and “be valued as an employee and an individual.”

Training new professionals. Being a rehabilitation counselor is an evolutionary process. Counselors completing their masters, programs morph from being students to professional counselors. The process is individualized but often involves being under the attentive watch of a senior counselor practicing in the field. This relationship could include formal or informal mentorships. Counselor enhancement of new counselor performance received five responses including “the ability to train new counselors,” “teaching,” and “mentoring.”

Professional and career development. This theme focused on the personal ambition, continuous improvement, and preparation for doing work. Professional growth is part of a counselor’s self-determination. Educational opportunities were valued among the participants. The analysis of the three replies showed professional growth was part of two rewards listed. Responses included “ability to innovate with new technics, policy and procedures,” “learning new skill,” and “appreciative of knowledge acquired.”

Assisting with organizational change. Validation as a professional also includes having one’s suggestions and opinions heard, acknowledged, and utilized to change the work process or culture. Two counselors listed organizational change as a reward: “mission and agency improvement” and “the ability to impact and change the organization.”

Rehabilitation counselor work is multifaceted, and developing the skills and resources over time to be effective in providing services appears in the answers from the open-ended questions. Counselors found their rewards in providing services to others as a meaningful support to goals. The counselors also realized that their own needs were important including their well-being, and receiving pay and benefits. The social aspect of their work was also rewarding, and they valued the relationships of their coworkers. Table 11 provides a depiction of the number and percentages of the counselor reward responses organized by theme.

Table 11

Counselor Reward Responses by Theme

Rewards	Number	Percentage
Assisting Others to Achieve Their Goals	111	36.0
Service to Others	107	34.7
Well-Being	35	11.4
Coworkers	23	7.5
Pay/Benefits	13	4.2
Recognition	8	2.6
Training New Professionals	5	1.6
Professional and Career Development	3	1.0
Assisting with Organizational Change	2	.7
Nothing	1	.3
Total	308	100%

Frustrations

The counselors reported the frustrations of being rehabilitation counselors. A review of the data reaped 10 major themes that were frustrating for counselors: Tasks/Paperwork, Supervision/Leadership, Pay/Benefits, Work Environment, Policies/Regulations, Coworkers, Communication, Customers/Clients, Resources, and Professional and Career Development. Three participants stated “nothing,” “none,” and “NA” as frustrations of working as a counselor (see Appendix Q).

Tasks/paperwork. Counselors described their workloads, tasks, and casework as being excessively heavy; these and other frustrations included an increase in customers/clients, excessive paperwork, and an ever growing number of tasks to perform. This theme received the largest number of responses (117) with a strong dimension sentiment that bureaucracy within the rehabilitation services process needed to be reduced. Bureaucracy or “red-tape” was quoted 30 times. The phrase “red-tape” is defined as an “official routine or procedure marked by excessive complexity which results in delay or inaction” (Woolf, 1980). Responses that provide the context for this theme included “too much bureaucracy, process!” “too much to do,” “high workload,”

“the amount of redundant paperwork,” “the escalating document requirements,” and “red tape, rules upon rules upon rules. Nothing can be simple!”

Supervision/leadership. Counselors expressed a desire for improved supervision and leadership. There was an apparent dissatisfaction with skills and abilities of managers. This was the second most cited frustration (47) among the participants. There was strong sentiment that supervisors needed to have both counselor and management skills, and administrators needed to be in touch with field. Responses included “lack of competent supervisors,” “disengaged administrators,” “my supervisor and his lack of ethics,” “inconsistency of management direction to staff,” “I feel that my boss is incompetent and lazy,” “dealing with administration's decisions without considering the effects of field offices,” and “overall lack of supervision.”

Pay/benefits. Adequate compensation is part of insuring the basic needs of counselors are met. Rehabilitation organizations are in competition with each other and other human service agencies to obtain and maintain qualified and desirable counselors to provide services to people with disabilities. Thirty-four participants expressed discontent with the wages and benefits. Responses included “salary freeze--no raises,” “not enough pay,” “no salary increases or incentives,” “losing benefits, low salary,” and “billable hours.”

Work environment. The work environment is often multi-dimensional including physical and political policies and practices. This theme materialized from the answers provided by 33 participants. The work environment culture theme contained the following: “Agency politics–nepotism,” “dysfunctional work environment,” “disorganization of the agency,” “cliques are rewarded, outcomes are fudged,” “equipment that is sometimes really slow in functioning,” “lack of respect as a professional,” and “lack of institutional support.”

Policies/regulations. The application of policies and rehabilitation regulations by funding and accreditation institutions is a matter of translation into the practice setting. Dissemination strategies of the policies and regulations many need to be enhanced with an emphasis on improving the complex rehabilitation process and promoting sustainability of programs and the organization. Policies and regulations were listed 29 times as a frustration theme. Sponsoring a structured approach and engaging staff on methods and plans to translate and implement policies engages practitioners and decision makers for better understanding and investment in the outcome. Illustrative quotes included “contradictory, arbitrary policy,” “meaningless regulations,” “workers' compensation is an illogical system,” “agency bad policies,” “auto no fault law,” and “policy is made for to protect the agency not to move clients forward in the most productive way.”

Coworkers. The rehabilitation service profession is part of the human service field and involves a team approach to address the needs of the customers/clients and to assist them to reach their goals. Counselors rely on the skills, services, and professionalism of others during the rehabilitation process. Coworker frustrations were cited 27 times: “dealing with incompetent people,” “coworkers w/personal agendas,” “a lack of accountability with colleagues,” “coworkers or supervisors who are not committed to the cause,” and “high turnover, lack of personal investment.”

Communication. Participants stated a frustration with communication within the workplace. The availability of a supervisor to listen and provide guidance and support was important to counselors along with respect of the professional skills and acknowledgement for the work performed. Practitioners also wanted communication from administrators of impending change and direction. The 27 responses included “constantly changing their minds on how things

should be done,” “unclear directives from the leadership,” “poor communication,” “feeling that my agency doesn't care if I stay or go,” “lack of respect,” and “no acknowledgment for all we do.”

Customers/clients. Notable exasperating experiences for counselors ranged from the customers’ support systems to the customers’ attitude, expectations, and motivation to participate in rehabilitation services. Twenty-four responses reflected on the customer/clients: “individuals that are unmotivated and angry,” “working with people who take advantage of this system,” “the lack of parental support,” “lack of motivation by clients or a sense of entitlement,” and “people who want services 'handed' to them but do not want to work to get to where they want to be.”

Resources. Counselors work in coordination with other professionals and community services. Many different resources are needed to perform rehabilitation services. Funding is needed for the counselor payment of services, and sometimes the counselor manages the payment for customer services. Having the funding, staffing, office equipment, and customers/clients is part of the rehabilitation tools. Twenty-four counselors mentioned resources as a frustration: “lack of funds,” “lack of employment opportunities for clients with disabilities,” “insufficient resources,” “transportation for getting people to work,” “marketing,” and “technological challenges.”

Professional and career development. Professional and career development has multiple dimensions including maintaining skills, expanding current skills, obtaining new skills, and using skills for promotion to another job. Counselors mentioned development in eight statements as a source of frustration: “the lack of room for growth,” “little opportunity to use my skills/experiences,” “little opportunity to be intellectually creative and practice what I was taught

at school”, “they need more legitimate training” and “the training they provide and the value is poor.”

The frustration of paperwork (23.4%) and elements of bureaucracy (8.1%) totaling 31.5% far outweighed all the other frustrations listed by rehabilitation counselors (see Table 12). When compared to the largest reward themes, assisting others to achieve their goals (36%) and service to others (34.7%) encompassed 70.7% of the responses. The data give the impression that counselors enjoy providing service to customers and tolerate the bureaucratic paperwork.

Table 12

Counselor Frustration Responses by Themes

Frustrations	Number	Percentage
Tasks/Paperwork	87	23.4
Bureaucracy/”Red-Tape”	30	8.1
Supervisors/Leadership	47	12.6
Pay/Benefits	34	9.1
Work Environment	33	8.9
Policies/Regulations	28	7.5
Communication	27	7.3
Coworkers	27	7.3
Resources	24	6.5
Customers/Clients	24	6.5
Professional and Career Development	8	2.2
Nothing	3	.8
Total	372	100%

The total numbers of participants in the study were 283, and the majority of the participants provided more than one response on a source of frustration while working as a rehabilitation counselor for a total of 372 responses (see Appendix Q). The “Tasks/Paperwork” or “Bureaucracy/Red-Tape” listed as source of frustration by participants (117) included “Supervisors/Leadership” (9), Coworkers (9), “Pay/Benefits” (7), “Policies/Regulations (6), or

“Communication” (5). Participants who listed “Supervisors/Leadership” (47) as a source of frustration also included “Communication” (7), “Policy/Regulations” (4), or “Work Environment” (2). Participants who listed “Pay/Benefits” as a source of frustration included “Coworkers” (4) and “Communication” (4).

Overlapping Themes

An analysis of the themes that emerged from the qualitative data provided by rehabilitation counselors found four that were viewed as being both a reward and a frustration. The four overlapping themes were Professional and Career Development, Pay/Benefits, Coworkers, and Customer/Client. The frustration theme of Customer/Client was interconnected with the reward themes of Service to Others and Assisting Others to Achieve Their Goals. See Table 13. The weight of the themes varied within the categories. The rewards of providing service to customers/clients (70.7%) far outweighed the few frustrating aspects (6.5%) of some customers. The Pay/Benefits was more frustrating (9.3%) than rewarding (4.2%). Coworkers garnered about an equal amount of reward and frustration responses, and Professional and Career Development was slightly more frustrating (2.2%) than rewarding (1.0%).

Table 13

Overlapping Themes

Theme	N Frustration	Frustration %	N Reward	Reward %
Customer/Client and Service to Others/Assisting Others to Achieve Their Goals	24	6.5	217	70.7
Pay/Benefits	34	9.3	13	4.2
Coworkers	27	7.3	23	7.5
Professional and Career Development	8	2.2	3	1.0

Hypotheses Testing

Two hypotheses were tested employing quantitative techniques. By computing the Pearson correlation coefficients of the means for the job satisfaction, organizational commitment, and TOI, the researcher examined statistical significance between the variables. If $p < .05$ were reached, it would determine that a relationship existed between job satisfaction, organizational commitment, and TOI (Frankel & Wallen, 2006). If $p < .05$ were not reached for the hypothesis, it would be concluded a relationship did not exist between job satisfaction, organizational commitment, and TOI. The significance level established for rejection of the null hypothesis was $p > .05$.

Hypothesis 1

Hypothesis 1 predicted that job satisfaction is significantly related to organizational commitment. Null hypothesis 1 predicted that job satisfaction will not have a significant correlation to organizational commitment. The correlation matrix as presented in Appendix P illustrates the positive and significant correlation of the nine dimensions of job satisfaction to affective commitment, three of the nine dimensions of job satisfaction (promotion, supervision, and nature of the work) to normative commitment, and two of the nine dimensions of job satisfaction (promotion and operation conditions) to continuance commitment. Because there were significant correlations in some of the nine features of job satisfaction to the three forms of organizational commitment, the null hypothesis was rejected and the alternative hypothesis was accepted.

Hypothesis 2

Hypothesis 2 predicted that job satisfaction and organizational commitment is significantly related to TOI. Null hypothesis 2 predicted that job satisfaction and organizational

commitment will not have a significant correlation related to TOI. The correlation matrix in Appendix I revealed the negative statistically significant relationship of all nine dimensions of job satisfaction to TOI. The correlation matrix in Appendix N displays the negative statistically significant relationship of the correlation with all three forms of organizational commitment to TOI. Therefore, null hypothesis 2 was rejected and the alternative hypothesis was accepted. A multiple linear regression model was used to determine the best predictors of TOI. Using the 12 independent variables of organizational commitment and job satisfaction (affective commitment, normative commitment, continuance commitment, pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of the work and communication) accounted for 40% (adjusted *R* square) of the explained variance in the dependent variable (TOI; see Table 14). These findings provide moderate support for Hypothesis 2, job satisfaction and organizational commitment will significantly related TOI.

Table 14

Regression Analysis of Main Model

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	33.66	2.66		12.66	.00
	OCaff	-.23	.04	-.42	-5.51	.00
	OCnorm	-.03	.04	-.04	-.77	.44
	OCcontine	-.12	.03	-.22	-4.15	.00
	JSpay	.04	.11	.02	.32	.75
	JSprom	-.02	.12	-.01	-.17	.87
	JSsup	.04	.07	.03	.49	.62
	JSfrinbene	-.10	.06	-.08	-1.53	.13
	JSconrwd	-.11	.10	-.09	-1.05	.29
	JSoper_cond	-.05	.08	-.03	-.60	.55
	JSowkrs	.05	.09	.04	.57	.57
	JSnat_wrk	-.26	.10	-.15	-2.47	.01
	JScomm	-.05	.09	-.04	-.58	.56
Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.65 ^a	.42	.40	4.58		

a. Predictors: (Constant), JScomm, OCnorm, OCcontine, JSfrinbene, JSnat_wrk, JSpay, JSoper_cond, JSowkrs, JSprom, JSsup, OCaff, JSconrwd
 Dependent Variable: TOI (TOI).

Independent Variables: Nine subcategories of Job Satisfaction; Affective Commitment, Normative Commitment, and Continuance Commitment

Significance level = $p < .05$

Summary of Results

The purpose of this study was to examine the relationship between job satisfaction, organizational commitment, and TOI and to determine whether the relationship was generalized across individual differences such as professional and organization tenure, work setting, geographic setting, gender, ethnicity, and age. According to the results of the study, the relationship between job satisfaction and organizational commitment to TOI was negatively,

significantly, and consistently different than zero. Affective organizational commitment was positive and significantly different than zero on all aspects of job satisfaction. Normative commitment was positive and significantly different with three aspects of job satisfaction (promotion, supervision, and nature of work) and continuance commitment on three aspects (promotion, operational conditions, and communication). The control variables of age, gender, geographic setting, work setting, organization tenure, and professional tenure might pose as mitigating factors with the variables of job satisfaction, organizational commitment, and job satisfaction. The themes that emerged from the counselors' statements were Service to Others and Assisting Others to Achieve Their Goals as the most rewarding facets of their work. Tasks and Paperwork (specifically bureaucracy) were the most frustrating aspects of rehabilitation counseling.

CHAPTER 5: DISCUSSION

This study was conducted to examine the relationship between job satisfaction, organizational commitment, and TOI of CRCs. This study also examined several control variables related to the aforementioned variables. The results of the quantitative and qualitative data revealed a number of positive and negative relationships between the study variables. This study provides data in support of TOI literature regarding job satisfaction, organizational commitment, and specific information on certified rehabilitation counselors.

This chapter contains a summary of the study as well as conclusions and recommendations based on the results of the investigation. This review of the study's research questions and important findings explores the connection of the findings to the theoretical framework, discusses implications for rehabilitation agencies and counselor educators, and presents future research.

Research Questions

After a review of the job satisfaction, organizational commitment, TOI, and rehabilitation counselor literature, the following questions were designed to guide the study:

1. What are the current levels of job satisfaction among CRCs?
2. What are the current levels of organizational commitment among CRCs?
3. What is the effect of job satisfaction on organizational commitment?
4. What effect does job satisfaction and organizational commitment have on the TOI of CRCs?
5. How do CRCs describe the rewards and challenges of their employment experiences?

The results of the quantitative and qualitative data analyses provided the answers to the research questions. Statistical correlations, means testing, and multiple linear regression models were used as the primary analyses.

Question 1

The findings of this study indicate that current level of job satisfaction among CRCs was high overall on all dimensions of job satisfaction. The highest satisfaction was with “nature of work,” and “pay” obtained the lowest satisfaction level. Age, work setting, organization tenure, and professional tenure might have mitigating effects on the job satisfaction of counselors. The age variable might moderate the job satisfaction of counselor in that statistically more counselors less than 30 years old reported being more satisfied with their wages than any of the other age groups. The work setting variable might moderate job satisfaction in that counselors who worked in private for profit work settings reported being more satisfied with their pay, promotion opportunities, contingent rewards, operating conditions, and communication than counselors who worked in other settings. The organizational tenure control variable might moderate the job satisfaction in that statistically significant amount of counselors who worked for their current employer between 21 and 25 years were more satisfied with their pay than those with different years of tenure. Professional tenure might be a mitigating factor for job satisfaction in that counselors with 26 or more years of experience in the field of rehabilitation counseling reported being more satisfied than those with less professional experience with promotion, contingent rewards, and communication in their current job (see Appendix L).

Question 2

The current level of organizational commitment among CRCs was high and positive overall and continuance commitment mean was the highest type of commitment. Continuance

commitment is being committed to an organization because a counselor feels he/she “must” after weighing the options and comparing the losses and benefits of leaving. The lowest commitment was normative commitment or staying with an organization because of loyalty. The organizational tenure control variable might moderate organizational commitment in that the longer counselors worked for their current employer, the more they wanted to be there and they felt they had to continue to work at their current place of employment. Professional tenure might be a mitigating factor for organizational commitment in that counselors with more years of experience in the field of rehabilitation counseling reported being more committed because they wanted to be with the organization and felt they had to continue to work at their at their place of employment (see Appendix M).

Question 3

Job satisfaction had a positive and significant association with affective and normative organizational commitment among CRCs. Affective commitment had the strongest association with job satisfaction in that it was significantly associated on all nine job satisfaction dimensions (see Appendix K). The affective commitment indicated counselors had a strong identification with and involvement within their rehabilitation organization. It is expected that higher job satisfaction translates to higher organizational commitment. Continuance commitment was negatively and statistically significant related to job satisfaction, the most negative relationship being promotion, working conditions, and communication. The continuance commitment to an organization might not rest on the counselor having promotion options, open communication, and positive working conditions. Perhaps individuals continue to work at their organizations to earn pensions or health benefits, or for reasons unrelated to the employer such as proximity to home.

Question 4

Job satisfaction and organizational commitment were statistically significant and negatively associated with turnover intent (see Appendixes I and J). The findings suggested the higher the job satisfaction and organizational commitment, the more likely the counselor would continue to work for their current employer and have lower turnover intent.

