Chapter 1

Introduction

Employee assistance programs were originally developed in order to identify problem employees, including those with substance abuse, as manifested by absenteeism and a deterioration in job performance. Once identified, such employees were steered to a variety of agencies for the purpose of receiving treatment or rehabilitation. The employee assistance program (EAP) has grown in recent years to be much more than a referral agency. In addition to appraisal and referral, the EAP professional is now trained in conflict resolution and crisis management. Gloria Cunningham, a consultant to the EAP profession, stated: "...EAP staff have had to expand, merge or redefine their areas of expertise as they are being asked to assume responsibilities for multiple new roles." (Cunningham, 1994, p9).

In an effort to put all of these duties into focus, the Employee Assistance Professionals Association (EAPA) developed EAP Core Technology - a formal declaration of the essential components of the employee assistance profession (EAPA International, 1998). In addition to the skills mentioned above, the EAP professional is not only a consultant but also a trainer for managers, supervisors and union stewards. The EAP worker also engages in outreach and education of employees and their family members about the availability of EAP services. As the role and duties of the EAP professional have increased in complexity, so too have work-related stresses. Farber (1983) attributed this stress to the long hours of service, the feeling of isolation, and the sense of not having control over one's work. Also mentioned is the indifference or outright interference from administrators and supervisors. These temporal and
administrative constraints have very often turned the work day into a ten-hour proposition, with stress and burnout becoming a genuine threat.

As the EAP professionals' job duties have increased, and the demands for higher productivity have become a workplace reality, burnout, with its attendant decline in productivity, has become a reality. Farber (1983), in his book on stress and burnout in the human services professions, concluded that burnout can be viewed as a process that occurs when workers perceive an imbalance between the work that they do during a given period of time, and what is expected from them during that same time period. To balance the equation, burned out workers begin to give considerably less to their job duties, and may begin to feel less of a sense of commitment to their work, their organization, and their clients.

Changes in role expectation, an increase in duties and responsibilities, longer workdays and an increased workload have raised questions about job satisfaction among people who work in the human services field (Edelwich & Brodsky, 1980). Duffus (1990), in her seminal research on urban counselors, has appealed for additional study in the area of "role conflict" and its expected concomitant decline in job satisfaction. In addition, Brown, et al. (1998) requested that more work be done in the area of gender differences within job satisfaction.

Levine (1995) has concluded that there is a need for research in the field of job satisfaction. After analyzing business reports, and conducting interviews, Levine was convinced that companies and institutions which provide applied social services are willing to invest in research when it can be shown that they will benefit from the results.
General Statement of the Problem

An extensive search of the literature provided no data on the job satisfaction of EAP counselors. Job satisfaction for counseling and related professions has been moderately researched, but very little has been done concerning the job satisfaction of EAP counselors. Job satisfaction is important because it affects the quality of services provided by EAP professionals to their clients (Farber, 1983).

Purpose of the Study

The primary purpose of this study was to investigate job satisfaction among employee assistance program professionals. It was designed to examine and describe the levels of job satisfaction, the sources of job satisfaction and the relationship between the variables in a national sample of EAP professionals. The sample for this study consisted of EAP professionals who work full-time and are members of the Employee Assistance Professionals Association.

Research Questions

The following research questions were addressed:

1. What are the overall levels of job satisfaction of a national sample of EAP professionals?

2. What degree of satisfaction do EAP professionals express with each of the 20 sub-factors of job satisfaction measured by the Minnesota Satisfaction Questionnaire?

3. What is the relationship between overall job satisfaction and selected demographic variables?
Significance of the Study

EAP professionals have been called upon to assist employees in many aspects of their lives. Marital disputes, relationship problems, substance abuse, financial aid, and career counseling are just a few of the many issues that are addressed by EAP professionals. The EAP professional is expected to be able to assist with virtually any problem that presents itself. With this much responsibility, it is not unreasonable to expect that many EAP professionals may be "at risk" in a number of areas associated with job satisfaction. Since reduced job satisfaction has been associated with burnout, distancing from clients, and an uncaring attitude toward others (Spector, 1997), the study of job satisfaction among EAP professionals is necessary if quality services are to be assured.

Job satisfaction studies have provided substantial evidence that organizational outcomes such as the profitability of a business unit, turnover, absenteeism, performance and grievances can be traced directly to how satisfied employees are with their company and their jobs. "Several very large organizations, such as Sears, Southwest Air and USAA Insurance Co., have taken measures aimed expressly at increasing job satisfaction of their employees" (Starkweather & Steinbacher, 1998, p. 110).

Spector's (1997) monograph on job satisfaction related a story about how IBM has conducted employee opinion surveys which, among other things, attempted to measure job satisfaction. The high level of job satisfaction at IBM has been equated to an effective business climate, low turnover rate and an outstanding company reputation. In addition, Spector reported that this high level of employee satisfaction at IBM has resulted in attracting high-quality job applicants. By identifying the elements of job
satisfaction, and then making the necessary changes in corporate policies, procedures and benefits, it is reasoned that organizations can duplicate the IBM experience.

From this study, a number of implications can be drawn which may assist the reader in making judgements about their particular area of interest.

1. Are EAP professionals satisfied with their jobs in general?
2. What are the areas of greatest satisfaction?
3. What are the areas of least satisfaction for EAP professionals?
4. Do selected demographic variables correlate with the job satisfaction of EAP professionals?

Limitations of the Study

The ideal data collection method would be to have every full-time EAP professional complete a questionnaire and information sheet (a census). Unfortunately, this is not possible. By using a sample instead of the entire population, we have made statistical inferences. By doing so, we estimate parameters - characteristics of the entire population of EAP professionals. Such estimates are based on the laws of probability and are best estimates rather than absolute facts (Ary, Jacobs and Razavieh, 1990). Responses drawn from a carefully selected representative sample can allow for useful generalizations to the population (Henry, 1990).

When using a questionnaire to gather data, there is always the possibility of misinterpretation of the questions by the respondents. The researcher may have a clear idea of what the question means, but the respondent may misunderstand or misread the question which would result in a significantly different interpretation. The author of the Minnesota Satisfaction Questionnaire (Weiss, England, and Lofquist, 1967), the
instrument used in this study, has done much to prevent misinterpretation by limiting the scales to five items each, and then keeping the average sentence length to 8.6 words. In addition, he has calculated that the document has an average of 77 one-syllable words per hundred words, and that the questionnaire was written at the 5th grade reading level.

The use of a closed-ended questionnaire such as the Minnesota Satisfaction Questionnaire (MSQ) opens up the possibility to response bias. This is the tendency to respond in certain ways without regard to the question content. Response order effects, yea-saying, acquiescence, and socially desirable responses are some of the pitfalls of questionnaire research (Edwards, Rosenfeld, and Booth-Kewley, 1997). In an effort to counteract response bias, the letter sent out with the questionnaire assured the participants of the confidentiality of the survey data (no name or identifying number on the document), and the necessity for candid responses.

The participants in this study are full-time EAP professionals who at the time of the study (1999) were members of the Employee Assistance Professionals Association. The fact that these participants are members of a professional organization may skew the results of this study toward increased levels of satisfaction. Research has indicated that professional organization membership is positively and significantly associated with job satisfaction (Levinson, Fetchkan & Hohenshil, 1988).

Definition of Terms

The role of the EAP has expanded over the past several years. At one time, the term was virtually synonymous with what is now more commonly known as an occupational alcoholism program (OAP), a program designed specially for the problem drinking employee (Cunningham, 1994). At this time, the employee assistance program
is better understood as referring to a worksite-based (or close by) program designed to assist work organizations in addressing productivity issues. Specifically, the EAP professional works with the client in identifying and resolving personal concerns such as health, marriage and family, couples, financial, gambling, drug, legal, emotional, stress or other personal issues that may affect job performance (EAPA International, 1998). The EAP provides managerial-supervisory consultations and training as well as employee education. In addition, the EAP professional is often involved in a teaching role as the need arises (Masi, 1992). Employees are either self-referred to the company's EAP or a supervisor refers them.