Question 5

CRCs described their employment experiences as rewarding and frustrating. The counselors found providing services to people with disabilities and making a difference in the lives of others a personally gratifying experience (see Appendix P). The counselors responded that the most challenging part of being a rehabilitation counselor was the procedures that took time away from working with the customers/clients (tasks and paperwork; see Appendix Q). The findings suggest the bureaucracy and “red tape” of the rehabilitation process in the CRCs workplace was frustrating, but counselors tolerate it to do the work they enjoy, providing services to people with disabilities.

Relationship of the Findings to Theoretical Framework

The job satisfaction theory is commonly associated with employee TOI. The primary focus for using this theory was for the measurement of the job satisfaction subscales to TOI. The organizational commitment theory has been closely aligned with turnover TOI. The primary focus for using this theory was for the measurement of the three types of organizational commitment to the turn over intent of CRCs and if any of the job satisfaction subscales were statistically significant to organizational commitments.

This research contributes to the TOI research by providing empirical findings and theoretical interpretations of the role of nine subscales of job satisfaction and the three forms of

organizational commitment among CRCs. The theoretical framework for guiding this study suggested that job satisfaction and organizational commitment influenced TOI (see Figure 2). The findings from the main model regression model including all 12 independent variables (Table 11) suggested affective commitment (.00), continuance commitment (.00), and the job satisfaction dimension “nature of work” (.01) were significant predictors of TOI. The open and axial coding of the responses to the open-ended questions suggested organizations and the VR field should look at what counselors consider rewarding and frustrating about rehabilitation counseling to sustain the workforce.

Findings from the study may be of assistance in future research by utilizing the moderating variable of work setting as a possible constant on job satisfaction, organizational commitment, and TOI. A future theoretical framework with the moderating variable from this study could reinforce the current study’s findings and expand the research on TOI in the rehabilitation counseling field (see Figure 4).

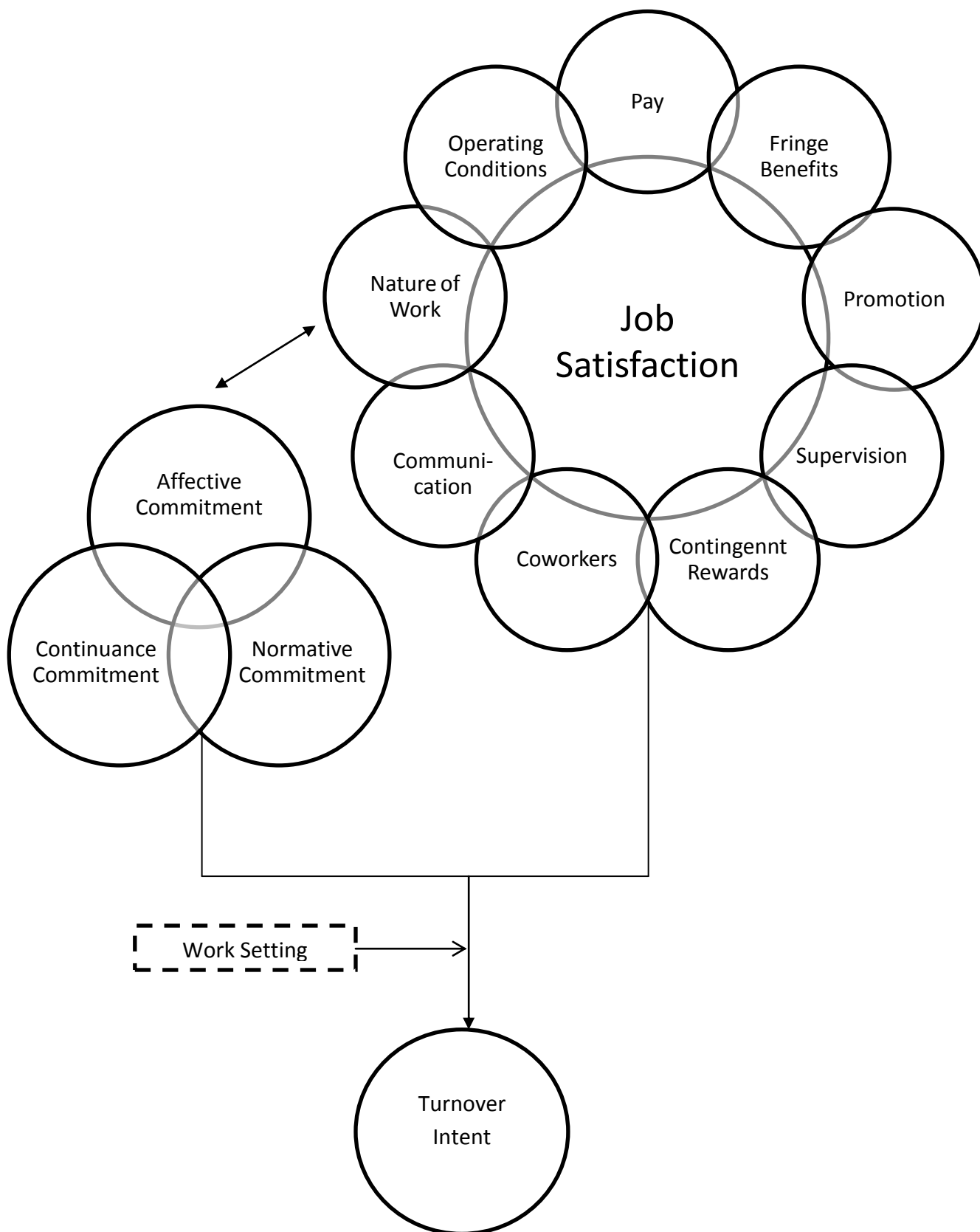


Figure 4. *Future theoretical framework on job satisfaction, organizational commitment, and TOI with moderating variable.*

Implications

To be viable a service to the community, rehabilitation organizations are reliant upon skilled rehabilitation counselors to perform their jobs. The sustainability of rehabilitation counselors is a concerning, yet not often investigated issue. Of the existing studies only one had a national focus and few had a theoretical framework of job satisfaction and organizational commitment. The focus of this study was to explore these variables and possible influence on the turnover intent of certified rehabilitation counselors. The finding had implications for rehabilitation counselors, rehabilitation agencies, and counselor educators.

Implications for Rehabilitation Counselors

Rehabilitation counselors might use the information provided in this research to be proactive in the workplace by suggesting ways to reduce the paperwork, volunteer to be part of work teams to create changes in policy, work rules, documentation, approaches to the work, supervision, working conditions, wages etc. Counselors might use the information to find ways to create leadership and professional growth from their current positions.

Communication is very important for the workplace, and counselors might need to be preemptive in building a bridge of communication between the different layers of staff in their organizations. Being respected, heard, understood, recognized, and included in the decisions that affect your work is what employees want in the workplace. Counselors have a responsibility to create the change they want to see in their rehabilitation agency.

Implications for Rehabilitation Agencies

For rehabilitation agencies, research into what rehabilitation counselors consider as significant work factors could provide information on how to best retain desirable counselors. The results of the correlation among variables suggest job satisfaction is an important variable

for counselors to be committed to an organization and continue to remain in their employment providing rehabilitation services. Implications for rehabilitation agencies are provided since it is expected the agencies will need to lead in the efforts to retain their rehabilitation counselors.

Incorporating job satisfaction and organization commitment principles into the organization structure of rehabilitation organizations might involve some obstacles but result in the invaluable retention of CRCs. Based on the findings, several patterns emerged for rehabilitation agency to consider for the sustainability of their business, succession planning of their rehabilitation counselors (recruitment), and retention of CRCs currently employed in the agency.

One pattern of the results suggests organizations may need to find ways to look at and improve their office culture. Each rehabilitation agency has a unique culture of its own. Development of an agency culture that values the job satisfaction and organizational commitment of rehabilitation counselors could assist in making the agency a more positive work environment resulting in the sustainability of CRCs.

Succession planning also emerged as a possible pattern that may address the issues of job satisfaction and organizational commitment. Rehabilitation agencies may need to be prepared for their new rehabilitation counselor hires to turnover. Incorporating a method of addressing the TOI within a rehabilitation agency may be part of succession planning. Rehabilitation counselors may be committed to the profession but not necessarily a specific organization. The methods of addressing turnover may contribute in ensuring rehabilitation counselors with years of experience continue to work and provide a positive and supportive environment for counselors with less experience to be satisfied with their jobs, be committed to the organization, and reduce their TOI.

The process of succession planning with an emphasis addressing TOI might include the monitoring and current employees and exit surveying or interviewing of counselors departing an agency. This will require the leadership of an agency to embrace and address issues related to the bureaucracy, paperwork, and lack of competent supervision described by counselors as major reasons impacting their work as a counselor.

Another pattern within the results suggests rehabilitation organizations might consider providing learning opportunities for those in management and leadership positions. Just because someone is a good counselor does not mean he/she has the skills, abilities, or knowledge to be a manager. Also, managers need to understand the nature of counselor work and address the clinical and administrative needs of the organization. Access to ongoing educational information for the skill development of a rehabilitation manager may have implications for the job satisfaction and organizational commitment of counselors. However, to have the desired impact on TOI, several agency processes may need to be considered for manager development. For example, training sessions on the clinical supervision process and administrative procedures should be infused into the orientation and ongoing training of managers. This training might incorporate the following to provide the rehabilitation managers with a foundational knowledge concerning the role of a clinical supervisor: supervision models, knowledge competencies, case work analysis, communication, fiscal responsibilities, personnel operations, ethics, professionalism, and internal and external politics. The process of having a training program for managers might begin with obtaining information from current managers of what they feel they need to improve their development and include the counselors' perspective of the management skills and training process.

An additional pattern that emerged from this study suggests rehabilitation agencies might need to seek ways to continuously develop resources for counselors to do rehabilitation work. Having resources to perform the functions of the job was cited as a concern for rehabilitation counselors. Obtaining and maintaining resources include having competent and adequate agency support staff, funding for counselor salary and benefits, funding for service acquisition and provision, a steady flow of customers that are able to benefit from rehabilitation services, and community organizations that can be utilized as partners, vendors, or referral sources. Rehabilitation services are a business and must be treated as such to remain a viable organization in the community providing services to individuals with disabilities. Rehabilitation agencies might need to consider hiring or training current staff to seek additional funding options and marketing services, building partnerships, providing political leverage, conducting training for new and seasoned employees, and developing succession plans which include current staff in the process.

Another pattern that emerged was finding ways to take care of the counselor by looking at workplace policy and programs that can support counselor well-being and provide a competitive wage with benefits. It is imperative that rehabilitation agencies have rehabilitation counselors to provide the services to people with disabilities. Providing a workplace that supports the well-being of the staff may assist with job satisfaction and organizational commitment thus resulting in the retention of employees. The leadership of the agency might look at the concept of counselor well-being connected to counselor work outcomes and implementing agency strategies to increase counselors' personal health, rewards, wages, and benefits while reducing the agency paperwork, and improving the skills of supervisor, resources, and the work environment.

A replication of this study and analysis of the results within individual rehabilitation organizations could provide a basis for the content of in-service trainings of current counselors, managers, and leaders for organization succession planning. Retaining current counselors and attracting new hires are essential for organizations to continue the provision of rehabilitation services.

Implications for Rehabilitation Counselor Educators

For rehabilitation counselor educators in an academic setting or within an organizational training unit, the results of the study suggest developing seminars or programs focused on the job satisfaction and organizational commitment may affect the TOI of counselors. Increasing and updating the counseling skills are important for counselors to feel prepared when addressing the needs of people with multiple and varied disabilities. Counselor educators should consider developing partnerships with rehabilitation organizations to assist with continuous improvement of counselor expertise and assist with programming for the development of rehabilitation managers. This process might include engaging the entire workforce within an organization to obtain information on what is needed to improve the job satisfaction and organization commitment. The counselor educators might invite other university departments such as the school of business to look at the agency configurations to suggest strategies to increase work flow, create or change policy, improve procedures, build positive communication, develop marketing tactics, agency branding, reduce redundancy, and address the challenges of rehabilitation counselors to decrease TOI.

The researcher observed the disparity of the ethnic diversity of CRCs in comparison to the United States Census Bureau of the population. The minority population of CRCs was 21%, and this is below the United States Census Bureau data of minorities (36.6 % of the US

population). Counselor educators should consider the development or improvement of recruitment and retention strategies of minority students in master's degree programs as a means to build the minority population of CRCs. Rehabilitation agencies might seek a diverse workforce as an organization operating in a human service field. The diversity of the workforce might affect the internal operations of a rehabilitation agency and obtaining outcomes, the attraction of customers to the rehabilitation agency, and the ability to build partnerships with external stakeholders in the community.

A replication of this study and analysis of the research for an organization might provide counselor educators with the content for ongoing rehabilitation counselor and supervisor training courses. The preservice counselor understanding of workplace expectations might conceivably assist with job satisfaction and organizational commitment once the counselor is employed by a rehabilitation organization. Counselor educators' assistance with implementing strategies to reduce TOI to enhance the recruitment and retention of counselors at an agency may benefit both the university programs and the rehabilitation agency. The university program might be considered a program that assists to ensure a positive future for the rehabilitation counselor graduates and a valuable resource for agencies to use when seeking methods to reduce TOI.

Future Research

Future research can build on the findings of this study by identifying specific organizational practices that might trigger TOI and formulate ways for administrators to detect and transform procedures or behaviors within rehabilitation organizations. Once the practices or procedures are identified, additional research can study the methods used by organizations to transform the agency.

Additional research in the area of generational differences with a look at career stage and TOI of rehabilitation counselors could expand the information on age differences found in this study. Older rehabilitation counselors were found to be more satisfied and committed to their rehabilitation agency than younger counselors. Investigating the reason why and what methods, procedures, and policies might be attractive to younger counselors may be important for the retention of counselors. The information could be useful for the succession planning of rehabilitation agencies.

Practicing rehabilitation counselors come from many professional disciplines (counseling, psychology, and social work); they might hold membership and certifications in professional organization other than CRCC, the selected professional organization for this study. Not all states require practicing rehabilitation counselors to be CRCs; therefore, practicing rehabilitation counselors might not hold membership in the professional organization (CRCC) utilized by the researcher. The population sample selected for this study was dues paying and successful test taking members of CRCC, a specific rehabilitation professional organization. While this allowed the researcher to focus on a predisposed group of rehabilitation counselors and was representative of CRCs, it may have underrepresented the overall practicing rehabilitation counselor population. Gaining a broader sample of “practicing” rehabilitation counselors might allow for a more in-depth understanding of the understanding of the potential differences in the in the TOI of those who are certified and noncertified rehabilitation counselors. Research on the job satisfaction and organizational commitment of a broader sample of “practicing” rehabilitation counselors might add to information training, agency supports, and strategies for the retention of rehabilitation counselors.

Research on the efforts of university programs and rehabilitation agencies to recruit and retain non-Caucasian counselors may broaden the finding of this study. The researcher observed the percentage of the non-Caucasian CRC population was far below the US Census Bureau population of non-Caucasians. With a constant growth of the non-Caucasian population in the United States, rehabilitation educators and agencies might need to develop strategies to recruit and retain counselors who reflect the communities they will serve.

Research on rehabilitation supervision, promotion, and training in relation to counselor job satisfaction, organizational commitment, and TOI could also increase information on the current information on supervision and counselor retention within rehabilitation agencies. The research could be used to develop policies and procedures within agencies for use with succession planning and the sustainability of counselors.

Supervision is an important component to the retention of rehabilitation counselors. In The qualitative finding showed supervision to be challenge for CRCs. Gaining more understanding of how rehabilitation counselors define and perceive their supervisors could be an area for future research. The research could provide the field and an agency with information for the opportunities to develop strategies to address the supervisor's role in the job satisfaction, organizational commitment, and TOI of the rehabilitation counselors.

Research on counselor job satisfaction and promotion could be an expansion of this study. How counselors perceive the promotion process and opportunities within a rehabilitation agency could be used to review personnel and supervision practices for implications on counselor TOI. The research could provide rehabilitation agencies with a solid foundation for changes in communication, counselor professional growth, and supervisor preparation and training.

Research on the availability and quality of continuous training for rehabilitation counselors could broaden the scope of this study. The research might be of interest to rehabilitation counselors, agencies, and rehabilitation educators. Information related to the field of rehabilitation services is vast and in a constant state of expansion. Rehabilitation counselors' knowledge base is expected to include information on disabilities, labor market, economic growth, labor laws, counseling techniques, budgeting, computer usage, and job accommodations. All of these areas are constantly changing, and counselors should have opportunities to increase and improve their knowledge to perform the essential functions of the job. Gaining the information on the prevalence, accessibility, and quality of training for rehabilitation counselors could provide rehabilitation educators with an opportunity to be a partner with rehabilitation agencies by providing continuous training. This partnership could keep the educators connected to the field for research and funding opportunities. The agencies would gain evidence-based training from qualified university educators, and the counselors would gain the opportunity to participate in quality trainings.

Another suggestion for future research would be to explore the relationships of the supervisor training and proficiency in clinical supervision to counselor job satisfaction, organizational commitment, and TOI. Supervisory clinical supervision is cultured skill, meaning actions can be taken to create individual clinical supervision knowledge and skills, and rehabilitation agencies can create policies and procedures to encourage the use of clinical supervision in the workplace.

The development of quantitative and qualitative research studies related to the job satisfaction, organizational commitment, and TOI of counselors within rehabilitation agencies will be beneficial to the field of rehabilitation counseling. Research with a quantitative

methodology provides a means of testing the variables, and the results are measured in numerical data and analyzed using statistical procedures. Research with a qualitative methodology provides a means of exploring and understanding the counselor's experiences as rehabilitation counselor. Future research using qualitative methodology could assist in gathering initial data for agencies to develop distinct areas to address for reducing TOI. Additional questions could examine strategies for improving job satisfaction and organizational commitment. Work teams and focus groups could probe into system changes to support the reduction in TOI of rehabilitation counselors. Additional qualitative research could provide a more holistic and in-depth understanding of TOI and ways to optimize the counselor job satisfaction and organizational commitment.

Limitations

Although this research was carefully prepared, limitations and shortcomings exist and might have had an impact on participant responses. The researcher found five main limitations to this study, including responsiveness, certification, time of year, historical setting, and moment in time.

Responsiveness

The first limitation in the study is the responsiveness of the participants. The response of 283 participants, while statically representative and beyond the 210 participant minimum might not have captured differences found in those who did not respond to the email request to participate. Given the topic of the study (TOI), it is more likely than not counselors most likely to voluntarily leave their organization may have systematically under participated in the study and biased the results. Likewise, those who decided to participate in the study might have been predisposed to continuing to stay with their agency and provided positive responses.

Certification

The second limitation is the researcher's selection of CRCs versus rehabilitation counselors who are not certified. Not all rehabilitation agencies require certification of their rehabilitation counselors. Therefore, it is each counselor's personal choice to take the professional CRC exam, pay annual dues, and take continuing education seminars to maintain the professional membership. Due to the time and commitment of the certified counselor to the field of rehabilitation counseling, the participants in this study might have been more inclined to provide positive responses.

Time of Year

The third limitation is the time of year the study was conducted. Summer is the time of year when people leave their places of employment for vacations and do not access their email accounts. The research was conducted using an online computer survey provider during the summer (June). The email list provided by CRCC may have contained personal or work email listings for the participants. It is unknown if access to the email was limited or unavailable by the employers and if participants were indisposed during month the survey was open.

Historical Setting

The fourth limitation is the historical setting of the survey, which refers to the events that may have taken place and impacted the response of the participants. The research was conducted in 2013. The economy of the United States was in the beginning stages of recovery from a downturn in the real estate market from home foreclosures. The participants might have possibly been experiencing high levels of uncertainty about obtaining other employment and not wanting to leave their organizations until the economy was more stable.

Moment in Time

The fifth limitation is the data set being limited to responses provided at a single moment in time. While the study is representative of certified rehabilitation counselors across the United States, it can only be generalized as the current relationship of job satisfaction, organizational commitment, and TOI among CRCs and not intended to be a stable or ongoing representation of the population.

Conclusion

The mixed methods design of this study provided data to better understand the job satisfaction and organizational commitment of CRCs. This study identified factors that impacted turnover within the field of rehabilitation counseling.

Job satisfaction was a significant predictor of TOI on the three of nine subscales: nature of the work, contingent rewards, and communication. All three types of organizational commitment were found to be significant predictors of TOI. Job satisfaction and organizational commitment were significantly and negatively statistically significant related to TOI.

Job satisfaction and organizational commitment were found to be significant and positively related on all subscales of affirmative commitment; three job satisfaction subscales (promotion, supervision, and nature of work) and normative commitment; and three job satisfaction subscales (promotion, operating conditions, and communications) and continuance commitment. The findings suggest age may have a mitigating effect on the TOI of rehabilitation counselors older workers with more years of organization and professional tenure were found to have less TOI than younger counselors with 5 years or less of organization or professional tenure. Ethnicity was not found to have an effect on the TOI of counselors.

Rehabilitation counselors involved in this study reported being satisfied with their job and committed to their rehabilitation agencies. The qualitative responses supported the participants perceived level of satisfaction and commitment. This information is critical because rehabilitation counselors enjoy being able to provide services to others and assisting others to achieve their goals. Working with the customer/client was found to be the most rewarding aspect of rehabilitation counseling. However, other issues including the amount of paperwork, bureaucracy, poor supervision, and wages may impact a counselor's TOI. Addressing these issues while continuing to understand what satisfies and keeps the counselor committed to an organization will be critical to the sustainability of rehabilitation counselors.

The incorporation of investigating the job satisfaction and organizational commitment of rehabilitation counselors within rehabilitation agencies would be major step in addressing the turnover of counselors. The infusion of the results of the investigation could be part of the organization succession planning, staff training and development, personnel policies, and operation procedures of rehabilitation agencies.

The findings imply the need for further research on rehabilitation counselor job satisfaction, organizational commitment, and TOI to add to the body of evidence for system changes within rehabilitation agencies and university rehabilitation education programs. Future research may investigate job satisfaction, organizational commitment, and TOI as they relate to clinical supervision, promotion, disparity of non-Caucasian rehabilitation counselors, generational differences and career stage, continuous training for current counselors, training of managers, and qualitative research methodology to obtain specific information for organization system change. All this might assist rehabilitation organizations in public, private, nonprofit, or for-profit settings with the improvement of recruitment programs, content of curriculum

platforms, personnel policy, and operation procedures for the retention of counselors within rehabilitation organizations.

APPENDICES

APPENDIX A

JOB SATISFACTION SURVEY

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Directions: Select the response for each question that comes closest to reflecting your opinion about it.

Rating scale: 1 = Disagree very much
2 = Disagree moderately
3 = Disagree slightly
4 = Agree slightly
5 = Agree moderately
6 = Agree very much
(RS= Reverse Scored)

- ___ 1. I feel I am being paid a fair amount for the work I do.
- ___ 2. There is really too little chance for promotion on my job. (RS)
- ___ 3. My supervisor is quite competent in doing his/her job.
- ___ 4. I am not satisfied with the benefits I receive. (RS)
- ___ 5. When I do a good job, I receive the recognition for it that I should receive.
- ___ 6. Many of our rules and procedures make doing a good job difficult. (RS)
- ___ 7. I like the people I work with.
- ___ 8. I sometimes feel my job is meaningless. (RS)
- ___ 9. Communications seem good within this organization.
- ___ 10. Raises are too few and far between. (RS)
- ___ 11. Those who do well on the job stand a fair chance of being promoted.
- ___ 12. My supervisor is unfair to me. (RS)
- ___ 13. The benefits we receive are as good as most other organizations offer.
- ___ 14. I do not feel that the work I do is appreciated. (RS)
- ___ 15. My efforts to do a good job are seldom blocked by red tape.

- ___ 16. I find I have to work harder at my job because of the incompetence of coworkers. (RS)
- ___ 17. I like doing the things I do at work.
- ___ 18. The goals of this organization are not clear to me. (RS)
- ___ 19. I feel unappreciated by the organization when I think about what they pay me. (RS)
- ___ 20. People get ahead as fast here as they do in other places.
- ___ 21. My supervisor shows too little interest in the feelings of subordinates. (RS)
- ___ 22. The benefit package we have is equitable.
- ___ 23. There are few rewards for those who work here. (RS)
- ___ 24. I have too much to do at work. (RS)
- ___ 25. I enjoy my coworkers.
- ___ 26. I often feel that I do not know what is going on with the organization. (RS)
- ___ 27. I feel a sense of pride in doing my job.
- ___ 28. I feel satisfied with my chances for salary increases.
- ___ 29. There are benefits we do not have which we should have. (RS)
- ___ 30. I like my supervisor.
- ___ 31. I have too much paperwork. (RS)
- ___ 32. I don't feel my efforts are rewarded the way they should be. (RS)
- ___ 33. I am satisfied with my chances for promotion.
- ___ 34. There is too much bickering and fighting at work. (RS)
- ___ 35. My job is enjoyable.
- ___ 36. Work assignments are not fully explained. (RS)

APPENDIX B

ORGANIZATIONAL COMMITMENT QUESTIONNAIRE

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Directions: Please read each of the questions carefully and indicate the response that best corresponds to your answer regarding your current job.

Rating Scale: 1 = Strongly Disagree
2 = Disagree
3 = Slightly Disagree
4 = Undecided
5 = Slightly Agree
6 = Agree
7 = Strongly Agree
(RS= Reverse Scored)

- ___ 1. I would be very happy to spend the rest of my career within this agency.
- ___ 2. I enjoy discussing my agency with people outside of it.
- ___ 3. I really feel as if this agency's problems are my own.
- ___ 4. I think I could easily become as attached to another agency as I am to this one. (RS)
- ___ 5. I do feel like "part of the family" at my agency.
- ___ 6. I do not feel "emotionally attached" to this agency. (RS)
- ___ 7. This agency has a great deal of personal meaning for me.
- ___ 8. I do not feel a strong sense of belonging to my agency. (RS)
- ___ 9. I think people these days move from company to company too often.
- ___ 10. I do not believe that a person must always be loyal to his or her organization. (RS)
- ___ 11. Jumping from organization to organization does not seem at all unethical to me. (RS)
- ___ 12. One of the major reasons why I continue to work for this agency is that I believe loyalty is important to and therefore feel a sense of moral obligation to remain.
- ___ 13. If I got another offer for a better job elsewhere, I would not feel right to leave my agency.

- ___ 14. I was taught to believe in the value of remaining loyal to one organization.
- ___ 15. Things were better in the days when people stayed with one organization for most of their careers.
- ___ 16. I do not think that wanting to be a “company man” is sensible anymore. (RS)
- ___ 17. I am not afraid of what might happen if I quit my job without having another one lined up. (RS)
- ___ 18. It would be very hard for me to leave my agency right now, even if I wanted to.
- ___ 19. Too much in my life would be disrupted if I decided to leave my agency right now.
- ___ 20. It would be too costly for me to leave my job in the near future.
- ___ 21. I feel that I have too few options to consider leaving my agency.
- ___ 22. Right now, staying with my agency is a matter of necessity as much as desire.
- ___ 23. One of the few negative consequences of leaving this agency would be the scarcity of available alternatives.
- ___ 24. One of the major reasons why I would continue working for this agency is that leaving would require considerable personal sacrifice another organization may not match the overall benefits here.

APPENDIX C

TURNOVER INTENT SURVEY

Combined by Dennis Bozeman and Pamela Perrew (2001) called Turnover Cognitions.
Based on and from Mowday, Koberg, and McArthur (1984) and Mobley, Horner, and Hollingsworth (1978). Used with permission.

Directions: This section has five statements related to your intentions of leaving your organization. Select a response on the rating scale that best applies to your intentions.

Rating Scale: 1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree
(RS= Reverse Scored)

- ____ 1. I will probably look for a new job in the near future.
- ____ 2. At the present time, I am actively searching for another job in a different organization.
- ____ 3. I do not intend to quit my job. (RS)
- ____ 4. It is unlikely that I will actively look for a different organization to work for in the next year. (RS)
- ____ 5. I am not thinking about quitting my job at the present time. (RS)

Short Answer

Directions: This section has two questions related to the attributes of your work. Write a brief response to the questions.

1. What is the most rewarding aspect of your current job?

2. What is the most frustrating aspect of your current job?

APPENDIX D

DEMOGRAPHICS QUESTIONNAIRE

1. What best describes your work setting as a rehabilitation counselor?
☐ Public VR (specify) _____ ☐ State ☐ Federal/Veteran
☐ Private for profit (insurance, individual counseling...)
☐ Private nonprofit (community rehabilitation organization, advocacy...)
☐ Other: _____
2. In what state do you work? (i.e...Alabama, Colorado, Utah...) _____
3. In what geographic setting do you work?
☐ Urban ☐ Suburban ☐ Rural
4. How long have you worked for your current organization?
☐ 0-5 yrs ☐ 6-10 yrs ☐ 11-15 yrs ☐ 16-20 yrs ☐ 21-25 yrs ☐ 26 + yrs
5. How long have you worked as a rehabilitation counselor?
☐ 0-5 yrs ☐ 6-10 yrs ☐ 11-15 yrs ☐ 16-20 yrs ☐ 21-25 yrs ☐ 26 + yrs
6. What is the highest degree you have earned?
☐ Bachelors ☐ Masters ☐ Doctorate
7. What college degree major was used to obtain your current position?
☐ Rehabilitation Counseling
☐ Rehabilitation Psychology
☐ Rehabilitation Specialty (e.g. vocational evaluation, job placement)
☐ Other Counseling Specialty (e.g. substance abuse, school, family, mental health)
☐ Psychology
☐ Social Work
☐ Special Education
☐ Other degree major (please specify): _____

8. How do you identify your ethnicity?

___ African American/Black

___ Asian/Asian American/Asian Indian

___ Caucasian/White /Non-Hispanic

___ Hispanic/Latino/Spanish

___ Native American/American Indian/Alaskan Native

___ Native Hawaiian/Other Pacific Islander

___ Other (please specify): _____

9. What was your age at your last birthday? ___ years old

10. What is your gender?

___ Female ___ Male

APPENDIX E

RESEARCH INFORMATION AND PARTICIPATION CONSENT FORM

The Research

You are invited to participate in a research study being conducted by Terrie E. Hylton of Michigan State University. This study examines the relationship of job satisfaction, organizational commitment, and turnover intent among certified rehabilitation counselors. The overall purpose of the study is to yield information that will be helpful in addressing the recruitment and retention efforts of rehabilitation counselors.

Your Participation

Your participation involves completing a survey instrument with three parts and a demographics form, which should take approximately 15 minutes.

Your Rights

Your participation in this study is voluntary, and you can decide at any time to withdraw from the study. If you choose to participate, you can skip any item you do not wish to answer and/or withdraw from the study. If you do not wish to submit your responses, you may exit the study at any time by closing the browser page. No identification information (e.g., name, internet provider or email, etc.) will be tracked. Your responses will remain confidential.

Potential Benefit and Risks

You will not directly benefit from your participation in this study. However, your participation in this study may contribute to the understanding of trends and interests of rehabilitation counselors continuing to work in the profession. This study addresses some issues that may be potentially viewed as sensitive in nature. You will be given the opportunity to receive one (1.0) continuing education credit from the Commission on Rehabilitation Counselor Certification (CRCC) when you complete the survey. You have the right to refuse to answer any question and withdraw from the study at any time.

Privacy and Confidentiality

The data for this project will be kept confidential. This is a national study, and your information will not be traceable to your email. The researcher will maintain privacy throughout the research process by the mechanics of the survey giving each participant an identification code (ID). The data will be stored using Secure Socket Layer (SSL) security software, which is used for transmitting private documents or information via the internet.

Your participation in the research will not be traceable by the researcher or anyone reviewing the data. Only the following will have access to the research data:

- The researcher, Terrie Hylton (Doctoral Candidate)
- Dr. Michael Leahy (Michigan State University Faculty)
- The Institutional Review Board (IRB)

The results of this study may be published in professional journals and presented at professional meetings/conferences.

Contact Information

If you have concerns or questions about this study, please contact:

Terrie Hylton, Doctoral Candidate
Michigan State University, CEPSE
455 Erickson Hall
East Lansing, Michigan 48824
hyltonte@msu.edu
517.355.1838

If you have questions or concerns about your role and rights as a research participant, would like to obtain information, offer input, or would like to register a complaint about this study, you may contact (anonymously if you wish) the Michigan State University's Human Research Protection Program at 517-355-2180, fax 517-432-4503, email irb@msu.edu, or regular mail at 207 Olds Hall, MSU, East Lansing, MI 48824.

Informed Consent

By using your computer mouse and clicking on the "I understand my rights and agree to participate in the study" box, you voluntarily consent to participate in this study.

After clicking on the "continue" box, you will begin the study with demographic information and then guided through the survey questions.

APPENDIX F
EMAIL LETTER

Dear Potential Research Study Participant:

I am a doctoral student, asking for your assistance with a research study on the relationship of job satisfaction, organizational commitment, and turnover intent among certified rehabilitation counselors. I am excited about this study because I believe that it is important to understand the nature of rehabilitation counselors continuing to work in the profession. I hope the results of this study will be used for the recruitment and retention efforts of rehabilitation counselors.

Your opinion would be of great assistance in the research. If you choose to participate in this on-line study, you will need to connect to the link below and answer the questions. Your participation is strictly voluntary and confidential. You will be given an opportunity to obtain one (1.0) continuing education credit from the Commission on Rehabilitation Counselor Certification (CRCC) when you complete the survey.

To participate in the online survey, please go to **<https://www.surveymonkey.com/s/JSOCTI>**

The home page of the study will have some important information on it. The entire survey and demographics should take approximately 15 minutes to complete.

Researchers like me depend upon volunteers like you!

Thank you in advance for your assistance. If you would like a copy of the final results or have any questions or concerns, feel free to contact me at hyltonte@msu.edu.

Sincerely,

Terrie E. Hylton
Doctoral Candidate, Michigan State University

APPENDIX G
REMINDER EMAIL

Dear Potential Research Study Participant:

I am writing to request 15 minutes of your time. If you have completed the survey, I thank you for your assistance and time.

If you have not already done so, I respectfully ask your assistance as I conduct a research study on the relationship of job satisfaction, organizational commitment, and the intent to leave among certified rehabilitation counselors. I am doing this research as part of my requirements for my doctoral program.

Your input is very important and is confidential. While I hope you will choose to participate, your participation is strictly voluntary. You will be given an opportunity to obtain one (1.0) continuing education credit from the Commission on Rehabilitation Counselor Certification (CRCC) when you complete the survey.

To participate in the online survey, please go to **<https://www.surveymonkey.com/s/JSOCTI>**

Researchers like me depend upon volunteers like you!

Thank you in advance for your assistance. If you would like a copy of the final results or have any questions or concerns, feel free to contact me at hyltonte@msu.edu.

Sincerely,

Terrie E. Hylton
Doctoral Candidate, Michigan State University

APPENDIX H
CONTINUING CREDIT EMAIL

Dear Participant:

Thank you for completing the survey titled “The Relationship between Job Satisfaction, Organizational Commitment and Turnover Intent among Certified Rehabilitation Counselors.” Your information will be part of counselor sustainability research.

I have attached the CRCC form with my signature for your 1.0 continuing education credit. You will need to print it, complete the “participant information” section, and submit it to CRCC located at 1699 E. Woodfield Rd. Suite 300, Schaumburg, IL 60173.

Thank you again for your assistance. If you have any questions or concerns, feel free to contact me at hyltonte@msu.edu.