For the purposes of the study, the EAP professional and EAP counselor are defined as individuals who are members of the Employee Assistance Professionals Association (EAPA). This organization is the largest group in the United States representing the interests of EAP professionals. In addition to various membership services, the EAPA has a program to test employee assistance professionals. This is achieved through the Employee Assistance Certification Commission. The purpose of this commission is to govern the certification of individual practitioners in the employee assistance field, otherwise known as Certified Employee Assistance Professionals (CEAP). Qualifications to take the exam include a graduate degree in an EAP related discipline, 2,000 hours experience in an EAP setting, 24 hours of CEAP advisement over a period of 6 months, and training in specific content areas. In some cases, experience can substitute for the degree (EAP Association, 2000).

Job Satisfaction is defined as "an attitude based on an affective (feeling) evaluative response to a job situation" (Jewell, 1990, p. 501). However, for the purposes
of this study, the subjective state "job satisfaction" is a quality that is measured in the form of an overall job satisfaction score on the Minnesota Satisfaction Questionnaire.

An internal EAP program is operated by the company, which hires all staff and establishes policies and procedures. An external EAP uses a vendor to provide services on a contractual basis, usually off-site.

For the purposes of this study national certification refers to current membership in organizations such as Certified Employee Assistance Professionals (EAP Association, 2000), and the National Certified Counselors (NCC) (National Board for Certified Counselors, 2000). In addition, those who have met the requirements for the U. S. Department of Transportation's Substance Abuse Professional (SAP) (U. S. Department of Transportation, 1995) are considered to be nationally certified.

Many of the survey respondents hold professional licenses. For the purposes of this study, professional licenses refer to the following: Psychologist, Medical Doctor, Registered Nurse, Licensed Social Worker, Licensed Mental Health Counselor and Licensed Professional Counselor.

Organization of the Study

This study was prepared to provide information about job satisfaction of EAP professionals in the United States. A description of the problems studied, the purpose of this study, the specific research questions and significance of the study were included in chapter I. In addition, limitations of the study and relevant terms with their operational definitions have been included. Chapter II provides a review of research related to job satisfaction and its elements, and to the instrumentation used to measure it. Chapter III presents a description of the methodology used in this study. Sampling procedures,
instrumentation, information collection techniques and strategies for analysis of the data are included in chapter III. Chapter IV presents an analysis of the data, and chapter V provides an interpretation and discussion of the results.
Chapter II

Review of the Literature

Why do people work? While conventional wisdom dictates that people work for money, other factors should also be considered. There are psychological, sociological, religious and cultural reasons to explain why people work. Also consider the role of family, gender, age, personal beliefs and attitudes regarding why people work (or don't work) (McDaniels, 1992). Another interesting concept as to why people work is the satisfaction that it brings. Job satisfaction, therefore, is seen by many as fundamental in the world of work (Rosenthal, 1989).

Job satisfaction has been one of the most extensively researched topics in the field of "why we work." Locke's (1976) estimate of over 3,000 articles and research papers on job satisfaction was made twenty-five years ago; today, there are probably twice that number. Given the rather extensive volume of research on the topic, little is known about what causes job satisfaction and how the causal processes have actually worked (Jewell, 1990). Past research in the field of job satisfaction has in many cases raised more questions about this concept than it has answered.

To help understand the antecedents of job satisfaction, it is informative to examine the theories of job satisfaction. A recent review of the literature on this subject suggested that there are four commonly discussed theories on job satisfaction. These include Herzberg, Mausner and Snyderman's Two-factor Theory (1959), the Instrumentality Theory (Porter & Lawler, 1968), the Need-Discrepancy Theory (Porter, 1961), and the Facet Satisfaction Theory (Lawler, 1973).
Theories of Job Satisfaction

Two-Factor Theory

The two-factor theory or motivation-hygiene theory was the result of research done in 1957 that led to the belief that job satisfaction and job dissatisfaction are entirely separate issues. Herzberg et al. (1959) postulated that job satisfaction and job dissatisfaction are not two extremes of the same continuum but are separate entities, and the factors that produce job satisfaction have no impact whatsoever on job dissatisfaction.

Herzberg’s two-factor theory postulates that Maslow's lower level needs are a separate issue as compared to the higher needs in the Maslow theory-of-need hierarchy (Maslow, 1943). The physiological and safety needs are considered to be "maintenance" or hygiene and a lack of fulfillment of these needs results in job dissatisfaction. Interestingly, the two-factor theory suggests that job satisfaction is not produced when these maintenance needs are met. These lower level needs are necessary but are not sufficient to qualify as agents of job satisfaction (Herzberg et al., 1959).

The two-factor theory stipulates that job satisfaction is indicated only when Maslow's higher level needs have been met. These higher needs are affection, social standing, esteem and self-actualization, and are known as intrinsic factors of job satisfaction (Herzberg et al., 1959).

The two-factor theory has stimulated much research but little empirical support. A notable exception to this lack of support is a journal article that was written by Brockman (1971). Brockman defended Herzberg’s theory and concluded that the data available at the time supported the two-factor theory. Similarly, Moreno's (1998) dissertation on the job satisfaction of health care workers concluded that there is general
support to Herzberg’s two-factor theory of job satisfaction. Health care workers whose hygiene needs had been met experienced less dissatisfaction and those who experienced higher levels of community integration reported more job satisfaction.

**Instrumentality Theory**

The instrumentality theory is derived from a generic set of principles called the general expectancy theory. The general expectancy theory is a cognitive approach to work motivation first proposed by Vroom (1964). The general expectancy theory was modified by Porter and Lawler (1968) into what is known as the instrumentality theory. This theory posits that it is the worker's expectation that if a job is done in a satisfactory manner, the payoff will be automatic and that job satisfaction will inevitably follow. In addition, the theory holds that there is a correlation between the amount of effort expended on a job and the reward expected. There is little support in the literature for this theory.

One notable exception to the criticisms of the instrumentality theory is a study that was done by Arvey (1972). Participants in the Arvey study had outcomes as predicted by the model. Arvey’s participants were divided into two groups: high-expectancy participants who were told that they were among the top performers in the company, and low-expectancy participants who were not told this. As predicted, participants in the high-expectancy condition (likelihood of 75%) performed better on an experimental production test than did participants in the low-expectancy condition (likelihood of 20%).
Need Discrepancy Theory

Lyman Porter's 1961 study examined how Abraham Maslow's needs hierarchy would predict the job satisfaction of business people and professionals. Porter's theory suggests that most business professionals' basic needs have already been met, and that satisfaction comes about as the person achieves higher levels in the need hierarchy. Satisfaction also results from low discrepancy between what a person needs and what the job offers. Woods' (1998) study of empowerment and the job satisfaction of Navy/Marine officers confirmed elements of Porter's theory. Results of the Woods' study show that job satisfaction is strongly related to empowerment. The findings also showed that intrinsic job satisfaction is more closely related to empowerment than is extrinsic job satisfaction.

Additional support for the need discrepancy theory came from a study done by Szymanski & Parker (1995). Counseling professionals who hired-on or stayed with their respective agencies due to autonomy and challenge were most likely to be satisfied with their job and more likely to stay.

Facet Satisfaction Theory

The facet satisfaction theory posits that the concept of job satisfaction is not one-dimensional. Job satisfaction must be taken apart so that its elements can be examined. The general idea is that each element can be measured and that the concept of job satisfaction is simply the sum of its parts. Some of the facets that might be examined are compensation, working conditions, security, variety, independence, advancement, responsibility, and achievement.
Support for the facet satisfaction theory was found in a study by Brown et al. (1998). Brown used a slightly modified version of the Minnesota Satisfaction Questionnaire to measure the job-satisfaction of school psychologists. The validity of the questionnaire was tested by correlating overall job satisfaction scores from the MSQ with the respondents' overall rating of their job satisfaction as indicated on a separate questionnaire (a personal data form completed at the same time as the MSQ). A Pearson correlation coefficient was computed and found to be significant ($p = .0001$), thereby confirming the validity of the facet-based Minnesota Satisfaction Questionnaire that was used in the Brown study.

**Measurement of Job Satisfaction**

A number of techniques have been developed to measure job satisfaction. Some of the methods that have been mentioned frequently in the literature include rank order studies, sentence completion frames, questionnaires and interviews. Each approach has its benefits and shortcomings.

**Rank Order**

Rank order studies require the participant to place job satisfaction facets in a hierarchical order in relation to their importance to job satisfaction. This method is cost effective, quick and easy to score, but leaves much to be desired in the way of content and validity.

**Sentence Frames**

Sentence frames allow the participant to complete a sentence or phrase. This method is a "projective" means by which the examiner gathers information relating to job
satisfaction that would otherwise not be available. The expense and time involved in collecting data with sentence frames makes its cost prohibitive for many studies.

**The Interview**

The interview seems a logical choice for information gathering. The data collected in an interview is recorded by the interviewer and is usually complete and comprehensive. The downside to the interview method of data collection is that it takes too much time, and is an expensive method to gather data (Edwards et al., 1997).

**The Questionnaire**

The most frequently used method to gather information about job satisfaction is the questionnaire (Jewell, 1990). Schultz (1982) found that questionnaires allow the researcher to investigate a number of factors across a large sample of workers. Moreover, reliability, validity and ease of measurement are added features of the questionnaire method of data collection.

Many researchers prefer to gather information by the use of questionnaires because they are anonymous and therefore encourage honesty, and are cheaper than an interview. Also, it is possible to mail them to participants (Cohen and Manion, 1985).

An example of a job satisfaction questionnaire is the Minnesota Satisfaction Questionnaire. This questionnaire is the result of much effort expended in what is known as the Minnesota studies in vocational rehabilitation, more recently known as the Work Adjustment Project. This is an ongoing series of research studies on the problem of work adjustment (Buros, 1972). The project’s studies are centered upon the theory that workers' adjustment to a job depends on how well an individual's abilities correspond to the ability requirements for that job. Additionally, the studies take into consideration
how well the needs of the worker correspond to the reinforcers available in the work
environment. The original measures of job satisfaction used in the Work Adjustment
Project included the Hoppock Job Satisfaction Blank, and the Employee Attitude Scale.

The Job Satisfaction Blank, which is still in use today, was one of the earliest
questionnaires to examine the relationship of job satisfaction in specific occupations.
Although this questionnaire was considered a valid and reliable scale, the Work
Adjustment Project required a more comprehensive measure.

Likewise, the Employee Attitude Scale (EAS) - a 54 item, Likert (1932) format
questionnaire was not without its shortcomings. Difficulties with the EAS included
cumbersome scoring and over-emphasis on supervision, working conditions and
coworkers. Intrinsic reinforcement factors (type of work, achievement, ability
utilization) were not included on this scale (Weiss et al., 1967).

With all of the pitfalls of the available measures, the Work Adjustment Project, in
1964, developed a new measure in a 20-scale Likert format. The new form sampled both
extrinsic and intrinsic reinforcement concepts, improved scoring schemes, simplified
instructions, and the whole thing was written at the 5th grade reading level. The new
instrument was named the Minnesota Satisfaction Questionnaire.

The Minnesota Satisfaction Questionnaire (MSQ) consists of 20 scales. The
following is a list of the MSQ scales: ability utilization, achievement, activity,
advancement, authority, company polices and practices, compensation, co-workers,
creativity, independence, moral values, recognition, responsibility, security, social
service, social status, supervision-human relations, supervision-technical, variety and
working conditions. These 20 scales comprise specific aspects of work and the work
environment. Each of the 20 MSQ scales has five questions for a total of 100 items. Each of the one hundred items requires the respondent to mark a five point Likert scale. The 100-item survey requires about 15 to 20 minutes to complete. Responses for scoring the 1977 long version of the MSQ are: very dissatisfied, dissatisfied, neither satisfied nor dissatisfied, satisfied, and very satisfied. The responses are arranged on the questionnaire so that very dissatisfied is the first choice proceeding from left to right (Weiss et al., 1967).

Scoring the MSQ is accomplished by calculating the sum of the weights for the items in each sub-scale. There are 20 sub-scales with 5 items each. Each item may be scored (weighed) on a range of 1 through 5, based on the following criteria: very dissatisfied = 1, dissatisfied = 2, neither = 3, satisfied = 4, very satisfied = 5. The general satisfaction score is a derived score. Twenty item scores are systematically taken from the other sub-scales and summed for this result. The targeted items selected from the 100 MSQ items are question numbers: 24, 25, 28, 30, 35, 43, 51, 61, 66, 67, 69, 72, 74, 77, 82, 93, 96, 98, 99, and 100. Raw scores may be converted into percentile scores for comparisons with norm groups. The MSQ manual includes norms on 25 occupational groups. Raw scores may be rank ordered for a hierarchy indicating rank of sub-scales (Weiss et al., 1967).

The MSQ manual has no norms for EAP professionals but does have norms for social workers. The MSQ identifies social workers as those who counsel and aid individuals requiring the assistance of social service agencies. Social work also includes child welfare, family, medical and psychiatric case workers (Weiss et al., 1967). Cunningham (1994), a consultant to the EAP industry makes this point: "Although many
other disciplines are represented, the master's level social worker has emerged as the preferred candidate for EAP positions." The MSQ manual states that in this case, it is acceptable to choose a norm group that is very similar to the individual's job (Weiss et al., 1967).

The reliability of the MSQ is reported to "vary across groups" but in general, the scales have adequate internal consistency reliabilities (Weiss et al., 1967 p.14). These findings are based on Hoyt reliability coefficients for the MSQ scales. The median Hoyt reliability coefficients range from .93 to .78. Of the 567 Hoyt reliability coefficients reported in the MSQ manual, 83% were .80 or higher, and only 3% were lower than .70 (Weiss et al., 1967). Buros (1972) described these reliability figures as satisfactory.

Stability on the scores of the 21 MSQ scales have been established by the test-retest method. For the one-week interval, the median coefficient was .83. For the one-year interval, test-retest coefficients ranged from .71 for ability utilization to .35 for independence. The median coefficient for the 20 scales was .61 (Weiss et al., 1967).

Construct validity is supported by tests conducted by the Work Adjustment Project. Analysis of the data indicates that there is good evidence of construct validity for the following scales: ability utilization, advancement and variety. The seventeen remaining scales also show evidence of construct validity, albeit to a lesser degree. The derived general satisfaction scale has been similarly tested and the results indicate construct validity exists in accordance with expectations from the overriding research framework, Theory of Work Adjustment (Weiss et al., 1967).

Concurrent related validity of the MSQ was demonstrated by one-way analysis of variance. Group differences among the 25 occupational groups were statistically
significant at the $p = .001$ level for both means and variances on all 21 sub-scales. The
data suggests that the MSQ can differentiate among occupational groups, and findings
mirror those reported in the research literature (Weiss et al., 1967).