Sincerely,

Terrie E. Hylton
Doctoral Candidate, Michigan State University

APPENDIX I

CORRELATION MATRIX AMONG JOB SATISFACTION VARIABLES AND TOI

Table I1

Correlation Matrix Among Job Satisfaction Variables and TOI

		JSpay	JSprom	JSsup	JSfrinbene	JSconrws	JSopercond	JSowkrs	JSnatwrk	JScomm	TOI
JSpay	Pearson Correlation	1	.49**	.33**	.41**	.60**	.30**	.20**	.18**	.36**	-.22**
	Sig. (2-tailed)		.00	.00	.00	.00	.00	.00	.00	.00	.00
	N	291	291	291	291	291	291	291	291	291	283
JSprom	Pearson Correlation	.49**	1	.38**	.30**	.60**	.27**	.30**	.24**	.49**	-.27**
	Sig. (2-tailed)	.00		.00	.00	.00	.00	.00	.00	.00	.00
	N	291	291	291	291	291	291	291	291	291	283
JSsup	Pearson Correlation	.33**	.38**	1	.15*	.60**	.28**	.55**	.36**	.62**	-.31**
	Sig. (2-tailed)	.00	.00		.01	.00	.00	.00	.00	.00	.00
	N	291	291	291	291	291	291	291	291	291	283
JSfrinbene	Pearson Correlation	.41**	.30**	.15*	1	.34**	.17**	.17**	.13*	.27**	-.25**
	Sig. (2-tailed)	.00	.00	.01		.00	.00	.00	.03	.00	.00
	N	291	291	291	291	291	291	291	291	291	283
JSconrws	Pearson Correlation	.61**	.60**	.60**	.34**	1	.45**	.53**	.45**	.63**	-.39**
	Sig. (2-tailed)	.00	.00	.00	.00		.00	.00	.00	.00	.00
	N	291	291	291	291	291	291	291	291	291	283
JSoper cond	Pearson Correlation	.30**	.27**	.28**	.17**	.45**	1	.28**	.40**	.43**	-.24**
	Sig. (2-tailed)	.00	.00	.00	.00	.00		.00	.00	.00	.00
	N	291	291	291	291	291	291	291	291	291	283

Table II (cont'd)

		JSpay	JSprom	JSsup	JSfrinbene	JSconrws	JSopercond	JScowkrs	JSnatwrk	JScomm	TOI
JScowkrs	Pearson Correlation	.20**	.30**	.55**	.17**	.53**	.28**	1	.40**	.55**	-.32**
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.00		.00	.00	.00
	N	291	291	291	291	291	291	291	291	291	283
JSnat_wrk	Pearson Correlation	.18**	.24**	.36**	.13*	.45**	.40**	.40**	1	.37**	-.44**
	Sig. (2-tailed)	.00	.00	.00	.03	.00	.00	.00		.00	.00
	N	291	291	291	291	291	291	291	291	291	283
JScomm	Pearson Correlation	.36**	.49**	.62**	.27**	.63**	.43**	.55**	.37**	1	-.36**
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.00	.00	.00		.00
	N	291	291	291	291	291	291	291	291	291	283
TOI	Pearson Correlation	-.22**	-.27**	-.31**	-.25**	-.39**	-.24**	-.32**	-.45**	-.36**	1
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.00	.00	.00	.00	
	N	283	283	283	283	283	283	283	283	283	283

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

APPENDIX J

CORRELATION MATRIX AMONG ORGANIZATIONAL COMMITMENT VARIABLES AND TOI

Table J1

Correlation Matrix Among OC Variables and TOI

		Ocaff	Ocnorm	Occontine	TOI
Ocaff	Pearson Correlation	1	.38**	.03	-.60**
	Sig. (2-tailed)		.00	.66	.00
	N	289	288	285	283
Ocnorm	Pearson Correlation	.38**	1	.16**	-.29**
	Sig. (2-tailed)	.00		.01	.00
	N	288	288	285	283
Occontine	Pearson Correlation	.03	.16**	1	-.19**
	Sig. (2-tailed)	.66	.01		.00
	N	285	285	285	283
TOI	Pearson Correlation	-.60**	-.29**	-.19**	1
	Sig. (2-tailed)	.00	.00	.00	
	N	283	283	283	283

**Correlation is significant at the 0.01 level (2-tailed).

APPENDIX K

CORRELATION MATRIX AMONG JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT VARIABLES

Table K1

Correlation Matrix Among JS and OC Variables

		JSpay	JSprom	JSsup	JSfrinbene	JSconrws	JSopercond	JScowkrs	JSnat_wrk	JScomm	OCaff	OCnorm	OCcontine
JSpay	<i>r</i>	1	.49**	.33**	.41**	.60**	.30**	.20**	.18**	.36**	.32**	.11	-.11
	Sig. (2-tailed)		.00	.00	.00	.00	.00	.00	.00	.00	.00	.07	.07
	<i>N</i>	291	291	291	291	291	291	291	291	291	289	288	285
JSprom	<i>r</i>	.49**	1	.38**	.30**	.60**	.27**	.30**	.24**	.49**	.43**	.17**	-.19**
	Sig. (2-tailed)	.00		.00	.00	.00	.00	.00	.00	.00	.00	.01	.00
	<i>N</i>	291	291	291	291	291	291	291	291	291	289	288	285
JSsup	<i>r</i>	.33**	.38**	1	.15*	.60**	.28**	.55**	.36**	.62**	.53**	.21**	-.08
	Sig. (2-tailed)	.00	.00		.01	.00	.00	.00	.00	.00	.00	.00	.20
	<i>N</i>	291	291	291	291	291	291	291	291	291	289	288	285
JSfrinbene	<i>r</i>	.41**	.30**	.15*	1	.34**	.17**	.17**	.13*	.27**	.27**	-.01	.05
	Sig. (2-tailed)	.00	.00	.01		.00	.00	.00	.03	.00	.00	.81	.36
	<i>N</i>	291	291	291	291	291	291	291	291	291	289	288	285
JSconrws	<i>r</i>	.60**	.60**	.60**	.34**	1	.45**	.53**	.45**	.63**	.58**	.14*	-.15**
	Sig. (2-tailed)	.00	.00	.00	.00		.00	.00	.00	.00	.00	.02	.01
	<i>N</i>	291	291	291	291	291	291	291	291	291	289	288	285
JSopercond	<i>r</i>	.30**	.27**	.28**	.17**	.45**	1	.28**	.40**	.43**	.28**	.15*	-.17**
	Sig. (2-tailed)	.00	.00	.00	.00	.00		.00	.00	.00	.00	.01	.00
	<i>N</i>	291	291	291	291	291	291	291	291	291	289	288	285
JScowkrs	<i>r</i>	.20**	.30**	.55**	.17**	.53**	.28**	1	.40**	.55**	.54**	.12*	-.05
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.00		.00	.00	.00	.04	.45
	<i>N</i>	291	291	291	291	291	291	291	291	291	289	288	285
JSnatwrk	<i>r</i>	.18**	.24**	.36**	.13*	.45**	.40**	.40**	1	.37**	.60**	.26**	-.07
	Sig. (2-tailed)	.00	.00	.00	.03	.00	.00	.00		.00	.00	.00	.25
	<i>N</i>	291	291	291	291	291	291	291	291	291	289	288	285
JScomm	<i>r</i>	.36**	.49**	.62**	.27**	.63**	.43**	.55**	.37**	1	.56**	.11	-.14*
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.00	.00	.00		.00	.06	.02
	<i>N</i>	291	291	291	291	291	291	291	291	291	289	288	285
OCaff	<i>r</i>	.32**	.43**	.53**	.27**	.58**	.28**	.54**	.60**	.56**	1	.38**	.03
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.00	.00	.00	.00		.00	.66
	<i>N</i>	289	289	289	289	289	289	289	289	289	289	288	285

Table K1 (cont'd)

		JSpay	JSprom	JSsup	JSfrinbene	JSconrws	JSopercond	JSowkrs	JSnat_wrk	JScomm	OCaff	OCnorm	OCcontine
OCnorm	<i>r</i>	.11	.17**	.21**	-.01	.14*	.15*	.12*	.26**	.11	.38**	1	.16**
	Sig. (2-tailed)	.07	.01	.00	.81	.02	.01	.04	.00	.06	.00		.01
	<i>N</i>	288	288	288	288	288	288	288	288	288	288	288	285
OCcontine	<i>r</i>	-.11	-.19**	-.08	.05	-.15**	-.17**	-.05	-.07	-.14*	.03	.16*	1
	Sig. (2-tailed)	.07	.00	.20	.36	.01	.00	.45	.25	.02	.66	.01	
	<i>N</i>	285	285	285	285	285	285	285	285	285	285	285	285

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

APPENDIX L

JOB SATISFACTION AND SPECIFIC CONTROL VARIABLES

Table L1

JS and Age

Age Groups		JSpay	JSsup	JSprom	JSfrinbene	JSconrws	JSoper_cond	JSowkrs	JSnat_wrk	JScomm
Below 30	<i>M</i>	14.00	19.14	13.64	16.64	15.71	11.79	17.32	19.61	15.86
	<i>N</i>	28	28	28	28	28	28	28	28	28
	<i>SD</i>	2.72	5.10	2.20	3.74	3.86	3.46	4.40	3.48	4.71
30 - 39	<i>M</i>	12.35	19.86	13.14	16.12	14.44	11.19	18.09	19.88	16.67
	<i>N</i>	57	57	57	57	57	57	57	57	57
	<i>SD</i>	2.97	4.27	2.97	4.89	4.51	3.93	3.4	3.79	3.60
40 - 49	<i>M</i>	12.26	17.93	13.41	15.74	15.02	11.79	18.86	20.05	16.56
	<i>N</i>	61	61	61	61	61	61	61	61	61
	<i>SD</i>	3.22	5.56	2.79	4.99	4.82	4.51	4.00	3.54	4.92
50 - 59	<i>M</i>	10.95	17.95	13.41	15.50	13.40	11.44	18.31	19.88	15.90
	<i>N</i>	80	80	80	80	80	80	80	80	80
	<i>SD</i>	3.21	5.76	3.32	5.43	5.02	4.01	4.47	3.75	5.43
60 +	<i>M</i>	11.78	18.52	13.80	16.04	14.87	11.02	18.85	20.81	17.63
	<i>N</i>	54	54	54	54	54	54	54	54	54
	<i>SD</i>	3.66	5.57	3.67	4.69	5.42	4.39	4.06	3.10	4.39
Total	<i>M</i>	11.99	18.56	13.45	15.89	14.48	11.42	18.39	20.07	16.53
	<i>N</i>	280	280	280	280	280	280	280	280	280
	<i>SD</i>	3.31	5.36	3.10	4.91	4.88	4.11	4.10	3.57	4.73

Table L2

JS and Age ANOVA

		ANOVA				
		Sum of Squares	df	Mean Square	<i>F</i>	Sig.
JSpay	Between Groups	214.02	4	53.51	5.18	.00
	Within Groups	2839.92	275	10.33		
	Total	3053.94	279			
JSprom	Between Groups	13.19	4	3.30	.339	.851
	Within Groups	2674.21	275	9.72		
	Total	2687.40	279			
JSup	Between Groups	159.52	4	39.88	1.40	.24
	Within Groups	7841.33	275	28.51		
	Total	8000.84	279			
JSfrinbene	Between Groups	33.26	4	8.32	.34	.85
	Within Groups	6705.53	275	24.38		
	Total	6738.79	279			
JSconrws	Between Groups	161.85	4	40.46	1.72	.15
	Within Groups	6478.03	275	23.56		
	Total	6639.87	279			
JSoper_cond	Between Groups	23.62	4	5.91	.345	.85
	Within Groups	4700.49	275	17.09		
	Total	4724.11	279			
JScowkrs	Between Groups	62.23	4	15.56	.92	.45
	Within Groups	4638.34	275	16.87		
	Total	4700.57	279			
JSnat_wrk	Between Groups	41.14	4	10.29	.81	.52
	Within Groups	3506.57	275	12.75		
	Total	3547.71	279			
JScomm	Between Groups	110.83	4	27.71	1.24	.29
	Within Groups	6128.94	275	22.29		
	Total	6239.77	279			

Table L3

JS and Gender

Gender		JSpay	JSprom	JSup	JSfrinbene	JSconrws	JSoper_cond	JScowkrs	JSnat_wrk	JScomm
Female	Mean	11.80	13.12	18.45	15.97	13.99	11.41	18.22	19.97	16.78
	N	209	209	209	209	209	209	209	209	209
	Std. Deviation	3.36	3.15	5.36	5.10	4.92	4.01	4.30	3.55	4.62
Male	Mean	12.39	14.22	18.85	15.73	15.68	11.26	18.89	20.34	16.83
	N	74	74	74	74	74	74	74	74	74
	Std. Deviation	3.20	2.90	5.35	4.29	4.61	4.45	3.52	3.55	5.03
Total	Mean	11.96	13.41	18.55	15.90	14.43	11.37	18.40	20.07	16.50
	N	283	283	283	283	283	283	283	283	283
	Std. Deviation	3.32	3.13	5.35	4.89	4.89	4.12	4.11	3.55	4.74

Table L4

JS and Gender ANOVA

		ANOVA				
		Sum of Squares	df	Mean Square	<i>F</i>	Sig.
JSpay	Between Groups	18.90	1	18.90	1.72	.19
	Within Groups	3096.59	281	11.02		
	Total	3115.49	282			
JSprom	Between Groups	65.15	1	65.15	6.84	.01
	Within Groups	2677.31	281	9.53		
	Total	2742.45	282			
JSsup	Between Groups	9.03	1	9.03	.31	.56
	Within Groups	8064.98	28	28.70		
	Total	8074.01	282			
JSfrinbene	Between Groups	3.06	1	3.06	.13	.72
	Within Groups	6753.36	281	24.03		
	Total	6756.42	282			
JSconrws	Between Groups	155.21	1	155.21	6.63	.01
	Within Groups	6582.20	281	23.42		
	Total	6737.41	282			
JSoper_cond	Between Groups	1.31	1	1.31	.08	.78
	Within Groups	4788.73	281	17.04		
	Total	4790.04	282			
JScowkrs	Between Groups	24.31	1	24.31	1.44	.23
	Within Groups	4743.57	281	16.88		
	Total	4767.88	282			
JSnat_wrk	Between Groups	7.34	1	7.34	.5	.45
	Within Groups	3548.38	281	12.63		
	Total	3555.72	282			
JScomm	Between Groups	11.56	1	11.56	.52	.47
	Within Groups	6297.19	281	22.41		
	Total	6308.75	282			

Table L5

JS and Ethnicity

Ethnic Identification		JSpay	JSprom	JSup	JSfrinbene	JSconrws	JSoper_cond	JScowkrs	JSnat_wrk	JScomm
Other	<i>M</i>	10.83	12.67	18.00	14.58	12.75	9.33	18.42	19.00	16.42
	<i>N</i>	12	12	12	12	12	12	12	12	12
	<i>SD</i>	3.49	2.64	6.45	4.36	5.77	3.68	4.10	4.43	5.79
African American/Black	<i>M</i>	11.13	12.07	17.80	14.00	13.33	11.20	18.40	21.00	15.87
	<i>N</i>	15	15	15	15	15	15	15	15	15
	<i>SD</i>	3.11	2.37	5.65	5.028	3.92	4.26	2.44	2.36	3.83
Asian/Asian American/ Asian Indian	<i>M</i>	12.20	13.75	19.75	14.25	15.50	8.50	17.25	21.25	12.00
	<i>N</i>	4	4	4	4	4	4	4	4	4
	<i>SD</i>	3.30	2.75	2.22	4.79	6.45	3.32	4.79	1.500	3.27
Caucasian/White/ NonHispanic	<i>M</i>	12.	13.56	18.56	16.09	14.56	11.51	18.47	20.04	16.61
	<i>N</i>	241	241	241	241	241	241	241	241	241
	<i>SD</i>	3.31	3.15	5.35	4.92	4.84	4.16	4.15	3.5	4.68
Hispanic/Latino/ Spanish	<i>M</i>	13.0	12.64	19.64	16.55	14.64	11.82	17.18	20.09	16.55
	<i>N</i>	11	11	11	11	11	11	11	11	11
	<i>SD</i>	3.70	3.78	5.14	4.68	5.80	3.34	5.33	4.01	5.91
Total	<i>M</i>	11.96	13.41	18.55	15.90	14.43	11.37	18.40	20.07	16.50
	<i>N</i>	283	283	283	283	283	283	283	283	283
	<i>SD</i>	3.32	3.12	5.35	4.89	4.89	4.12	4.11	3.55	4.73

Table L6

JS and Ethnicity ANOVA

		ANOVA				
		Sum of Squares	df	Mean Square	<i>F</i>	Sig.
JSpay	Between Groups	40.45	4	10.11	.914	.46
	Within Groups	3075.04	278	11.06		
	Total	3115.49	282			
JSprom	Between Groups	46.18	4	11.55	1.19	.32
	Within Groups	2696.27	278	9.70		
	Total	2742.45	282			
JSup	Between Groups	30.82	4	7.70	.267	.90
	Within Groups	8043.19	278	28.93		
	Total	8074.01	282			
JSfrinbene	Between Groups	98.86	4	24.72	1.03	.39
	Within Groups	6657.56	278	23.95		
	Total	6756.42	282			
JSconrws	Between Groups	60.78	4	15.20	.63	.64
	Within Groups	6676.62	278	24.02		
	Total	6737.41	282			
JSoper_cond	Between Groups	90.12	4	22.53	1.33	.26
	Within Groups	4699.93	278	16.91		
	Total	4790.04	282			
JScowkrs	Between Groups	22.90	4	5.73	.34	.85
	Within Groups	4744.98	278	17.07		
	Total	4767.88	282			
JSnat_wrk	Between Groups	32.48	4	8.12	.64	.63
	Within Groups	3523.24	278	12.67		
	Total	3555.72	282			
JScomm	Between Groups	90.26	4	22.57	1.01	.40
	Within Groups	6218.49	278	22.40		
	Total	6308.75	282			

Table L7

JS and Geographic Setting

Geographic Setting		JSpay	JSprom	JSsup	JSfrinbene	JSconrws	JSoper_cond	JScowkrs	JSnat_wrk	JScomm
Urban	<i>M</i>	12.27	13.38	18.33	16.48	14.55	11.44	18.06	20.27	16.38
	<i>N</i>	119	119	119	119	119	119	119	119	119
	<i>SD</i>	3.41	3.16	5.34	4.77	4.90	4.10	4.22	3.26	4.92
Suburban	<i>M</i>	12.19	13.51	18.79	15.56	14.77	11.94	18.56	19.95	16.98
	<i>N</i>	98	98	98	98	98	98	98	98	98
	<i>SD</i>	3.42	3.34	5.45	5.06	5.27	4.43	4.013	3.84	4.36
Rural	<i>M</i>	11.05	13.32	18.61	15.38	13.72	10.42	18.77	19.88	16.00
	<i>N</i>	66	66	66	66	66	66	66	66	66
	<i>SD</i>	2.87	2.70	5.29	4.83	4.25	3.54	4.07	3.65	4.90
Total	<i>M</i>	11.96	13.41	18.55	15.90	14.43	11.37	18.40	20.07	16.50
	<i>N</i>	283	283	283	283	283	283	283	283	283
	<i>SD</i>	3.32	3.12	5.35	4.89	4.89	4.12	4.11	3.55	4.73