Extensive use of the MSQ by researchers, including studies focusing on
counselors, have provided additional evidence of its validity as a measure of employee
job satisfaction (e.g., Birdsall 1994; Baird 1995). Birdsall's 1994 study on the job
satisfaction of school counselors used the MSQ and a devised questionnaire. Scores from
the MSQ combined with two items from the devised questionnaire were described by
Birdsall as the best predictors of job satisfaction. This combination of MSQ scores and
questionnaire data accounted for 50% of the variance in Birdsall's study. Baird (1995)
used the MSQ to assess the job satisfaction of college counselors. Before accepting the
MSQ for use in his study, Baird conducted field-testing, peer review and expert review of
the instrument. Results confirmed Baird's belief that the MSQ is an appropriate and valid
measure of job satisfaction.

The MSQ was chosen for this study because it is primarily cognitive in its
measure of job satisfaction. Other available measures of job satisfaction such as the
Facets Scale or the Job Descriptive Index (Smith, Kendall, & Hulin, 1969) are not as
cognitive in their measure, with those instruments having a greater measure of affective
influences. Cognitive measures are "based on a more logical and rational evaluation of
the job conditions. Affective measures are based on emotional aspects of the job
situation" (Moorman, 1993, p. 761). Moreover, "Cognitive measures are less transient
than affective measures and therefore the MSQ would be most appropriate for the
purposes of this study" (Moorman, 1993 p761).
The Minnesota Satisfaction Questionnaire is popular among researchers (Specter, 1997). Reviews of the MSQ have described it as "well developed" (Buros, 1978 p.1680) and as holding up well when compared to the other scales that measure similar constructs. Criticisms have included such points as lack of variety of content, the length of the questionnaire (100 items), and other available instruments can measure the same thing with fewer items. Additionally, the manual that comes with the MSQ lacks in its explanation of the reasoning behind the selection of some of the facets, and there is little information about how the MSQ was developed (Buros, 1978).

In summary, the MSQ gives useable, reliable, valid, well-normed indications of job satisfaction. In addition, the MSQ provides the researcher with a comprehensive breakdown of its component parts: the intrinsic and extrinsic building blocks of job satisfaction (Buros, 1978).

Determinants of Job Satisfaction

Research has identified several situational, social, educational and biological factors that can impact job satisfaction. Among the biological/social influences are gender, age, and race. Situational variables are internal versus external EAP setting and rural versus urban/suburban job site. Educational factors include degree status and job satisfaction as it relates to national certification.

Age

A number of studies have indicated differences among age groups with respect to job satisfaction. The results of these studies generally show an increase in the level of job satisfaction with age (Spector, 1997). In a few studies, the level of job satisfaction actually drops off at about age 55 (Jewel, 1990). One explanation for this downward
trend may be related to the decline in one's physical health. Pre-retirees, because of the feeling of slowing down as a consequence of older age or health problems, may feel less enthusiastic about the day-to-day demands of their job.

**Gender**

The relationship between gender and job satisfaction is a topic that has received a great deal of attention. The findings of the investigations on gender differences in job satisfaction, however, have been somewhat contradictory and permit no neat, cogent statement of the relationship between gender and job satisfaction. For example, Black and Holden (1998) found a group of female psychologists to be less satisfied than males with regard to salary, promotion opportunities, and overall respect. In the same year Kramen-Kahn and Hansen (1998) surveyed a group of female psychotherapists, and found that female therapists reported significantly more rewards and coping strategies than men.

**Race**

As with gender, there is inconsistency in results comparing Caucasian and non-Caucasian Americans' job satisfaction. Weaver (1980), reported that the relationship between job satisfaction and race has been consistent; nonwhites continue to report lower satisfaction with their jobs than do whites. However, Brush, Moch and Pooyan (1987) reported that no evidence has been found to support racial differences across 15 studies of job satisfaction.

**Rural and non-Rural Job Setting**

In rural areas, workers find fewer employment opportunities, lower educational levels and higher unemployment rates. Moreover, there is little public transportation for
workers in rural areas. As a result of these inequities, rural counselors are less satisfied than urban counselors with the infrastructure of the areas where they work (Arnold, Seekins, & Nelson, 1997).

Moreno (1998) researched the job satisfaction of nurse practitioners who work in rural areas. Her findings revealed moderate satisfaction with their job and practice site, but concerns surfaced about personal and professional isolation and working with the medically underserved.

**Internal and External EAP Programs**

An internal EAP program is operated by the company that it serves. The advantage to this is that the company can tailor the program to suit its needs (Wirt, 1998). The counselors who work in these internal programs are actually employees of the company and at times may suffer a "client identity problem". Is the client the employee or is it the employer (Cunningham, 1994)? These role definition issues have a negative impact on job satisfaction (Herman, 1996). Additional problems associated with this arrangement are concerns about privacy and confidentiality.

An external EAP program uses vendors to provide services on a contractual basis. Advantages cited include lower cost, convenience and confidentiality (Wirt, 1998). This arrangement may allow for less role ambiguity and result in higher job satisfaction (Herman, 1996).

**National Certification**

Research into this area suggests that national certification, when combined with other demographic variables, has a significant impact on the job satisfaction of school psychologists (Brown et al., 1998).
Job Satisfaction Studies of Counseling and Related Professions

Numerous studies have been done over the years that have examined job satisfaction of counselors, psychologists, and psychotherapists. Many of these studies have used the MSQ in its original form and, in some cases, a slightly modified form.

Among the notable studies is Evans’ (1993) dissertation on the job satisfaction of substance abuse counselors. Evans found that this group was very satisfied with their jobs. The most influential job satisfaction scales were social service, moral values, and creativity. Conversely, the scales advancement, policy and practices and compensation were the least influential on job satisfaction. Moreover, the study revealed that a surprisingly large percentage of those who responded plan to leave their jobs (58%) within the next five years. This number includes 18% who plan to leave the substance abuse field entirely.

Cianfrini (1996) examined what contributed to burnout for academic and psychological counselors. Among her findings: (a) Burnout was higher for counselors who used avoidant coping strategies and lower for problem-focus coping strategies; (b) overall job satisfaction was positively correlated with personal accomplishment and negatively correlated with emotional exhaustion; (c) time spent on the job doing charting and paperwork was related to greater burnout; and (d) a higher education level was related to less burnout.

Job satisfaction in Cianfrini’s study was positively correlated with personal accomplishment (achievement) and negatively correlated with emotional exhaustion. In addition, correlations revealed that among the demographic features, time spent on the job doing paperwork was related to greater burnout, and educational level was related to
higher personal accomplishment (achievement). A section on recommendations regarding incorporating these findings into training and supervision of counselors is an interesting and unique part of this study.

Hansen (1986) suggested job satisfaction is the result of motivators that are intrinsic to the job. Such motivators include responsibility and accountability, recognition, feelings of achievement, expansion of knowledge, more autonomy, and direct feedback. Hansen further suggested that supervisors give their employees special assignments that can contribute to their development. Unfortunately, Hansen’s study is missing any sense of how "negatives" impact job satisfaction. For example, how do long commutes and limited fringe benefits, lack of variety in the work place and problematic co-workers affect job satisfaction?

Underwood (1991) studied the stress and job satisfaction of therapists. In general, therapists reported above average levels of stress and job satisfaction. Therapists' greatest sources of stress were "red tape" tasks and their greatest sources of satisfaction were "peers" and their interactions.

Brown et al. (1998) examined school psychologists' job satisfaction. Ten years had elapsed since the last comprehensive national study had been done on this population. Results indicated that 86% of the reporting school psychologists were either satisfied or very satisfied with their jobs. MSQ scores suggested that this population was satisfied with most aspects of their jobs. School system policies and practices, and opportunity for advancement, were the only two scales that showed the group's dissatisfaction. Four demographic variables combined to predict increased job satisfaction: female gender, national certification, private practice and intention to remain
in the current job for the next five years. Comparisons of Brown’s group, and the group from 10 years earlier, revealed overall job satisfaction as about equal. The participants were more satisfied with their opportunities for advancement, opportunities to direct others on the job, the technical quality of supervision received, and job security.

Clemons (1988) examined job satisfaction of licensed professional counselors (LPCs) in Virginia. The MSQ was used as a measure for the 20 facets of job satisfaction as well as a measure of general job satisfaction. The findings of this study revealed that 55% of the LPCs who responded to this study were female. Experience was indicated as over 10 years for 74% of those responding and 55% of the sample have been licensed from 5 to 10 years. Of the 294 who responded, all but one had a masters or postmasters degree. Forty-eight percent of those who responded indicated some job stress; however, 79% said they were satisfied with their job. A negative relationship was found between overall occupational stress and job satisfaction. Older counselors in Clemons' study indicated higher levels of job satisfaction.

Much work has been done in the field of job satisfaction of counselors, and related professionals. What is missing from the research literature is a good baseline study on the job satisfaction of EAP professionals.

Summary

There has been considerable research into the construct job satisfaction. Some job satisfaction studies have focused on social work, school guidance counselors and human resource specialists; a few examined LPCs and school psychologists. No studies on the job satisfaction of employee assistance counselors have been detected in the literature, so this may become the baseline for future research in this field. The MSQ was
chosen for this study because of its face validity, its cognitive basis and the fact that it has been in existence long enough to have some norms available.
Chapter III
Methodology

This chapter presents the methodological approach used in this study. The rational for the selected approach, the particular population identified for the study, and the procedures used in sampling are discussed. In addition, the chapter describes the distribution and collection of survey materials.

Research Questions

The procedure detailed in this chapter is based upon the following research questions:

1. What are the overall levels of job satisfaction in a national sample of EAP professionals?

2. What degree of satisfaction do EAP professionals express with each of the 20 sub-factors of job satisfaction measured by the Minnesota Satisfaction Questionnaire?

3. What is the relationship between overall job satisfaction and respondents selected demographic variables?

Participants

The participants selected for this study were EAP professionals who were members of the Employee Assistance Professionals Association, Inc. (EAPA) at the time of the study. Participants have described themselves as full-time, practicing EAP professionals. The sample was randomly selected from the 1999 United States individual membership rolls of the EAP Association. A total of 354 EAPA members have been included in the survey sample mailings. This sample size was chosen based upon
guidelines for determining the size of the sample necessary to be representative of a particular size population (Edwards et al., 1997).

Instrumentation

The extent to which employees in general are satisfied or dissatisfied with their jobs is a question that has been addressed at frequent intervals for many years by means of surveys and questionnaires (Spector, 1997). Each EAP professional selected to participate in this study was asked to complete and return by mail an Individual Information form and the long form of the Minnesota Satisfaction Questionnaire.

Individual Information Form

The Individual Information Form (IIF) was used to gather information about respondents' characteristics and to assist in determining levels of overall job satisfaction.

The first section of the Individual Information Form collected data about the participants' basic background such as age, gender and race. The next section collected information about their preparation and training. The third section of the form is on job setting and finally, there is a section for comments.

In addition to basic background information such as age, gender, and race, respondents were asked to list information about their preparation and training. In this preparation and training section of the Individual Information Form, respondents were asked to indicate their years of EAP experience and current degree status (two-year diploma, bachelors, masters, post-masters certificate, or doctorate). In addition, respondents were asked: to list any professional licenses they might have, whether they have graduated from a dedicated EAP college or university program, if they have graduated from a CACREP (Council for Accreditation of Counseling and Related
Educational Programs) approved program and if they have graduated from a school of social work.

Certification questions on the Individual Information Form include checkoffs for CEAP (certified employee assistance profession), SAP (the U. S. Department of Transportation's new substance abuse professional), and NCC (National Certified Counselors). A space was provided so that the respondent could list any additional credentials.

Lastly, the Individual Information Form was used to gather information relating to job setting. This consists of a section on salary, job title, time spent performing certain duties, intention to remain in the EAP profession, a question concerning gender/pay/promotion, and a comments area finish out the form.

**Minnesota Satisfaction Questionnaire**

The Minnesota Satisfaction Questionnaire (Weiss et al., 1967) has long been popular among researchers. The MSQ surveys major parameters of job satisfaction within selected aspects of the work environment. Each of the 100 items of the MSQ refers to some aspect of the participant's job. The respondent chooses from 5 response alternatives for each item: very dissatisfied, dissatisfied, neither, satisfied, very satisfied. The MSQ manual (Weiss et al.) reports that it takes about 15 - 20 minutes to complete the long-form MSQ, and that it is written at the fifth grade reading level. The long-form used in this study covers 20 facets with five items per facet, for a total of 100 items:

1. Ability utilization. The chance to make use of one's abilities.
2. Achievement. The feeling of accomplishment one derives from a job.
3. Activity. The opportunity for one to stay busy.
4. Advancement. The opportunities for advancement on the job.

5. Authority. The opportunity to tell others their duties.

6. Company policies and practices. The way company policies are put into practice.


8. Co-Workers. The way co-workers get along with each other.

9. Creativity. The opportunity to try new ideas and concepts.

10. Independence. The chance to work alone on the job.

11. Moral values. The work environment that allows one to do things that does not run counter to one's conscience.

12. Recognition. The attention and recognition one gets when doing a good job.

13. Responsibility. The application of one's judgement to the problem at hand.


15. Social service. The opportunity to be of service to others.

16. Social status. The chance to be "somebody" in the community.

17. Supervision-human relations. The quality of the relationships between supervisor and employees.


19. Variety. The opportunity to undertake various kinds of projects and challenges.

20. Working conditions. The structure and physical aspects of one's work.
In addition to the above listed scales, a twenty-item general satisfaction scale is derived from the previous twenty scales yielding a score ranging from 20 to 100. This general satisfaction score has been calculated and reported in chapter V.

Use of the MSQ makes it possible to obtain a more individualized picture of job satisfaction than is available on a global type scale that asks, "To what extent are you satisfied with your job?" The individualized measurement format of the MSQ is useful because two individuals may express the same amount of general satisfaction with their work but for entirely different reasons. For example, employee "A" may be satisfied with work because it provides a pleasant work environment and good pay. Employee "B" may be equally satisfied but for different reasons - independence and variety of duties. People find satisfaction in their jobs for different reasons and the MSQ document these preferences (Weiss et al., 1967).

Included in the manual for the MSQ is a section on normative data, including conversion from raw score to percentiles in 25 occupations. Social worker norms are available in the MSQ handbook (Weiss et al., 1967), and will be presented in chapter V for comparisons.

The long-form MSQ is self-administering and item-rating instructions appear on the top of each page. There is no time limit on the MSQ, but the MSQ manual reports that the long form is typically completed in 15 to 20 minutes (Weiss et al., 1967).

Albright (1972), in his review of the MSQ, describes the scale reliability as very satisfactory. Hoyt reliability coefficients were computed for 27 occupational groups for all 20 scales plus the general satisfaction scale. The median Hoyt reliability coefficients ranged from .93 on advancement and recognition to .78 for responsibility. Of the 597
Hoyt reliability coefficients reported in Section III-B of the MSQ manual (Weiss et al., 1967), 83% were .80 or higher and less than 3% were lower than .70.

Stability of the MSQ was demonstrated by the test-retest method as documented on page 18 of the MSQ handbook (Weiss et al., 1967). Two groups of participants were retested. One group was retested at one week and the next group was retested at one year. For the one-week group, the scale correlation median was .83. The one-year group retest correlations were lower, ranging from .35 for independence to .71 for ability utilization, with a median of .61.