Table L8

JS and Geographic Setting ANOVA

		ANOVA				
		Sum of Squares	df	Mean Square	<i>F</i>	Sig.
JSpay	Between Groups	71.92	2	35.96	3.31	.04
	Within Groups	3043.58	280	10.87		
	Total	3115.49	282			
JSprom	Between Groups	1.66	2	.83	.09	.92
	Within Groups	2740.79	280	9.79		
	Total	2742.45	282			
JSup	Between Groups	11.53	2	5.77	.20	.82
	Within Groups	8062.48	280	28.80		
	Total	8074.01	282			
JSfrinbene	Between Groups	69.06	2	34.53	1.45	.24
	Within Groups	6687.36	280	23.88		
	Total	6756.42	282			
JSconrws	Between Groups	45.22	2	22.61	.95	.39
	Within Groups	6692.19	280	23.90		
	Total	6737.41	282			
JSoper_cond	Between Groups	93.18	2	46.59	2.78	.06
	Within Groups	4696.88	280	16.78		
	Total	4790.04	282			
JScowkrs	Between Groups	25.57	2	12.78	.76	.47
	Within Groups	4742.31	280	16.94		
	Total	4767.88	282			
JSnat_wrk	Between Groups	8.55	2	4.28	.34	.71
	Within Groups	3547.17	280	12.67		
	Total	3555.72	282			
JScomm	Between Groups	40.81	2	20.40	.91	.40
	Within Groups	6267.94	280	22.39		
	Total	6308.75	282			

Table L9

JS and Work Setting

Work Setting		JSpay	JSprom	JSsup	JSfrinbene	JSconrwd	JSopercond	JScowkrs	JSnat_wrk	JScomm
Other	<i>M</i>	13.06	13.47	18.15	16.71	15.84	12.21	18.19	20.16	16.56
	<i>N</i>	62	62	62	62	62	62	62	62	62
	<i>SD</i>	3.03	3.07	5.99	5.40	5.19	4.21	4.	3.78	4.85
Public VR State	<i>M</i>	10.48	12.27	18.18	15.86	12.27	10.00	17.8	19.54	15.51
	<i>N</i>	114	114	114	114	114	114	114	114	114
	<i>SD</i>	2.77	2.87	5.41	4.61	4.19	3.48	4.15	3.49	4.37
Public VR Federal/Veteran	<i>M</i>	11.54	15.08	17.00	15.54	13.69	9.31	18.31	20.08	15.31
	<i>N</i>	13	13	13	13	13	13	13	13	13
	<i>SD</i>	3.55	2.93	5.28	4.93	4.049	3.50	2.53	3.28	5.53
Private for profit (insurance, individual counseling...)	<i>M</i>	14.00	15.36	20.25	15.71	17.36	13.62	20.27	20.51	19.11
	<i>N</i>	55	55	55	55	55	55	55	55	55
	<i>SD</i>	3.61	2.91	4.39	4.98	4.40	4.78	3.63	3.60	4.65
Private nonprofit (community rehab organization...)	<i>M</i>	11.77	13.33	18.41	15.15	14.62	11.56	17.79	20.82	16.00
	<i>N</i>	39	39	39	39	39	39	39	39	39
	<i>SD</i>	2.69	2.74	5.082	4.80	4.37	3.11	3.10	3.29	4.18
Total	<i>M</i>	11.96	13.41	18.55	15.90	14.43	11.37	18.40	20.70	16.50
	<i>N</i>	283	283	283	283	283	283	283	283	283
	<i>SD</i>	3.32	3.12	5.35	4.89	4.89	4.12	4.11	3.55	4.73

Table L10

JS and Work Setting ANOVA

		ANOVA				
		Sum of Squares	df	Mean Square	<i>F</i>	Sig.
JSpay	Between Groups	557.13	4	139.28	15.12	.00
	Within Groups	2558.36	278	9.20		
	Total	3115.49	282			
JSprom	Between Groups	394.13	4	98.53	11.66	.00
	Within Groups	2348.32	278	8.45		
	Total	2742.45	282			
JSup	Between Groups	217.95	4	54.49	1.93	.11
	Within Groups	7856.06	278	28.26		
	Total	8074.01	282			
JSfrinbene	Between Groups	66.24	4	16.56	.69	.60
	Within Groups	6690.18	278	24.07		
	Total	6756.42	282			
JSconrwd	Between Groups	1135.72	4	283.93	14.09	.00
	Within Groups	5601.69	278	20.15		
	Total	6737.41	282			
JSoper_cond	Between Groups	592.43	4	148.11	9.81	.00
	Within Groups	4197.62	278	15.10		
	Total	4790.04	282			
JScowkrs	Between Groups	247.67	4	61.92	3.81	.01
	Within Groups	4520.21	278	16.26		
	Total	4767.88	282			
JSnat_wrk	Between Groups	64.64	4	16.16	1.29	.28
	Within Groups	3491.08	278	12.56		
	Total	3555.72	282			
JScomm	Between Groups	514.90	4	128.73	6.18	.00
	Within Groups	5793.85	278	20.84		
	Total	6308.75	282			

Table L11

JS and Organization Tenure

Tenure in Current Organization		JSpay	JSprom	JSsup	JSfrinbene	JSconrws	JSoper_cond	JScowkrs	JSnat_wrk	JScomm
0-5 yrs	<i>M</i>	12.51	13.56	18.19	15.20	14.30	11.40	17.71	19.34	15.85
	<i>N</i>	96	96	96	96	96	96	96	96	96
	<i>SD</i>	3.19	2.80	5.90	5.11	4.42	4.08	4.21	3.96	4.76
6-10 yrs	<i>M</i>	11.85	13.88	20.00	16.90	15.54	11.93	19.33	21.06	17.57
	<i>N</i>	72	72	72	72	72	72	72	72	72
	<i>SD</i>	3.41	3.17	4.37	4.58	5.07	4.105	3.85	2.97	4.47
11-15 yrs	<i>M</i>	11.33	13.14	18.26	15.67	13.55	11.19	18.74	19.95	16.64
	<i>N</i>	42	42	42	42	42	42	42	42	42
	<i>SD</i>	3.24	3.32	4.67	4.94	4.41	4.23	3.95	3.36	4.10
16-20 yrs	<i>M</i>	10.45	12.06	17.09	14.88	12.85	11.18	17.58	19.94	15.79
	<i>N</i>	33	33	33	33	33	33	33	33	33
	<i>SD</i>	2.75	3.11	5.60	5.41	5.60	3.92	4.84	3.71	5.59
21-25 yrs	<i>M</i>	12.95	13.55	18.77	16.23	14.91	11.40	18.55	20.09	16.18
	<i>N</i>	22	22	22	22	22	22	22	22	22
	<i>SD</i>	3.51	3.65	4.62	3.75	4.37	3.91	3.56	3.61	4.84
26 + yrs	<i>M</i>	12.44	13.67	17.78	17.72	15.06	9.72	18.89	20.44	17.00
	<i>N</i>	18	18	18	18	18	18	18	18	18
	<i>SD</i>	3.82	3.07	6.92	4.39	6.11	4.79	3.76	2.85	4.92
Total	<i>M</i>	11.96	13.41	18.55	15.90	14.43	11.37	18.40	20.07	16.50
	<i>N</i>	283	283	283	283	283	283	283	283	283
	<i>SD</i>	3.32	3.12	5.35	4.89	4.89	4.12	4.11	3.55	4.73

Table L12

JS and Organization Tenure ANOVA

		ANOVA				
		Sum of Squares	df	Mean Square	<i>F</i>	Sig.
JSpay	Between Groups	147.27	5	29.45	2.75	.02
	Within Groups	2968.22	277	10.72		
	Total	3115.49	282			
JSprom	Between Groups	82.48	5	16.50	1.72	.13
	Within Groups	2659.98	277	9.60		
	Total	2742.45	282			
JSsup	Between Groups	249.56	5	49.91	1.77	.12
	Within Groups	7824.45	277	28.25		
	Total	8074.01	282			
JSfrinbene	Between Groups	218.54	5	43.71	1.85	.10
	Within Groups	6537.88	277	23.60		
	Total	6756.42	282			
JSconbene	Between Groups	217.88	5	43.58	1.85	.10
	Within Groups	6519.52	277	23.54		
	Total	6737.41	282			
JSoper_cond	Between Groups	74.12	5	14.82	.87	.50
	Within Groups	4715.93	277	17.03		
	Total	4790.04	282			
JScowkrs	Between Groups	140.64	5	28.13	1.68	.14
	Within Groups	4627.25	277	16.71		
	Total	4767.88	282			
JSnat_wrk	Between Groups	124.24	5	24.85	2.01	.08
	Within Groups	3431.48	277	12.39		
	Total	3555.72	282			
JScomm	Between Groups	146.71	5	29.34	1.32	.26
	Within Groups	6162.04	277	22.25		
	Total	6308.75	282			

Table L13

JS and Professional Tenure

Professional Tenure		JSpay	JSprom	JSup	JSfrinbene	JSconrws	JSoper_cond	JScowkrs	JSnat_wrk	JScomm
0-5 yrs	<i>M</i>	12.68	13.14	19.15	15.1538	14.85	11.91	18.04	19.65	16.1692
	<i>N</i>	65	65	65	65	65	65	65	65	65
	<i>SD</i>	2.97	2.73	4.73	4.93467	4.25	3.76	4.17	3.86	4.81394
6-10 yrs	<i>M</i>	11.68	13.73	19.17	15.8000	14.57	11.48	18.37	20.65	16.64
	<i>N</i>	60	60	60	60	60	60	60	60	60
	<i>SD</i>	3.72	2.81	5.28	5.22640	5.01	3.78	3.59	3.13	4.09
11-15 yrs	<i>M</i>	10.55	12.30	18.05	16.1250	12.45	10.30	18.50	20.25	15.98
	<i>N</i>	40	40	40	40	40	40	40	40	40
	<i>SD</i>	2.77	2.68	4.95	4.14597	4.52	3.50	3.77	3.50	4.00
16-20 yrs	<i>M</i>	11.91	13.58	17.49	16.4848	14.24	11.21	17.91	20.09	16.88
	<i>N</i>	33	33	33	33	33	33	33	33	33
	<i>SD</i>	3.21	3.23	6.07	4.89337	5.08	3.93	5.50	3.81	5.61
21-25 yrs	<i>M</i>	11.79	12.84	16.82	15.3421	13.45	11.18	17.66	19.37	14.71
	<i>N</i>	38	38	38	38	38	38	38	38	38
	<i>SD</i>	2.92	2.59	5.90	4.84504	4.91	4.73	4.55	3.17	4.60
26 + yrs	<i>M</i>	12.68	14.66	19.51	16.9362	16.30	11.63	19.79	20.30	18.40
	<i>N</i>	47	47	47	47	47	47	47	47	47
	<i>SD</i>	3.75	4.15	5.36	5.04072	5.14	5.0	3.22	3.77	4.91
Total	<i>M</i>	11.96	13.41	18.55	15.9046	14.43	11.3710	18.40	20.07	16.50
	<i>N</i>	283	283	283	283	283	283	283	283	283
	<i>SD</i>	3.32	3.12	5.35	4.89479	4.89	4.12	4.11	3.55	4.73

Table L14

JS and Professional Tenure ANOVA

		ANOVA				
		Sum of Squares	df	Mean Square	<i>F</i>	Sig.
JSpay	Between Groups	143.14	5	28.63	2.67	.02
	Within Groups	2972.36	277	10.73		
	Total	3115.49	282			
JSprom	Between Groups	146.90	5	29.38	3.14	.01
	Within Groups	2595.55	277	9.37		
	Total	2742.45	282			
JSsup	Between Groups	251.62	5	50.32	1.78	.12
	Within Groups	7822.39	277	28.24		
	Total	8074.01	282			
JSfrinbene	Between Groups	112.38	5	22.47	.94	.46
	Within Groups	6644.04	277	23.99		
	Total	6756.42	282			
JSconrws	Between Groups	371.03	5	74.21	3.23	.01
	Within Groups	6366.38	277	22.98		
	Total	6737.41	282			
JSoper_cond	Between Groups	71.43	5	14.29	.84	.52
	Within Groups	4718.61	277	17.04		
	Total	4790.04	282			
JScowkrs	Between Groups	127.93	5	25.9	1.53	.18
	Within Groups	4639.95	277	16.75		
	Total	4767.88	282			
JSnat_wrk	Between Groups	54.31	5	10.86	.86	.51
	Within Groups	3501.41	277	12.64		
	Total	3555.72	282			
JScomm	Between Groups	316.05	5	63.21	2.92	.01
	Within Groups	5992.70	277	21.63		
	Total	6308.75	282			

APPENDIX M

ORGANIZATIONAL COMMITMENT AND SPECIFIC CONTROL VARIABLES

Table M1

OC and Age

Age Groups		OCaff	OCnorm	OCcontine
Below 30	<i>M</i>	34.07	32.89	38.46
	<i>N</i>	28	28	28
	<i>SD</i>	9.47	7.21	9.80
30 - 39	<i>M</i>	35.63	32.12	39.53
	<i>N</i>	57	57	57
	<i>SD</i>	11.11	7.70	10.11
40 - 49	<i>M</i>	36.44	31.49	40.92
	<i>N</i>	61	61	61
	<i>SD</i>	9.95	8.26	9.36
50 - 59	<i>M</i>	35.55	32.15	40.69
	<i>N</i>	80	80	80
	<i>SD</i>	11.63	8.16	10.41
60 +	<i>M</i>	40.37	31.37	39.78
	<i>N</i>	54	54	54
	<i>SD</i>	10.825	8.345	10.21
Total	<i>M</i>	36.54	31.93	40.10
	<i>N</i>	280	280	280
	<i>SD</i>	10.92	8.00	9.98

Table M2

OC and Age ANOVA

ANOVA						
		Sum of Squares	df	Mean Square	<i>F</i>	Sig.
OCaff	Between Groups	1088.92	4	272.23	2.33	.06
	Within Groups	32172.56	275	116.99		
	Total	33261.49	279			
OCnorm	Between Groups	60.57	4	15.14	.23	.92
	Within Groups	17770.86	275	64.62		
	Total	17831.43	279			
OCcontine	Between Groups	167.71	4	41.93	.42	.80
	Within Groups	27644.29	275	100.53		
	Total	27812.00	279			

Table M3

OC and Gender

Gender		OCaff	OCnorm	OCcontine
Female	<i>M</i>	35.90	32.21	41.23
	<i>N</i>	209	209	209
	<i>SD</i>	11.01	8.01	9.56
Male	<i>M</i>	38.36	31.07	37.4
	<i>N</i>	74	74	74
	<i>SD</i>	10.54	8.01	10.68
Total	<i>M</i>	36.55	31.912	40.21
	<i>N</i>	283	283	283
	<i>SD</i>	10.92	8.10	10.00

Table M4

OC and Gender ANOVA

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
OCaff	Between Groups	330.87	1	330.87	2.79	.10
	Within Groups	33317.24	281	118.57		
	Total	33648.11	282			
OCnorm	Between Groups	71.39	1	71.39	1.13	.29
	Within Groups	18017.40	281	64.12		
	Total	18088.79	282			
OCcontine	Between Groups	827.75	1	827.75	8.50	.00
	Within Groups	27343.53	281	97.31		
	Total	28171.28	282			

Table M5

OC and Ethnicity

Ethnic Identification		OCaff	OCnorm	OCcontine
Other	<i>M</i>	30.67	28.33	36.17
	<i>N</i>	12	12	12
	<i>SD</i>	12.71	8.32	12.19
African American/Black	<i>M</i>	34.00	33.07	37.67
	<i>N</i>	15	15	15
	<i>SD</i>	7.94	7.55	8.76
Asian/Asian American/ Asian Indian	<i>M</i>	36.25	28.75	42.00
	<i>N</i>	4	4	4
	<i>SD</i>	8.016	6.70	8.91
Caucasian/White/ Non-Hispanic	<i>M</i>	37.20	32.15	40.55
	<i>N</i>	241	241	241
	<i>SD</i>	10.92	8.05	10.05
Hispanic/Latino/Spanish	<i>M</i>	32.18	30.27	40.00
	<i>N</i>	11	11	11
	<i>SD</i>	11.61	7.54	8.04
Total	<i>M</i>	36.55	31.9117	40.21
	<i>N</i>	283	283	283
	<i>SD</i>	10.92	8.01	9.99

Table M6

OC and Ethnicity ANOVA

ANOVA						
		Sum of Squares	df	Mean Square	<i>F</i>	Sig.
OCaff	Between Groups	826.02	4	206.50	1.75	.14
	Within Groups	32822.09	278	118.07		
	Total	33648.11	282			
OCnorm	Between Groups	256.34	4	64.09	1.00	.41
	Within Groups	17832.45	278	64.15		
	Total	18088.79	282			
OCcontine	Between Groups	334.68	4	83.67	.87	.50
	Within Groups	27836.60	278	100.13		
	Total	28171.28	282			

Table M7

OC and Geographic Setting

Geographic				
Setting		OCaff	OCnorm	OCcontine
Urban	<i>M</i>	36.20	31.89	39.26
	<i>N</i>	119	119	119
	<i>SD</i>	11.42	7.83	10.29
Suburban	<i>M</i>	36.77	31.79	40.78
	<i>N</i>	98	98	98
	<i>SD</i>	10.25	7.82	9.80
Rural	<i>M</i>	36.85	32.14	41.09
	<i>N</i>	66	66	66
	<i>SD</i>	11.12	8.70	9.73
Total	<i>M</i>	36.55	31.91	40.21
	<i>N</i>	283	283	283
	<i>SD</i>	10.92	8.01	9.99