Evidence for the validity of the MSQ is described on page 16 of the MSQ manual (Weiss et al., 1967). In this section, construct validity for the MSQ is described as being derived from previous studies done on the Minnesota Importance Questionnaire (MIQ). The MIQ uses many of the same scales as the MSQ and so it is assumed that the findings for the MIQ cross over to the MSQ. Analysis of the data yielded good evidence of construct validity for ability utilization, advancement and variety scales. The remaining scales also showed evidence of construct validity albeit to a lesser degree. Evidence for the validity of the MSQ as a measure of general job satisfaction comes from studies based on a conceptual framework for research called the Theory of Work Adjustment. The results of these studies indicated that the MSQ measured satisfaction in accordance with expectations from this standard (Weiss et al.).

Concurrent validity data are found on page 19, Table 3, of the MSQ manual (Weiss et al., 1967). An analysis of variance was done by Weiss to see if there were significant differences in means and variances among 25 occupational groups. The findings revealed that there were significant differences (p < .001) for the 20 scales and
the derived general satisfaction scale. The authors concluded that the MSQ can differentiate among occupational groups and therefore, concurrent validity is established.

Factor analysis supports the content validity of the MSQ. Intercorrelations of the 21 MSQ scales were computed for fourteen norm groups of 100 participants each. In general, about half the variance was accounted for by extrinsic factors and the remaining variance is accounted for by intrinsic satisfaction factors. The results of this study are described on page 22 of the MSQ manual (Weiss et al., 1967).

Missing scores have been handled in accordance with the MSQ manual (Weiss et al., 1967). In the event a score was missing for one of the five items in the scale, the modal score value determined from the four remaining items will have been used to fill in the missing score.

Data Collection

The survey materials used in collecting data were sent and returned by mail. Mail surveys have been associated with economy, efficiency, avoidance of interview error, and improved responsiveness from respondents. Moreover, the questionnaire tends to be more reliable, saves time and money when compared to interviews, and can be sent anywhere for the cost of a stamp (Cohen & Manion 1985).

Pre-Letters

Cover letters that use appeals from high-level sponsors (e.g., a letter from a research committee chairperson) produce a small but consistent gain in response rates (Edwards et al., 1997). Cover letters were mailed to all those selected to participate in the present study. These letters described the study's purpose, the anonymity of survey responses, and the importance of participation in the study.
First Mailing

The 354 selected participants were mailed a survey form with a letter explaining the importance of the study and thanking them for their cooperation. Postage paid envelopes for returning the forms and a small incentive gift were included in each mailed packet. As suggested by Babbie (1989), a separate postcard with the subject's name was included in the mailing; the respondent was asked to return this separately, indicating the respondent has completed the survey. This method preserves anonymity yet facilitates tracking of respondents so follow-up mailings can be targeted only to non-respondents.

Follow-Up

A follow-up postcard reminder was mailed on day 12. A third mailing, comprised of a complete package of survey materials and a second cover letter was sent on day 19 to all known non-respondents.

Data Analysis

Data from the returned surveys were entered into a desktop PC that contained the current version SPSS statistics software (SPSS Graduate Pack 8.0 for Windows, 1998). The statistical procedures incorporated in this study were chosen to answer the specific research questions previously listed, and are described below.

Individual Information Form

Responses on the Individual Information Form are treated as categorical or continuous variables. Categorical variables include gender and race, possession of one or more EAP/ counseling related certificates, degree or diploma, possession of a professional license, graduation from an EAP specialization program at a college or university, job title, CACREP program graduate, and internal versus external EAP.
Continuous variables consists of years of experience as an EAP professional, total years in the helping profession, age, salary, percentage of time spent each week performing counseling duties, training/presentations and administration/paperwork.

Seven of the items from the Individual Information Form were selected for special statistical analysis. T-tests and one-way analysis of variance were used to determine if significant differences existed in the level of job satisfaction among EAP professionals relative to selected demographics. The selected demographics appear below:

1. Age. Age has been shown to be a predictor of job satisfaction among counseling professionals (Clemons, 1988). Career counselors have found this kind of information useful in advising students about career choices.

2. Gender. Kramen-Kahn and Hansen (1998) reported that female therapists in their study experienced significantly more rewards (job satisfaction) than did male therapists.

3. Race. Within certain industries, race has been shown to be a reliable predictor of job satisfaction. Human resources professionals have used survey data to plan strategies to boost career attainments of minority workers (Moore, 1998).

4. Rural versus urban/suburban job setting. Studies suggest that setting factors impacts counselor job satisfaction (Arnold et al., 1997). Knowledge of these factors can assist planners and administrators in formulating policies and practices that enhance job satisfaction.

5. Internal EAP versus external EAP. Companies that decide to establish an EAP program for their employees must make decisions about the kind of
program that best fit the employee's needs (Wirt, 1998). Job satisfaction research has aided planners and administrators in making informed decisions in this regard.

6. National certification. National certification of professionals who work as counselors, psychotherapists, and psychologists has been shown to have a significant impact on job satisfaction when combined with other demographic factors. (e.g., Brown et al., 1998).

7. Self-report on job satisfaction. Concurrent validity of the study was tested by correlating overall job satisfaction scores from the MSQ with the respondents' overall rating of their job satisfaction as indicated in item 20 of the Individual Information Form (Brown et al., 1998).

Minnesota Satisfaction Questionnaire

For each MSQ sub-scale, there are five job statements with five response options. The response options very dissatisfied, dissatisfied, neutral, satisfied and very satisfied are assigned ordinal weights: 1, 2, 3, 4, and 5 respectively. The sum of the response values for each group of five job statements produce a sub-scale score. These scores may range from 5 to 25 with the higher scores indicating higher levels of satisfaction for that facet. To obtain an overall satisfaction score for individuals, the response weights are summed. Total scores for each respondent could range from 100 (1 X 5 X 20) to 500 (5 X 5 X 20). Using this method, no sub-scale could fall below 5 or exceed 25, and no total score could fall below 100 or exceed 500.

For sub-scale scores and overall satisfaction scores, categories are derived from recognized statistical procedures that assign certain values to each satisfaction interval.
For example, a response option of very satisfied that is weighted as 5 is actually midpoint of an interval from 4.5 to 5.5. These values are then multiplied by the number of items in each sub-scale (5). The resultant 22.5 and 27.5 make up a category or interval. If participant "X" had a response weight of 23, then this falls into the category of very satisfied (22.5 - 27.5) and one may describe that particular respondent as very satisfied with respect to that sub-scale.

For the overall satisfaction score, response option categories were obtained by multiplying each original response option interval by 100. For example, very satisfied has a range of values from 4.5 to 5.5, which becomes 450 to 550. If participant "X" has an overall score of 460, then that overall job satisfaction score may be described as very satisfied.

Statistical Analyses

This study utilizes the following statistical analyses to answer the specific research questions presented earlier:

1. To gain an understanding of the overall level of job satisfaction for employee assistance program professionals, the MSQ score totals of all participants were averaged. This number represents the mean job satisfaction score. In addition, a frequency count based upon the number of respondents on each overall job satisfaction category was used to describe the levels of job satisfaction among employee assistance program professionals.

2. A hierarchy of job satisfaction factors for employee assistance program professionals was constructed by averaging sub-scale scores across
respondents. The resultant means were used to develop 95% confidence intervals for each of the twenty scales on the MSQ.

3. In order to determine the relationship among the overall job satisfaction of the employee assistance program professionals selected for this study, and variables extracted from the Individual Information Form, a number of techniques were employed.

First, all of the variables from the Individual Information Form were examined and presented in a descriptive fashion. Crosstabulation, calculation of percentages, frequency of occurrence, charting and measures of central tendency where utilized where appropriate.