Table M8

OC and Geographic Setting ANOVA

		ANOVA				
		Sum of Squares	df	Mean Square	<i>F</i>	Sig.
OCaff	Between Groups	24.86	2	12.43	.10	.90
	Within Groups	33623.25	280	120.08		
	Total	33648.11	282			
OCnorm	Between Groups	4.94	2	2.47	.039	.96
	Within Groups	18083.85	280	64.59		
	Total	18088.79	282			
OCcontine	Between Groups	189.84	2	94.92	.95	.39
	Within Groups	27981.44	280	99.93		
	Total	28171.28	282			

Table M9

OC and Work Setting

Work Setting		OCaff	OCnorm	OCcontine
Other	<i>M</i>	37.07	30.68	39.34
	<i>N</i>	62	62	62
	<i>SD</i>	11.01	7.06	10.42
Public VR State	<i>M</i>	35.32	31.75	42.02
	<i>N</i>	114	114	114
	<i>SD</i>	10.49	8.16	9.45
Public VR Federal/Veteran	<i>M</i>	35.62	29.23	39.85
	<i>N</i>	13	13	13
	<i>SD</i>	12.13	5.95	12.90
Private for profit (insurance, individual counseling...)	<i>M</i>	38.78	33.87	38.64
	<i>N</i>	55	55	55
	<i>SD</i>	11.66	7.75	9.19
Private nonprofit (community rehabilitation organization...)	<i>M</i>	36.49	32.46	38.67
	<i>N</i>	39	39	39
	<i>SD</i>	10.56	9.51	10.58
Total	<i>M</i>	36.55	31.91	40.21
	<i>N</i>	283	283	283
	<i>SD</i>	10.92	8.01	9.99

Table M10

OC and Work Setting ANOVA

ANOVA						
		Sum of Squares	df	Mean Square	<i>F</i>	Sig.
OCaff	Between Groups	475.53	4	118.88	1.00	.41
	Within Groups	33172.58	278	119.33		
	Total	33648.11	282			
OCnorm	Between Groups	414.01	4	103.50	1.64	.17
	Within Groups	17674.78	278	63.58		
	Total	18088.79	282			
OCcontine	Between Groups	650.34	4	162.59	1.64	.16
	Within Groups	27520.94	278	99.00		
	Total	28171.28	282			

Table M11

OC and Organization Tenure

Organizational Tenure		OCaff	OCnorm	OCcontinue
0-5 yrs	<i>M</i>	33.18	31.84	36.97
	<i>N</i>	96	96	96
	<i>SD</i>	11.67	8.10	10.61
6-10 yrs	<i>M</i>	39.47	31.0	40.33
	<i>N</i>	72	72	72
	<i>SD</i>	9.58	8.16	9.32
11-15 yrs	<i>M</i>	36.93	31.31	43.02
	<i>N</i>	42	42	42
	<i>SD</i>	8.35	8.08	9.59
16-20 yrs	<i>M</i>	34.58	32.58	42.36
	<i>N</i>	33	33	33
	<i>SD</i>	11.77	7.53	9.68
21-25 yrs	<i>M</i>	40.55	33.68	42.73
	<i>N</i>	22	22	22
	<i>SD</i>	9.24	7.52	7.45
26 + yrs	<i>M</i>	40.67	33.94	43.44
	<i>N</i>	18	18	18
	<i>SD</i>	12.42	8.467	9.55
Total	<i>M</i>	36.55	31.91	40.21
	<i>N</i>	283	283	283
	<i>SD</i>	10.92	8.00	9.99

Table M12

OC and Organization Tenure ANOVA

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
OCaff	Between Groups	2497.87	5	499.57	4.44	.00
	Within Groups	31150.24	277	112.46		
	Total	33648.11	282			
OCnorm	Between Groups	233.38	5	46.68	.72	.61
	Within Groups	17855.41	277	64.46		
	Total	18088.79	282			
OCcontine	Between Groups	1822.95	5	364.59	3.83	.00
	Within Groups	26348.33	277	95.12		
	Total	28171.28	282			

Table M13

OC and Professional Tenure

Professional Tenure		OCaff	OCnorm	OCcontine
0-5 yrs	<i>M</i>	33.91	32.80	36.95
	<i>N</i>	65	65	65
	<i>SD</i>	11.77	8.34	10.48
6-10 yrs	<i>M</i>	36.92	31.18	41.18
	<i>N</i>	60	60	60
	<i>SD</i>	9.28	7.69	9.56
11-15 yrs	<i>M</i>	36.60	33.40	41.40
	<i>N</i>	40	40	40
	<i>SD</i>	8.66	7.30	11.30
16-20 yrs	<i>M</i>	38.30	31.18	42.33
	<i>N</i>	33	33	33
	<i>SD</i>	10.68	8.01	8.15
21-25 yrs	<i>M</i>	33.32	30.2105	41.18
	<i>N</i>	38	38	38
	<i>SD</i>	11.23	8.81	9.35
26 + yrs	<i>M</i>	41.06	32.23	40.19
	<i>N</i>	47	47	47
	<i>SD</i>	11.92	7.86	9.79
Total	<i>M</i>	36.55	31.91	40.21
	<i>N</i>	283	283	283
	<i>SD</i>	10.92	8.01	9.99

Table M14

OC and Professional Tenure ANOVA

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
OCaff	Between Groups	1918.49	5	383.70	3.35	.01
	Within Groups	31729.62	277	114.55		
	Total	33648.11	282			
OCnorm	Between Groups	304.16	5	60.83	.95	.45
	Within Groups	17784.63	277	64.20		
	Total	18088.79	282			
OCcontine	Between Groups	987.51	5	197.50	2.01	.08
	Within Groups	27183.77	277	98.14		
	Total	28171.28	282			

APPENDIX N

TOI AND SPECIFIC CONTROL VARIABLES

Table N1

TOI and Age

Age Groups	<i>M</i>	<i>N</i>	<i>SD</i>
Below 30	13.11	28	6.55
30 - 39	12.91	57	6.41
40 - 49	12.30	61	6.22
50 - 59	10.65	80	5.11
60 +	10.56	54	5.42
Total	11.70	280	5.90

Table N2

TOI and Age ANOVA

ANOVA					
	Sum of Squares	df	Mean Square	<i>F</i>	Sig.
Between Groups	319.74	4	79.93	2.34	.06
Within Groups	9401.46	275	34.19		
Total	9721.20	279			

Table N3

TOI and Ethnicity

Ethnic Identification	<i>M</i>	<i>N</i>	<i>SD</i>
Other	13.83	12	4.89
African American/Black	13.33	15	5.65
Asian/Asian American/Asian Indian	16.0	4	6.16
Caucasian/White/NonHispanic	11.33	241	5.91
Hispanic/Latino/Spanish	13.27	11	6.57
Total	11.69	283	5.91

Table N4

TOI and Ethnicity ANOVA

ANOVA					
	Sum of Squares	df	Mean Square	<i>F</i>	Sig.
Between Groups	228.39	4	57.20	1.65	.16
Within Groups	9628.63	278	34.64		
Total	9857.01	282			

Table N5

TOI and Gender

Gender	<i>M</i>	<i>N</i>	<i>SD</i>
Female	11.84	209	6.10
Male	11.26	74	5.36
Total	11.69	283	5.91

Table N6

TOI and Gender ANOVA

ANOVA					
	Sum of Squares	df	Mean Square	<i>F</i>	Sig.
Between Groups	18.42	1	18.42	.53	.47
Within Groups	9838.59	281	35.01		
Total	9857.01	282			

Table N7

TOI and Geographic Setting

Geographic Setting	<i>M</i>	<i>N</i>	<i>SD</i>
Urban	11.71	119	6.41
Suburban	11.70	98	5.50
Rural	11.62	66	5.65
Total	11.69	283	5.91

Table N8

TOI and Geographic Setting ANOVA

ANOVA					
	Sum of Squares	df	Mean Square	<i>F</i>	Sig.
Between Groups	.36	2	.18	.01	1.00
Within Groups	9856.66	280	35.20		
Total	9857.01	282			

Table N9

TOI and Work Setting

Work Setting	<i>M</i>	<i>N</i>	<i>SD</i>
Other	11.47	62	6.03
Public VR State	11.32	114	5.55
Public VR Federal/Veteran	13.54	13	6.77
Private for profit (insurance, individual counseling...)	11.18	55	5.97
Private nonprofit (community rehab organization...)	13.18	39	6.33
Total	11.69	283	5.91

Table N10

TOI and Work Setting ANOVA

ANOVA					
	Sum of Squares	df	Mean Square	<i>F</i>	Sig.
Between Groups	163.423	4	40.86	1.17	.32
Within Groups	9693.58	278	34.87		
Total	9857.01	282			

Table N11

TOI and Organization Tenure

Organization Tenure	<i>M</i>	<i>N</i>	<i>SD</i>
0-5 years	13.80	96	6.87
6-10 years	11.14	72	5.27
11-15 years	10.57	42	4.13
16-20 years	10.85	33	5.65
21-25 years	9.45	22	5.32
26 + years	9.44	18	4.60
Total	11.69	283	5.91

Table N12

TOI and Organization Tenure ANOVA

ANOVA					
	Sum of Squares	df	Mean Square	<i>F</i>	Sig.
Between Groups	726.73	5	145.35	4.41	.00
Within Groups	9130.28	277	32.97		
Total	9857.01	282			

Table N13

TOI and Professional Tenure

Professional Tenure	<i>M</i>	<i>N</i>	<i>SD</i>
0-5 years	14.49	65	6.65
6-10 years	11.28	60	5.33
11-15 years	11.55	40	5.82
16-20 years	10.00	33	5.15
21-25 years	11.68	38	5.63
26 + years	9.62	47	5.08
Total	11.69	283	5.91

Table N14

TOI and Professional Tenure ANOVA

ANOVA					
	Sum of Squares	df	Mean Square	<i>F</i>	Sig.
Between Groups	817.36	5	163.47	5.01	.00
Within Groups	9039.65	277	32.63		
Total	9857.011	282			

APPENDIX O

JOB SATISFACTION, ORGANIZATIONAL COMMITMENT, TOI, AND SPECIFIC CONTROL VARIABLES

Table O1

JS, OC, TOI and Specific Control Variables

Model		Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
		<i>B</i>	Std. Error	Beta		
1	(Constant)	33.657	2.659		12.656	.000
	OCaff	-.225	.041	-.416	-5.512	.000
	OCnorm	-.030	.040	-.041	-.766	.444
	OCcontine	-.122	.029	-.206	-4.146	.000
	JSpay	.036	.111	.020	.319	.750
	JSprom	-.020	.119	-.011	-.170	.865
	JSsup	.037	.074	.033	.493	.622
	JSfrinbene	-.097	.064	-.080	-1.526	.128
	JSconbene	-.108	.102	-.089	-1.053	.293
	JSoper_cond	-.049	.081	-.034	-.602	.548
	JScowkrs	.052	.090	.036	.573	.567
	JSnat_wrk	-.256	.104	-.154	-2.473	.014
	JScomm	-.052	.089	-.042	-.580	.562
2	(Constant)	34.452	2.848		12.098	.000
	OCaff	-.199	.043	-.367	-4.648	.000
	OCnorm	-.035	.041	-.047	-.846	.399
	OCcontine	-.106	.031	-.180	-3.445	.001
	JSpay	-.119	.120	-.067	-.989	.323
	JSprom	-.037	.127	-.020	-.293	.770
	JSsup	.049	.077	.044	.633	.527
	JSfrinbene	-.039	.067	-.032	-.586	.558
	JSconbene	-.199	.105	-.164	-1.886	.061
	JSoper_cond	-.047	.084	-.033	-.564	.573
	JScowkrs	.054	.092	.037	.585	.559
	JSnat_wrk	-.281	.107	-.169	-2.639	.009
	JScomm	-.040	.092	-.032	-.433	.666
	female	.130	.687	.010	.189	.851

Table O1 (cont'd)

Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
	<i>B</i>	Std. Error	Beta		
Age 3039	.639	1.058	.043	.604	.547
age4049	.783	1.105	.055	.708	.479
age5059	-1.348	1.114	-.103	-1.211	.227
age60	.190	1.306	.013	.146	.884
Ethnicother	-.308	1.402	-.011	-.219	.827
EthnicAfAm	.000	1.269	.000	.000	1.000
EthnicAsian	3.374	2.413	.067	1.398	.163
EthnicHisp	1.008	1.453	.033	.694	.489
GeoSub	.109	.650	.009	.168	.867
GeoRural	.234	.730	.017	.320	.749
Wksetother	1.174	.816	.082	1.438	.152
WksetVet	2.834	1.414	.101	2.004	.046
WksetPP	2.412	.956	.162	2.524	.012
WksetPNP	2.331	.907	.136	2.571	.011
OrgTenure6_10	.041	.822	.003	.050	.960
OrgTenure11_15	-1.241	1.001	-.075	-1.239	.216
OrgTenure26	-.576	1.482	-.024	-.389	.698
ProfTenure6_10	-1.265	.817	-.088	-1.548	.123
ProfTenure11_15	-.578	.949	-.034	-.609	.543
ProfTenure21_25	-1.252	1.037	-.072	-1.207	.229
ProfTenure26	-1.286	1.049	-.081	-1.225	.222
OrgTenure1620	-1.372	1.063	-.075	-1.290	.198
OrgTenure12125	-.676	1.320	-.031	-.512	.609

a. Dependent Variable: TOI

Table O2

Coefficients ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4184.031	12	348.669	16.595	.000 ^a
	Residual	5672.980	270	21.011		
	Total	9857.011	282			
2	Regression	4911.377	36	136.427	6.786	.000 ^b
	Residual	4945.634	246	20.104		
	Total	9857.011	282			

a. Predictors: (Constant), JScomm, OCnorm, OCcontine, JSfrinbene, JSnat_wrk, JSpay, JSoper_cond, JScowkrs, JSprom, JSsup, OCaff, JSconbene

b. Predictors: (Constant), JScomm, OCnorm, OCcontine, JSfrinbene, JSnat_wrk, JSpay, JSoper_cond, JScowkrs, JSprom, JSsup, OCaff, JSconbene, WksetPNP, GeoSub, ProfTenure21_25, OrgTenure11_15, EthnicHispanic, EthnicAfAm, Ethnicother, age4049, EthnicAsian, WksetVet, OrgTenure26, OrgTenure1620, female, ProfTenure6_10, Wksetother, GeoRural, age3039, ProfTenure11_15, OrgTenure12125, age60, OrgTenure6_10, WksetPP, ProfTenure26, age5059

c. Dependent Variable: TOI

Table O3

Model Change Statistics

Model	Change Statistics				
	R Square Change	F Change	df1	df2	Sig. F Change
1	.424 ^a	16.595	12	270	.000
2	.074 ^b	1.507	24	246	.065

a. Predictors: (Constant), JScomm, OCnorm, OCcontine, JSfrinbene, JSnat_wrk, JSpay, JSoper_cond, JScowkrs, JSprom, JSsup, OCaff, JSconbene

b. Predictors: (Constant), JScomm, OCnorm, OCcontine, JSfrinbene, JSnat_wrk, JSpay, JSoper_cond, JScowkrs, JSprom, JSsup, OCaff, JSconbene, WksetPNP, GeoSub, ProfTenure21_25, OrgTenure11_15, EthnicHispanic, EthnicAfAm, Ethnicother, age4049, EthnicAsian, WksetVet, OrgTenure26, OrgTenure1620, female, ProfTenure6_10, Wksetother, GeoRural, age3039, ProfTenure11_15, OrgTenure12125, age60, OrgTenure6_10, WksetPP, ProfTenure26, age5059

c. Dependent Variable: TOI

APPENDIX P
REWARDING RESPONSES BY THEME

Service to Others

1. Working with clients.
2. The services I provide to the clients.
3. Helping my consumers.
4. Assisting people with disabilities
5. Trying to help other people
6. Providing professional services
7. Able to help consumers.
8. Helping people find solutions.
9. Working with the clients and seeing their success.
10. Helping persons with disability and being recognized for the effort it takes.
11. Making an impact on the lives of my clients.
12. Helping people.
13. I enjoy working with clients with developmental disabilities. I feel that I make a contribution to their lives.
14. To know that the mission of the organization matches my own and that I can use my talents to benefit the lives of others.
15. The ability to make effective change that benefits others.
16. Enjoy the people and the effort to help individuals grow.
17. Helping others.
18. Assisting persons with disabilities usually related to navigating the medical or legal system.
19. The students I work with.
20. Making a difference in a person's life.
21. My students and colleagues.
22. Providing support and beneficial services for people with disabilities who are really trying to better their lives.
23. Helping people with disabilities.
24. Working with others. I enjoy the interaction, solving problems, and seeing others have success.

25. I provide academic support to disabled students in a private high school. I love working one on one with the students and knowing that my intervention has a direct positive impact on their lives.
27. Love the work, love the clients, love my immediate staff & lots of the campus.
28. The sense that I am making clients feel appreciated and served.
29. Helping consumers and their families.
30. Working with students with disabilities.
31. The opportunity to use my knowledge and experience to assist persons with catastrophic conditions and to assist their families/caregivers.
32. Assisting those in need.
33. Working with the staff as well as the client interaction.
34. The clients.
35. Helping others.
36. My day to day contact with consumers that I work with.
37. Working with people.
38. Working with families of deaf and blind children.
39. I feel as if I help most of my clients in some meaningful way.
40. Helping people.
41. Working with individuals with severe mental illness.
42. The customers/clients.
43. Helping resolve conflict.
44. Giving hope to the client.
45. The opportunity to make a real difference in the lives of the people we serve and to do what I was trained to do.
46. I work for the VA and I love the face to face contact I have with the veterans on my caseload.
47. Helping consumers who truly want to work.
48. Working with consumers and our community rehab partner staff.
49. Helping figure out solutions to problems.
50. The people I serve.
51. Helping others.
52. Helping people and seeing the end result.
53. Providing exceptional service to consumers.
54. The clients I work with.