Next, seven of the variables taken from the Individual Information Form were subjected to further analysis. The selection of these variables was based primarily on the findings of previous studies on job satisfaction (e.g., Gruneberg, 1976; Specter, 1997; Baird, 1995). To examine the relationship between this selected group of variables and job satisfaction, a series of t-tests and analysis of variance (ANOVA) were performed. Dichotomous variables were analyzed using t-tests and were calculated to test for significant differences (p < .05) between groups. In the case of multiple comparisons (i.e. 20 MSQ scales), Bonferroni t-critical values were used so as to make allowances for familywise (FW) error rate (Howell, 1997).

Analysis of variables with three or more levels utilized one-way analysis of variance (ANOVA). When significant differences were
indicated (p < .05) between groups, an appropriate post hoc test was performed. For each ANOVA and multiple comparison Bonferroni t-test, a Levene test for homogeneity of variance was performed to determine if the variances were similar between levels (Howell, 1997).

For groups with unequal variances, transformations of the data were done as described on page 108 of the SPSS application guide (1998). This data adjustment resulted in a smaller df value for the affected groups.

Item 20 of the Individual Information Form asks participants to rate their overall level of job satisfaction in their present position. Concurrent validity of the study was tested by correlating overall job satisfaction scores from the MSQ with the respondents overall rating of their job satisfaction as indicated in item 20 of the Individual Information Form. A Pearson correlation coefficient was computed indicating the relationship between these two measures of job satisfaction (Brown et al., 1998).

Summary

This chapter provided a description of the research methods and the underlying rationale for their use in this study. Participants, instrumentation, data collection procedures, data selection, presentation of data, and statistical analyses were also discussed.
Chapter IV

Results of the Study

This chapter contains the results of the data analysis procedures described in chapter III. The results of the data collection procedures are described in the first section. The demographic description of the sample, as collected from the Individual Information Form, is presented in the second section. The third section describes the statistical properties of the Minnesota Satisfaction Questionnaire. The fourth section examines the employee assistance professionals' job satisfaction and concludes with a summary of the findings for each of the three research questions.

Survey Responses

Data were collected through a four-step process: (1) a pre-letter; (2) the initial survey mailing; (3) a postcard reminder; and finally (4) a follow up mailing of survey materials. Of the 354 participants, 211 returned their completed survey materials. This resulted in a return rate of 60%.

Demographic Data

Data collected from the Individual Information Form (IIF) were used to describe the characteristics of the sample, and to develop demographic variables for the study of relationships between those variables and job satisfaction scores.

Primary Job Title

Of the 211 respondents, 102 described themselves as EAP professionals. The remaining 109 were divided among administrators, consultants, therapists and others. See Table 1 for a detailed account of these data.
Table 1

Job Title and Descriptives for EAP Respondents

<table>
<thead>
<tr>
<th>Primary Job Title</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAP professional</td>
<td>102</td>
<td>48.3</td>
</tr>
<tr>
<td>Administrator</td>
<td>43</td>
<td>20.0</td>
</tr>
<tr>
<td>&quot;Other&quot; job title</td>
<td>23</td>
<td>10.9</td>
</tr>
<tr>
<td>Consultant</td>
<td>11</td>
<td>5.2</td>
</tr>
<tr>
<td>Therapist</td>
<td>11</td>
<td>5.2</td>
</tr>
<tr>
<td>Substance abuse professional</td>
<td>6</td>
<td>3.0</td>
</tr>
<tr>
<td>Supervisor</td>
<td>6</td>
<td>3.0</td>
</tr>
<tr>
<td>Marketing</td>
<td>5</td>
<td>2.4</td>
</tr>
<tr>
<td>Human resources</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Intake/assessment counselor</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Social Worker</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Total</td>
<td>211</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Gender

Fifty-two percent of the respondents were female (n = 110), and 48% were listed as male (n = 101).

Age

The mean age of respondents was 48.1 years, median 48 years and the range was 27 through 79 years of age. Figure 1 is a histogram giving frequency, mean age and standard deviation for the age variable. The number of participants in each age category is presented in Table 2.

Degree Status

The percentage of respondents for each level of degree is shown in Table 3. The masters degree was the most frequently reported level of education, at 74%, while the two-year diploma was the least frequently reported, at less than 2%. The bachelors degree was second at 10%, doctorate at 9%, and finally, post-masters degree at 5%. Total graduate degrees for this sample was 186 (88%) and undergraduate degrees totaled 25 (12%).

Yearly Salary

The annual salary distribution is presented in Table 4. The salary range for full time professionals was from a low of $25,000 to a high of $150,000. The first quartile is a maximum of $45,000, the second is $52,000, the third quartile is $61,000 and the fourth quartile tops out at $150,000. Figure 2 is a histogram giving frequency, mean, median and standard deviation for the yearly salary variable.
Figure 1. Age variable distribution. Mean of sample is 48.1 and $SD = 7.65$. 
Table 2

Quartile Age Distribution of EAP Respondents

<table>
<thead>
<tr>
<th>Range</th>
<th>Frequency</th>
<th>Percentage of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.0 - 44</td>
<td>59</td>
<td>28.0</td>
</tr>
<tr>
<td>44.1 - 48</td>
<td>60</td>
<td>28.4</td>
</tr>
<tr>
<td>48.1 - 53</td>
<td>47</td>
<td>22.3</td>
</tr>
<tr>
<td>53.1 - 79</td>
<td>45</td>
<td>21.3</td>
</tr>
<tr>
<td>Total</td>
<td>211</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 3

EAP Respondent Degree Distribution

<table>
<thead>
<tr>
<th>Degree</th>
<th>Count</th>
<th>Percent of responses</th>
<th>Percent of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two year diploma</td>
<td>3</td>
<td>1.4</td>
<td>1.4</td>
</tr>
<tr>
<td>Bachelors</td>
<td>22</td>
<td>10.4</td>
<td>10.4</td>
</tr>
<tr>
<td>Masters</td>
<td>157</td>
<td>74.5</td>
<td>74.5</td>
</tr>
<tr>
<td>Post-masters</td>
<td>11</td>
<td>5.2</td>
<td>5.2</td>
</tr>
<tr>
<td>Doctorate</td>
<td>18</td>
<td>8.5</td>
<td>8.5</td>
</tr>
<tr>
<td>Total</td>
<td>211</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4

Yearly Salary Distribution of EAP Respondents

<table>
<thead>
<tr>
<th>Quartiles</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (25.0 - 45K)</td>
<td>59</td>
<td>28.0</td>
</tr>
<tr>
<td>2 (45.1 - 52K)</td>
<td>49</td>
<td>23.2</td>
</tr>
<tr>
<td>3 (52.1 - 61K)</td>
<td>55</td>
<td>26.1</td>
</tr>
<tr>
<td>4 (61.1 - 150K)</td>
<td>48</td>
<td>22.7</td>
</tr>
<tr>
<td>Total</td>
<td>211</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note. K represents thousands of United States dollars.
Figure 2. Frequency and distribution of yearly salary for EAP respondents. N = 211, Median = 52, Mean = 56 and Standard Deviation = 19.
Race

The overwhelming majority of respondents listed their race as Caucasian (n=202). This group makes up 96% of those who responded to this item. The remaining participants were divided among African American, Hispanic and others. Table 5 presents these data.

Marital Status

Most of the respondents (73%) indicated they were married (n = 153).

Education Major or Specialty

A large percentage of the respondents indicated they had graduated from a program in social work (36%). The next largest group, the graduates from a CACREP (Council for Accreditation of Counseling and Related Educational Programs) institution, made up 13% of the responses. Non-CACREP counseling graduates made up 11% of responses, and Psychology graduates made up 10% of the responses. Marriage and Family graduates made up 6% of the responses, and EAP Special Program graduates accounted for 5% of the responses. Business Administration graduates accounted for 5% of the responses and "other" made up 22% of responses. See Table 6 for these data.