55. The end game - helping people.
56. Contact with clients.
57. Knowing that I furnish an important service.
58. Helping people.
59. Working with the customers and our front line staff.
60. Interaction with clients and providing solutions for them.
61. Being able to help others.
62. My work with clients.
63. Meeting all sorts of people, problem solving, quick paced.
64. Helping my clients.
65. Working with the mental health population.
66. I enjoy the clientele.
67. Helping people, good benefits.
68. Service to customers and teamwork.
89. The clients I work with.
70. The students that I work with. I enjoy seeing the student grown and mature during their 4 years at high school.
71. Helping clients/students.
72. Helping the patients and doing vocational assessments.
73. Working with our clients and staff.
74. I love working with the clientele and being able to help them; especially because they tend to never feel anybody cares about them (inmates).
75. Clients.
76. I love working with people and helping them.
77. Helping people.
78. My biggest reason for staying is helping the clients.
79. Ability to assist other people.
80. Direct service work with clients.
81. Interacting with people/consumers.
82. Client contact.
83. Helping people.
84. Making a difference for consumers.
85. Reaching clients who fall between the cracks.

86. Customers
87. Working with our consumers.
88. Clients and work schedule.
89. The interactions I have with the clients I work with on a daily basis.
90. The clients I work with.
91. Knowing that I am helping people. I do feel a sense of pride in that.
92. Working with members.
93. The clients that I work with.
94. Helping consumers and coworkers and feeling like I truly make a difference in their lives.
95. I very much enjoy the client contact and working with them.
96. The clients I work with and my coworkers.
97. Helping others and seeing the positive impact my work has on others.
98. Relationships built with consumers, coworkers and community providers.
99. Working with people.
100. Helping the clients.
101. Person to person contact with people that I can help.
102. Helping others learn.
103. Working with our clients and making a positive impact upon their lives.
104. I have been here 27 years and love the work plus the flexibility to participate in my children's activities.
105. Providing accommodations for people with disabilities.
106. Interacting with clients and staff and learning new skills.
107. My clients and my leadership role.

Assisting Others Achieve Their Goals

1. Watching students successfully accomplish short and long term goals.
2. Seeing successes of others.
3. Helping people move forward with their lives.
4. Helping injured workers return to the workforce and feeling appreciated.
5. Being able to help individuals with disabilities overcome their barriers to employment and to achieve employment.
6. Working with people who are actively trying to find employment.
7. Client success.

8. Working with the clients and seeing their success.
9. Opportunity to support others in making positive strides in their lives.
10. Personal interaction with the clients and coworkers in order to help all experience success.
11. Seeing growth and positive change in clients who would otherwise not have the opportunity to do so.
12. Seeing disadvantaged individuals get the same rewards I do from being successfully employed
13. Conceptualizing data and problem solving to help people with disabilities become employed.
14. When truly motivated people follow through and become successfully, gainfully employed.
15. When I can help a client who truly wants help.
16. Assisting people with disabilities return back to work or maintain their jobs.
17. Being able to be a part of a really great team and to work with a diverse client population. It is rewarding to watch clients move along their path of recovery and achieve their goals.
18. Making sure that my clients receive the necessary benefits and services to lead productive lives.
19. Enjoy seeing the customers make changes in their lives that lead to a better way of life for them.
20. Helping people get employed and therefore bettering their life. Also helping people to a better life even when it does not mean employment.
21. Helping clients meet their vocational goals and networking with the local college.
22. When a client is successfully employed and able to support themselves and their families.
23. The ability to help others help themselves.
24. Seeing the changes people make with their lives when given the chance.
25. When you see a client that you're working with grow and can point to concrete changes that they and you recognize.
26. Getting to know people from all walks of life and finding out how they have handled barriers to their success and sometimes being able to help scale some of those barriers.
27. Seeing students benefit from the transition and vocational training curriculum that we have in place.
28. When an individual that I've been working with overcomes barriers and is able to successfully maintain employment and they show appreciation in even the smallest way
29. Helping clients to experience success and see their dreams become reality.
30. Assisting individuals with disabilities to become independent and accomplish goal of securing meaningful work.
31. Assisting persons with disabilities in obtaining enjoyable and permanent employment in

the community.

32. Helping individuals reach their full potential.
33. Seeing individual's complete training and actually going to work. The individual actually expressing gratitude for the assistance the agency provided and the fact that they are happy with their new job and new opportunities.
34. Getting a work site modified or van modified and seeing it being used for employment.
35. Watching my clientele grow through the process.
36. Helping people, who want to work regardless of their disability, realize their unlimited potential.
37. When the clients I serve benefit and are working/happy/productive.
38. I love helping individuals. It is rewarding when they begin to believe in themselves, find employment and are happy.
39. Helping Veterans and seeing the successes of my clients.
40. Working with and assisting clients to stay in their current job or helping them to find new work possibilities.
41. The progress in a client.
42. Enjoy the people and the effort to help individuals grow.
43. Client successes.
44. Independence, accountability for service, and assisting others in life planning issues
45. Seeing progress with clients.
46. I enjoy working with my clients and assisting them in reaching their goals in employment and overcome barriers.
47. Helping people get jobs.
48. Work with students to plan for their future placements.
49. When a Client is rehabilitated for independent living.
50. Helping people become empowered and improving their lives.
51. When my consumers acquire a job.
52. Providing counseling aspect and to guide individuals with disabilities to have a successful employment placement.
53. Being trusted to work one-on-one with customers in planning vocational services appropriate to their goals.
54. Seeing the growth of the clients.
55. When the clients make some progress in their lives and get off benefits independence.
56. Helping people grow and work. It can change their lives for the better.

57. Working with people...helping others, being able to listen and try to help them fix things, get resources.
58. Helping consumers return to work.
59. The satisfaction of helping individuals with disabilities obtain and maintain employment.
60. Helping highly motivated and hardworking students move forward with their lives.
61. Consumer growth and satisfaction.
62. When people tell me how much the agency has helped them reach their goals.
63. Helping young adults with disabilities transition into their future.
64. Assisting clients to better their lives.
65. To be able to help people help themselves to get a job and by so doing, increase their self-esteem and hopefully their financial situation.
66. Helping people with disabilities maximize their vocational potential and obtain employment.
67. Helping people change their lives.
68. Helping individuals obtain their goals and be happy.
69. The opportunity to help change lives and the result of my efforts in the lives of others rehabilitated closures.
70. Working with our clients and making a positive impact upon their lives.
71. Opportunity to positively affect other people.
72. Being able to see young adults grow and progress.
73. Seeing first hand transformation of people's lives.
74. Positive outcomes with clients.
75. I enjoy helping people with disabilities to become successful and I enjoy working with the professional staff.
76. seeing customers achieve employment goals
77. Seeing people get better and attain their goals
78. Helping to make changes so that the quality of life for our consumers is improved.
79. Seeing disabled consumers start out with almost nothing & helping them become successful in the workforce and community.
80. Working with people who have physical disabilities and helping them maintain employment.
81. Helping the client achieve their dream.
82. Seeing my clients reaching their goals and becoming independent.
83. Seeing my clients reach their short and long term goals.
84. Assisting clients to work.

85. Being engaged in the process of positive change in people's lives.
86. When consumers are working and satisfied.
87. The ability to assist consumers to meet their personal vocational goals.
88. Witnessing the progress of clients.
89. Being able to use my expertise and assessment skills to assist a consumer in meeting their employment goals.
90. Client success.
91. When a Customer I assisted with getting employment tells me how wonderful the job is and when they get a job that they actually earning more than I do.
92. Seeing people improve their lives.
93. Seeing the progress in my students.
94. Helping people transition back to work after a period of disability.
95. Helping clients meet their highest potential.
96. Seeing the changes in the clients.
97. Seeing client improvement; helping them gain and maintain employment and improve their quality of life.
98. Helping children with mild to serious disabilities adjust to learning and playing and getting along with peers both disabled and nondisabled and their families.
99. Helping individuals with disabilities reach their goals.
100. Helping clients to become self-sufficient in finding or keeping a job.
101. Learning about resources for reducing homelessness, connecting individuals to them, walking alongside people and motivating them to make the changes they want.
102. When I feel that I am truly able to help someone better their life.
103. Seeing the pride and commitment clients bring to their progress in furthering their community and employment options and acknowledging my part as their guide and counselor.
104. Seeing consumers make progress in their recovery.
105. Helping others and seeing the positive impact my work has on others.
106. Helping Individuals find employment.
107. Placing people with disabilities on jobs.
108. Being able to give back to our nation's veterans is the single most rewarding part of my job, aside from helping individuals with disabilities finds employment.
109. Seeing the successful employment of people with disabilities. Training others
110. I am allowed the flexibility to spend the time needed with each associate that may need my help.

111. The most rewarding is working with the consumers to help them learn work skills. It is rewarding when they improve and are able to obtain employment in the community.

Well-Being

1. Stability.
2. Meeting goals, doing a good job towards the goals.
3. Flexibility.
4. Using my social and verbal skills.
5. The low level of stress.
6. Geography - it is close to my home. No commute.
7. Knowing that I am helping people. I do feel a sense of pride in that.
8. Being self-employed. I am in total control of every aspect of my job.
9. Being able to do the kind of work I like best and am best at.
10. Clients and work schedule.
11. Being able to use my expertise and assessment skills to assist a consumer in meeting their employment goals.
12. I have been here 27 years and love the work plus the flexibility to participate in my children's activities.
13. Autonomy.
14. Utilization of long term higher level skills.
15. Able to work independently.
16. My sense of personal satisfaction.
17. Tenure [5 years] and being comfortable.
18. Autonomy.
19. Each day is another day closer to retirement and I still get a paycheck. Once in a while I get to actually help a client.
20. Completing professional work at a high level.
21. Independence to make case decisions, structure my day, good pay, low supervision.
22. Autonomy.
23. Freedom to work from home.
24. I am CEO.
25. The variety of tasks, the autonomy in how I get the work done, the benefit of seeing results.
26. Salary and flexibility of hours.

27. I feel very comfortable in doing what I am doing and with whom.
28. Independence, accountability for service, and assisting others in life planning issues.
29. Ability to set my own schedule and work on projects that I am interested in.
30. My clients and my leadership role.
31. I'm good at it.
32. Great people within my company, flexible schedule.
33. Small family company.
34. That I have some control and say in what I do.
35. I am using my degree and work with some highly talented people.

Coworkers and Professional Contacts

1. Professional interactions with people in medical, counseling, and vocational services.
2. The clients I work with and my coworkers.
3. Relationships built with consumers, coworkers and community providers.
4. Great boss.
5. My coworkers.
6. My team (coworkers).
7. Working with the customers and our front line staff.
8. Working with consumers and our community rehab partner staff.
9. Sharing an office with good, friendly coworkers.
10. Working with our clients and staff.
11. Supervising staff.
12. I work in a small company with excellent coworkers and a great work environment.
13. It is a small agency so we have a family feel.
14. Team work with my coworkers.
15. Trust and respect among staff and supervisor.
16. Helping consumers and coworkers and feeling like I truly make a difference in their lives.
17. My coworkers.
18. Interacting with clients and staff and learning new skills.
19. Supervision.
20. Working with the staff as well as the client interaction.
21. My students and colleagues.

22. Great people within my company, flexible schedule.
23. I am using my degree and work with some highly talented people.

Pay/Benefits

1. Good health insurance.
2. Having a job that pays the bills.
3. \$\$\$\$.
4. Pay.
5. Money
6. Pay, benefits, especially retirement system. Many of my clients and our interactions remind me of why I entered the field.
7. Each day is another day closer to retirement and I still get a paycheck. Once in a while I get to actually help a client
8. Helping people, good benefits.
9. Independence to make case decisions, structure my day, good pay, low supervision.
10. Pay.
11. Financial.
12. The pay check.
13. Salary and flexibility of hours.

Recognition for Work

1. Customers expressing appreciation of my quality, compassionate services.
2. Feedback from people I work with, being appreciated, coworkers, supervisor.
3. Be valued as an employee and an individual.
4. Seeing individual's complete training and actually going to work. The individual actually expressing gratitude for the assistance the agency provided and the fact that they are happy with their new job and new opportunities.
5. Helping injured workers return to the workforce and feeling appreciated.
6. Knowing that employees benefit from my efforts to help them return to work.
7. Helping persons with disability and being recognized for the effort it takes.
8. The most rewarding part of my job is working with the clients who are appreciative of services they receive and work hard for their goals to become reality.

Training New Professionals

1. The ability to train new counselors.
2. Teaching.
3. Mentoring.
4. Working with graduate level students as they prepare to work within the community.
5. The sense that I am empowering and enabling my employees and doctoral students to excel in their professional lives.

Professional and Career Development

1. Ownership of the agency and ability to innovate with new technics, policy and procedures.
2. Interacting with clients and staff and learning new skills.
3. Being very objective; appreciative of knowledge acquired.

Assisting with Organizational Change

1. Mission and agency improvement.
2. The ability to impact and change the organization.

Nothing

1. None.

APPENDIX Q

FRUSTRATING RESPONSES BY THEME

Tasks/Paperwork

1. Too much to do.
2. Dealing with administration's decisions without considering the effects of field offices; most administrators have not worked in the field and managed a caseload of 200+ clients.
3. The logistics, paperwork, "hoops to jump through" and overall lack of supervision are the most frustrating parts of my job.
4. Individuals that do not follow through with finding employment after completing their training. The amount of paperwork we have to complete and working with equipment that is sometimes really slow in functioning.
5. Paper work, red tape, rules rules rules.
6. Deadlines for work production.
7. I had recently changed fields and it takes time to get established in a new area.
8. Too much paperwork, office politics, not enough pay.
9. Not being able to do as much as one would like for those in need.
10. The bureaucracy and the workload.
11. Outcomes for services and fee for service goals.
12. Report writing - most time consuming but necessary in this particular job - expert witness work.
13. Paperwork, poor communication.
14. The amount of paper work and bureaucracy (management sometimes do not know which path to follow).
15. Data collection and FBA learning and obtaining a license in Behavioral Consultant in PA and starting on LPC for PA.
16. Nightmarish, overwhelming, process-oriented required paperwork.
17. Research.
18. Large caseload--can't spend enough quality time with each client, and extensive paperwork.
19. "Paperwork" in our computer system and constant technical difficulties.
20. Billable time and red tape affiliated with state /federal agencies.
21. Billing hours has become more important than helping people. Rehabilitation is getting lost.
22. Pressure to publish.
23. Work load and demands.

24. Too large of a caseload and not enough pay.
25. Losing benefits, low salary, high workload.
26. Paperwork.
27. Lack of face-to-face customer counseling.
28. The amount of paperwork and technology... needing to be my own secretary for every aspect of my job.
29. An ever increasing amount of paperwork, not enough pay/recognition.
30. The expectations are set at a high level and ongoing learning is continuous.
31. I am working too much and not paid for all of my responsibilities.
32. The lack of parental support and all the paperwork.
33. Too much paperwork, coworkers w/ personal agendas, no acknowledgment for all we do.
34. The paperwork.
35. Clients have to wait ages to get services because of the policy and paperwork to get the service started. This not only kills the spirit of the client but of that of the counselor.
36. The amount of case management and fiscal interruptions such as adding new vendors for purchasing which takes a very long time.
37. Not enough hours in the day to get everything done.
38. Too much to do so I am working long hours and doing more quantity so that quality sometimes suffers.
39. Spending so much time on the computer when I could be counseling customers or meeting with employers both of which I enjoy very much.
40. I do not have time to counsel people due to the large amount of paperwork I must complete.
41. Paperwork and all the changes that take place each time a new administration comes in.
42. Perpetual management and leadership issues, paperwork and a volume caseload.
43. That I all the time receive more and more obligations.
44. The poor salary for master level education is horrible especially for rehab counselor a working for state agencies. The paperwork also increases on a daily bases to include little conformity in policy and procedures.
45. Tasks which are "make work" for the highest levels of leadership - no value added in those tasks.
46. Unequal distribution of work/new cases.
47. Salary of VRC and unmanageable caseloads (at times).
48. Unclear directives from the leadership then come back and say something else that takes me to a different direction that is still unclear and the amount of redundant paperwork.
49. That I have 150 clients and am unable to work effectively with all of them.

50. Documentation.
51. Constant work, have to make time to think big picture.
52. Too much clerical work.
53. The escalating document requirements, not enough rehab aides to help counselors and the new department in which MRS is now housed.
54. Job requirements are more demanding, caseloads too high, no salary increases or incentives.
55. All the paper work.
56. The caseload is high with a lot of documentation; it's up to me to make time for projects or thinking big picture as easy to let the inbox rule you when you should rule it.
57. Too much paper work and requirements change often.
58. Paperwork.
59. The constantly changing rule making from the top.
60. The changing paperwork requirements.
61. Paperwork and regulations
62. The paperwork. I'm not a counselor anymore. We have become case managers.
63. Too much paperwork.
64. Slowness of the process for the client.
65. Too much to do and lack of institutional support for staffing appropriately not feeling that I can benefit my students as much as I want due to large caseload and added job demands.
66. Paperwork, rules.
67. Volume of workload at times.
68. Having too many clients to spend as much time as I would like with each one.
69. Trying to keep up with the great deal of paperwork required.
70. Administrative tasks, meeting numbers and lack of competent supervisors.
71. It frustrating when you look at the time put into paperwork, not giving the counselor a chance to really know the customer. It takes time to work with individuals and to do the job right.
72. Paperwork.
73. Barriers to treatment.
74. Expectations of the State, cookie cutter approach state wants and the few resources they provide.
75. Paperwork.
76. The paperwork is 90 percent of the job not enough support staff. Not a lot of face to face time with clients. Policy is made for to protect the agency not to move clients forward in the most productive way.

77. Sometimes disagreeing with the direction the file is being taken.
78. The escalating document requirements, not enough rehab aides to help counselors and the new department in which MRS is now housed.
79. Paperwork.
80. Too much to do--not enough support.
81. A convoluted, fragmented system of public/private agencies with rigid eligibility criteria that forces people with limited coping skills to adhere to a rigid and confusing bureaucracy. I've seen too many suicides; some of which may have been saved if they could access the available help.
82. Patients that are uncooperative with their treatment plan and excessive paper work.
83. When I feel that I am spending too much time with paperwork or justification of what I am trying to do, rather than just doing a good job of helping.
84. Billing/paperwork.
85. Paperwork, bureaucracy, too much to do with not enough time to do it in - caused by funding issues.
86. Agency's director, some supervisors, coworkers, lack of appreciation by the agency, stressful nature of the job in general.
87. Red tape. Unending regulations and paperwork. No support for the clerical work, which ends up being the bulk of my work!

Bureaucracy/"Red Tape"

1. Dealing with a lot of administration ""red tape"" and budget issues.
2. The bureaucratic nonsense.
3. Too much bureaucracy, process!
4. The bureaucracy; lack of respect as a professional; Supervisors that only care for themselves; Politics.
5. Paper work, red tape, rules rules rules.
6. Red tape plus not being able to have in the individual's treatment plan that they will attend AA or be mediational compliant.
7. The bureaucracy and the workload.
8. The amount of paper work and bureaucracy (management sometimes do not know which path to follow).
9. Billable time and red tape affiliated with state /federal agencies.
10. Red Tape.
11. The bureaucracy.
12. Red tape.

13. Bureaucracy of working for the federal government.
14. The red tape.
15. Red tape, regulatory constraints.
16. Red tape, rules upon rules upon rules. Nothing can be simple!
17. Red tape. Unending regulations and paperwork. No support for the clerical work, which ends up being the bulk of my work!
18. Agency policies/bureaucracy.
19. Bureaucracy, nepotism, and working with incompetent people.
20. Bureaucracy of working for the federal government.
21. Bureaucracy.
22. Red tape and delays.
23. All the red tape you have to deal with in order to help others.
24. The red tape involved; some policies and regulations hinder a counselor's ability to do the job.
25. Wanting to close somebody but cannot because of red tape.
26. Dealing with incompetent people and bureaucracy.
27. Red tape and paperwork.
28. Paperwork, bureaucracy, too much to do with not enough time to do it in - caused by funding issues.
29. Bureaucracy.
30. Red tape. Unending regulations and paperwork. No support for the clerical work, which ends up being the bulk of my work!

Supervision/Leadership

1. The "extra" stuff (i.e. boss saying one thing, doing another; the way others treat the clients, etc.).
2. Dealing with managers.
3. Dealing with administration's decisions without considering the effects of field offices; most administrators have not worked in the field and managed a caseload of 200+ clients.
4. The logistics, paperwork, ""hoops to jump through"" and overall lack of supervision are the most frustrating parts of my job.
5. We have not had a state director for over 3 years. We lack dependable leadership who can make crucial decisions and keep our organization functioning at its most efficient level.
6. The social worker who supervises the rehab counselors & insists he knows all.
7. Supervision and management skills of my current supervisor.

8. The bureaucracy; lack of respect as a professional; Supervisors that only care for themselves; politics.
9. Political red tape and lack of consistency with following guidelines.
10. A lack of accountability with colleagues and sometimes lack of feedback from my supervisor.
11. Decisions on policy and procedure being made by people who've never (or rarely) done the work.
12. This job has a lot of frustrating aspects. The most frustrating to me is the state office always let the clients have their way, even after a professional judgment came from the counselor. I thought this is why they hired counselors, so the counselors can make those professional decisions based on the case and client. The state office staff is too far removed from the reality of working with client's one on one.
13. 1. Parents of high school students with disabilities. 2. My boss. 3. People trying to get free stuff only.
14. Contractors, supervisor, dysfunctional work environment.
15. Totally incompetent management.
16. The amount of paper work and bureaucracy (management sometimes do not know which path to follow).
17. My supervisor and his lack of ethics.
18. The most frustrating part is higher up who go direct you to do things that go against policy
19. Current senior management, decisions made by them without knowing all the facts or understanding the overall impact.
20. Perpetual management and leadership issues, paperwork and a volume caseload.
21. Agency's director, some supervisors, coworkers, lack of appreciation by the agency, stressful nature of the job in general.
22. Organizational culture; disengaged administrators; insufficient resources.
23. My boss.
24. Commute, direct supervisor and lack of communication within the agency.
25. The lack of professionalism in the organization as a whole.
26. Administrative tasks, meeting numbers and lack of competent supervisors.
27. Agency politics - nepotism.
28. Communication; supervisor not always available; working within the laws and working for the state, as nothing happens quickly.
29. Other people not doing their job which delays my performance (support staff). management incompetency.
30. Administration

31. Inconsistency of management direction to staff. Constantly changing their minds on how things should be done instead of helping field staff find smarter ways to work.
32. My supervisor, really it's her supervisor who is a micromanager.
33. Working with a supervisor who is a social worker and not a rehab professional.
34. Attempts by others to micromanage me.
35. Lack of guidance from management.
36. Unrealistic expectations of management.
37. The administration.
38. There is too much overhead management and rules that do not allow me to get the job done.
39. Being supported (in ways that help me) by State Office/Management.
40. Management and contradictory, arbitrary policy.
41. Management not being open to new ideas.
42. The lack of organization and leadership.
43. Lack of leadership.
44. Management.
45. Political red tape and lack of consistency with following guidelines.
46. I feel that my boss is incompetent and lazy.
47. Coworkers or supervisors who are not committed to the cause.

Pay/Benefits

1. Salary freeze - no raises.
2. Frozen wages or chance for promotion. I am retiring the end of July.
3. Outcomes for services and fee for service goals.
4. Too large of a caseload and not enough pay.
5. No way to be promoted, wages
6. An ever increasing amount of paperwork, not enough pay/recognition.
7. Salary of VRC and unmanageable caseloads (at times).
8. Lack of health insurance & regular raises.
9. Lack of pay increases.
10. Our overall benefits do not represent a true reflection of current work demands. No merit increase for 4 years!
11. Funding and payment management.
12. Too much paperwork, office politics, not enough pay.

13. The poor salary for master level education is horrible especially for rehab counselor a working for state agencies. The paperwork also increases on a daily bases to include little conformity in policy and procedures.
14. Job requirements are more demanding, caseloads too high, no salary increases or incentives.
15. I am frustrated with the job market. I am frustrated that the agency has not given pay raises in 4 years.
16. The pay and lack of co-worker interaction.
17. I am working too much and not paid for all of my responsibilities.
18. Federal contracts pay poorly.
19. More work is piled onto me because I do a good job. I'm paid the same as incompetent employees.
20. Lack of pay.
21. Trying to get paid.
22. Pay increases are not what they should be.
23. The limited pay and benefits available.
24. We have not had a raise here in 5 years. The counselor supervisor (my position) pay is terrible. The beginning counselor pay is so low we cannot recruit any qualified people.
25. The lack of room for growth and low salary level.
26. Not appreciated and benefits are not good. Will probably have to seek alternative employment.
27. Employment benefits, communication.
28. Accountability of others and pay.
29. Billable hours.
30. Billable time and red tape affiliated with state /federal agencies.
31. Losing benefits, low salary, high workload.
32. I am overqualified as a PhD candidate working on my dissertation....I am the lowest paid person in our office because I took time out to return to school.
33. Some of the benefits we do not have
34. Lack of respect for my profession and low pay. Lower even than teachers!!

Work Environment

1. Too much to do and lack of institutional support for staffing appropriately not feeling that I can benefit my students as much as I want due to large caseload and added job demands.
2. Paperwork, rules.

3. The constant changes in processes; much of our focus seems to be avoiding litigation versus serving people.
4. Communication; supervisor not always available; working within the laws and working for the state, as nothing happens quickly.
5. The bureaucracy; lack of respect as a professional; Supervisors that only care for themselves; politics.
6. Inter-agency politics. We hire licensed, credentialed professionals and then still treat them as children.
7. Too much to do-not enough support.
8. Individuals that do not follow through with finding employment after completing their training. The amount of paperwork we have to complete and working with equipment that is sometimes really slow in functioning.
9. Internal politics.
10. Administrations idea to embed counselors which isolates them and their ability to effectively staff cases
11. Never knowing where the next referral will come from.
12. How long it takes for new ideas/products to be developed.
13. Cliques are rewarded, outcomes are fudged by those who want and get rewards, and opportunities do not come if you are outside the cliques.
14. Politics.
15. Road-blocks to positive change.
16. The agency.
17. Political aspects of the organization, both in terms of decisions and in terms of hiring and promoting friends rather than quality performing persons.
18. Disorganization of the agency.
19. Contractors, supervisor, dysfunctional work environment.
20. Organizational culture; disengaged administrators; insufficient resources.
21. People in rehabilitation who are stuck on procedure and not creatively thinking about possibilities and choices for their clients.
22. Pace somewhat too fast so as to not get lunch or breaks.
23. Agency politics - nepotism.
24. Political aspects of the organization, both in terms of decisions and in terms of hiring and promoting friends rather than quality performing persons.
25. The escalating document requirements, not enough rehab aides to help counselors and the new department in which MRS is now housed.
26. Lack of communication and staffing.

27. Lack of additional staff.
28. Political influences--the "who you know not what you know" mentality.
29. The paperwork is 90 percent of the job not enough support staff. Not a lot of face to face time with clients. Policy is made for to protect the agency not to move clients forward in the most productive way.
30. Bureaucracy, nepotism, and working with incompetent people.
31. The electronic data client records system.
32. Computer systems not working thus causing paperwork to take longer than it should and not being compensated for time.
33. Internal politics.

Policies/Regulations

1. Management and contradictory, arbitrary policy.
2. Meaningless regulations.
3. Limitations due to financial and insurance restrictions.
4. Politics across campus that prevent/inhibit the growth of Universal Design in Education; lack of ""power"" to influence the folks that COULD help us make this adjustment!
5. Policy and best practices change almost monthly, very difficult to assimilate 1 change with several more popping up. Not given the tools to make things work like management proposed.
6. Massive regulation.
7. Too many regulations and financial limitations.
8. Ridiculous rules that limit our ability to achieve positive outcomes.
10. Changing policies.
11. Working with some of the insurance adjusters and at times administration issues.
12. Working with the State Office to get approval for individuals to attend my program.
13. MN Workers' Compensation is an illogical system and therefore ""crazy making."
14. Poor communication and insurance/state requirements.
15. Finances and ever changing rules and regulations.
16. Federal government administration.
17. Agency bad policies and lack of funds.
18. Agency policies/bureaucracy.
19. Worrying about how the federal staff perceives our work. Changes initiated by the feds.
20. Paperwork and regulations.

21. That there are clients we are not able to help because they do not have the same benefits our clients have under the auto no fault law.
22. Insurance company's caps on what I can bill for my work.
23. The paperwork is 90 percent of the job not enough support staff. Not a lot of face to face time with clients. Policy is made for to protect the agency not to move clients forward in the most productive way.
24. Government regulations.
25. Having the policies get in the way of helping someone when I know it's the right thing to do.
26. Dealing with other agencies such as SS and Medicaid.
27. Cumbersome legal mandates that slow down and stifle my efforts to serve students.
28. Changing reimbursement structure, changes state-wide with no clear direction which pushes staff to the limit in trying to prepare for every scenario.

Coworkers

1. Dealing with incompetent people and bureaucracy.
2. Drama among coworkers.
3. Ability to find qualified candidates for new positions.
4. Too much paperwork, office politics, not enough pay.
5. Supervising and training immature new MA graduates and recent CRCs
6. Basic human shortfalls.
7. Dealing with incompetent insurer claims agents.
8. Too much paperwork, coworkers w/personal agendas, no acknowledgment for all we do.
9. Sometimes it can be frustrating working with colleagues in other units to achieve a goal due to communication breakdown.
10. I am frustrated when classroom teachers don't implement accommodations required by my students (this is rare).
11. More work is piled onto me because I do a good job. I'm paid the same as incompetent employees.
12. People who do not want to help themselves; coworkers who do not carry their weight.
13. The pay and lack of co-worker interaction.
14. Contractors, supervisor, dysfunctional work environment.
15. Union employees.
16. A lack of accountability with colleagues and sometimes lack of feedback from my supervisor.
17. Other people not following through on what they should be doing.

18. I do not allow my job to frustrate me; at times, it frustrates me when others do not put in the effort or do their work.
19. Agency's director, some supervisors, coworkers, lack of appreciation by the agency, stressful nature of the job in general.
20. Coworkers or supervisors who are not committed to the cause.
21. Cliques are rewarded, outcomes are fudged by those who want and get rewards, and opportunities do not come if you are outside the cliques.
22. Politics.
23. Other people not doing their job which delays my performance (support staff; management incompetency).
24. Accountability of others and pay.
25. Inconsistencies in the workplace; High turnover, Lack of personal investment in me as a staff based on my unique status.
26. Bureaucracy, nepotism, and working with incompetent people.
27. Organization is just bringing in more CRCs and trying to increase skills, but upper management is still a bit old school in terms of related skills. They need more legitimate training. The training they provide and value is poor.

Communication

1. Not appreciated and benefits are not good. Will probably have to seek alternative employment.
2. Employment benefits, communication.
3. Inconsistency of management direction to staff. Constantly changing their minds on how things should be done instead of helping field staff find smarter ways to work.
4. Unclear directives from the leadership then come back and say something else that takes me to a different direction that is still unclear and the amount of redundant paperwork.
5. Communication.
6. Communication; supervisor not always available; working within the laws and working for the state, as nothing happens quickly.
7. Paperwork, poor communication.
8. "Paperwork" in our computer system and constant technical difficulties.
9. Communication from administration and the unknown status with government.
10. The bureaucracy; lack of respect as a professional; Supervisors that only care for themselves; politics.
11. Commute, direct supervisor and lack of communication within the agency.
12. Inconsistency and unclear communication.

13. Management not being open to new ideas.
14. Lack of communication and staffing
15. Communication is not good
16. Lack of vision in my company
17. Sometimes it can be frustrating working with colleagues in other units to achieve a goal due to communication breakdown.
18. Agency's director, some supervisors, coworkers, lack of appreciation by the agency, stressful nature of the job in general.
19. The lack of professionalism in the organization as a whole.
20. Poor communication and insurance/state requirements.
21. Some lack of communication within.
22. Feeling that my agency doesn't care if I stay or go. To the agency I'm easily replaced. Not valued.
23. Lack of respect for my profession and low pay. Lower even than teachers!!
24. Overall disrespect from management. Our CEO has referred to rehab counselors as "dinosaurs".
25. Too much paperwork, coworkers w/ personal agendas, no acknowledgment for all we do.
26. An ever increasing amount of paperwork, not enough pay/recognition.
27. Inconsistencies in the workplace; High turnover, lack of personal investment in me as a staff based on my unique status.

Customers/Clients

1. Working with students who do not have the ability to benefit from a college education (cognitive disabilities) - does not matter how much help is provided, they are unlikely to be successful.
2. Having to sometimes deal with unpleasant/unreasonable people.
3. Individuals that are unmotivated and angry.
4. Parents of high school students with disabilities, my boss, people trying to get free stuff only.
5. Workers comp clients.
6. Working with people who take advantage of the system because it is a government agency instead of taking the opportunity handed to them to make changes in their life situations.
7. Individuals that do not follow through with finding employment after completing their training. The amount of paperwork we have to complete and working with equipment that is sometimes really slow in functioning.

8. The person who I interact with from the customer/employer is incompetent.
9. The lack of parental support and all the paperwork
10. Many clients that do not have motivation, desire, employment goal or capacity yet expect the government to do.
11. That people are never happy and things are constantly changing when someone does not like they vocational program.
12. Lack of motivation by clients or a sense of entitlement.
13. Taking too long to deal with individuals who are not producing.
14. The customers/clients.
15. Seeing clients not trying, giving up or simply trying to use the system for short term gains.
16. Noncompliance of injured workers.
17. Parent who do not believe in raising their children to become independent. Stuck on codependency issues/concerns.
18. People who do not want to help themselves; coworkers who do not carry their weight.
19. Consumers treating Vocational Rehabilitation like its Make a Wish Foundation.
20. Clients who are just looking for services and not motivated in seeking employment.
21. Working with people or guardians who have unrealistic goals and will not consider skills level to realistic job options.
22. Patients who are uncooperative with their treatment plan and excessive paper work.
23. Working with people who don't put in much effort.
24. People who want services handed to them but do not want to work to get to where they want to be.

Resources

1. No money or resources to pay for the services my clients need.
2. Agency bad policies and lack of funds.
3. Dealing with a lot of administration ""red tape"" and budget issues.
4. Uncertainty of work availability.
5. The mental health service delivery system being so fragmented, especially within the VA, needed resources not available.
6. Lack of employment opportunities for clients with disabilities.
7. When employers are not open to working with people who have physical disabilities or one in which they can obviously see. or when employers are not educated about the benefits of hiring those with disabilities.
8. Not enough support (IT, HR, Finance, etc.).
9. Lack of funding/finding funding for programming.

10. Lack of time, Lack of resources, LACK OF FUNDING FOR AUTISTIC ADULTS!!!!
11. My inability to deliver the most valuable service of all -- a job!
12. Expectations of the State, cookie cutter approach state wants and the few resources they provide.
13. Depleting resources for people with severe disabilities.
14. The lack of jobs available for low skilled individuals.
15. I am frustrated with the job market. I am frustrated that the agency has not given pay raises in 4 years.
16. Organizational culture; disengaged administrators; insufficient resources.
17. Paperwork, bureaucracy, too much to do with not enough time to do it in - caused by funding issues.
18. Not having the funding to do more for/with the clients.
19. Challenges with finding good job opportunities for people with low skill levels.
20. Funding.
21. Transportation for getting people to work.
22. Finances and ever changing rules and regulations.
23. Having to spend too many hours on work issues and not having enough time for my personal life, especially at my age of 60 when managing my own health and aging mother issues consumes more of my life. Also, it is frustrating how much time I spend on technological challenges of doing my job as opposed to people related issues.
24. Marketing.

Professional and Career Development

1. The lack of room for growth and low salary level.
2. Perceived lack of value.
3. Organization is just bringing in more CRCs and trying to increase skills, but upper management is still a bit old school in terms of related skills. They need more legitimate training. The training they provide and value is poor.
4. Little opportunity to use my skills/experiences.
5. That promotions are not given based on qualifications and performance but for OTHER REASONS.
6. Little opportunity to be "intellectually creative" and practice what I was taught at school. We have to follow a template exactly!
7. Data collection and FBA learning and obtaining a license in Behavioral Consultant in PA and starting on LPC for PA.
8. The expectations are set at a high level and ongoing learning is continuous.

Nothing

1. Nothing really.
2. Nothing.
3. NA.

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