Employee Assistance Program/Counseling Related Certificates

The majority of respondents (n = 170, 80%) have the Certified Employee Assistance Professional (CEAP) credential. The CEAP certificate is available from the Employee Assistance Professionals Association and is obtained by passing an exam, earning credits in specific areas of content, and providing proof of experience (EAP Association, 2000).
Table 5

Race Distribution of EAP Respondents

<table>
<thead>
<tr>
<th>Race</th>
<th>Count</th>
<th>Percent of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>202</td>
<td>95.7</td>
</tr>
<tr>
<td>African American</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>0.9</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>0.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>211</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 6

Education Major or Specialty

<table>
<thead>
<tr>
<th>Program</th>
<th>Count</th>
<th>Percent of Responses</th>
<th>Percent of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAP special program</td>
<td>10</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>CACREP graduate</td>
<td>29</td>
<td>13.0</td>
<td>13.0</td>
</tr>
<tr>
<td>Non-CACREP counseling</td>
<td>23</td>
<td>11.0</td>
<td>11.0</td>
</tr>
<tr>
<td>Degree in social work</td>
<td>76</td>
<td>35.0</td>
<td>36.0</td>
</tr>
<tr>
<td>Psychology</td>
<td>19</td>
<td>09.0</td>
<td>09.0</td>
</tr>
<tr>
<td>Marriage and Family</td>
<td>06</td>
<td>03.0</td>
<td>03.0</td>
</tr>
<tr>
<td>Business Administration</td>
<td>05</td>
<td>02.0</td>
<td>02.0</td>
</tr>
<tr>
<td>Other</td>
<td>47</td>
<td>22.0</td>
<td>22.0</td>
</tr>
<tr>
<td>Total</td>
<td>215*</td>
<td>100.0</td>
<td>101.0*</td>
</tr>
</tbody>
</table>

Note. *Four respondents checked off more than one selection.
The next most frequently listed certification was the Substance Abuse Professional (SAP) which accounted for 67 (32%) of the responses to this question. SAP is the designation for an individual who meets the rule requirements of the United States Government's Department of Transportation, Substance Abuse Professional. The rule requirements state that the SAP must be a licensed physician, psychologist, social worker, certified EAP professional or substance abuse professional (U.S. Department of Transportation [DOT], 1995).

Individuals who successfully complete the National Board for Certified Counselors (NBCC) certificate process are entitled to use the designation National Certified Counselor (NCC). The certificate process includes the following:

- The applicant for the NCC must hold a master's degree in Counseling from a regionally accredited university with a minimum of 48 semester hours in the following courses: Ethics, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, Professional Orientation and Human Growth and Development.

- The applicant must document two years of post-master's counseling experience with 3,000 client contact hours and 100 hours of supervision.

- Provide two professional reference assessments - one being from a recent supervisor.

National Certified Counselors (NCCs) are certified for a period of five years and receive a certificate attesting to this fact (National Board for Certified Counselors, 2000).
Twenty-two of the respondents indicated they were NCCs. See Table 7 for these national certification data.

**Professional Licenses**

For the purposes of this study, professional licenses refer to the following: Psychologist, Medical Doctor, Registered Nurse, Licensed Social Worker, Licensed Mental Health Counselor and Licensed Professional Counselor. The majority of respondents (63%, \( n = 133 \)) held professional licenses.

**Work Setting**

The largest group, those who work in a corporate setting numbered 53 (25%). The next largest group, those who work in a private practice numbered 52 (25%). The remainder are divided among union, academic, medical, government, and other. A full accounting of these data are found in Table 8.

**Rural Versus Urban, Suburban Job Setting**

Respondents indicated that their work setting is most often in the urban areas (46%, \( n = 98 \)). Suburban settings accounted for 40.1% (\( n = 85 \)), and rural settings accounted for 14% (\( n = 29 \)). See Table 9 for these data.

**Internal Versus External EAP**

Most of the respondents indicated they worked in an external EAP. The count for external was 155, and the count for internal was 40. Twelve of the respondents marked both internal and external responses and four respondents did not mark this item. See Table 10 for these data.
Table 7

**Employee Assistance Program/Counseling Related Certificates**

<table>
<thead>
<tr>
<th>National certification/designation</th>
<th>Count</th>
<th>Percent of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified employee assistance professional</td>
<td>170</td>
<td>80.6</td>
</tr>
<tr>
<td>National certified counselor</td>
<td>22</td>
<td>10.4</td>
</tr>
<tr>
<td>Substance abuse professional</td>
<td>67</td>
<td>31.8</td>
</tr>
</tbody>
</table>
Table 8

Work Setting Frequency and Distribution

<table>
<thead>
<tr>
<th>Job setting</th>
<th>Count</th>
<th>Percent of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency</td>
<td>33</td>
<td>15.6</td>
</tr>
<tr>
<td>Corporation</td>
<td>53</td>
<td>25.1</td>
</tr>
<tr>
<td>Union</td>
<td>7</td>
<td>3.3</td>
</tr>
<tr>
<td>Academic</td>
<td>7</td>
<td>3.3</td>
</tr>
<tr>
<td>Medical</td>
<td>30</td>
<td>14.2</td>
</tr>
<tr>
<td>Government</td>
<td>10</td>
<td>4.8</td>
</tr>
<tr>
<td>Private practice</td>
<td>52</td>
<td>24.6</td>
</tr>
<tr>
<td>Other</td>
<td>19</td>
<td>9.1</td>
</tr>
<tr>
<td>Total</td>
<td>211</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 9

Frequency and Distribution of Rural, Urban, and Suburban EAP Settings

<table>
<thead>
<tr>
<th>Job Setting</th>
<th>Count</th>
<th>Percent of responses</th>
<th>Percent of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural EAP</td>
<td>29</td>
<td>13.7</td>
<td>13.7</td>
</tr>
<tr>
<td>Suburban EAP</td>
<td>85</td>
<td>40.1</td>
<td>40.3</td>
</tr>
<tr>
<td>Urban EAP</td>
<td>98</td>
<td>46.2</td>
<td>46.5</td>
</tr>
<tr>
<td>Total</td>
<td>212*</td>
<td>100.0</td>
<td>100.5*</td>
</tr>
</tbody>
</table>

Note. *One respondent checked both Urban and Rural.
Table 10

Frequency and Distribution of Respondents' Job Setting - Internal and External EAP

<table>
<thead>
<tr>
<th>Job setting</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal EAP</td>
<td>40</td>
<td>19.0</td>
</tr>
<tr>
<td>External EAP</td>
<td>155</td>
<td>73.4</td>
</tr>
<tr>
<td>Invalid</td>
<td>16</td>
<td>7.6</td>
</tr>
<tr>
<td>Total</td>
<td>211</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note. The 16 invalid responses resulted from 4 respondents who failed to mark this item and 12 respondents who marked both internal and external EAP.
Plan to Leave Profession

Participants were asked if they planned to leave the EAP profession within the next five years. The majority of responses (n = 160, 76%) said they did not plan to leave. The remaining 51 (24%) indicated they would be leaving the EAP profession within the next five years.

Secondary analysis of the 51 respondents who planned to leave, indicated that 13 (25%) were in internal EAP programs and 39 (75%) reported being in an external EAP program. (One respondent had check both internal and external programs.) More females (n = 30, 59%) planned to leave than did males (n = 21, 41%). The average age for this group was 51 years, median of 50 years, and the range was from 37 to 79 years of age. The average overall job satisfaction score for the group who planned to leave was 369; for those who plan to stay, 389. An independent t-test indicated that there was a significant difference (p = <.05) between the two groups’ job satisfaction scores.

Years Worked as an EAP Professional

Participants were asked how long they had worked as an EAP professional. The range was from 1-30 years, the average was 12.8 years, the median 12 years and the mode 10 years.

Years Worked as a Helping Professional

Participants were asked how long they had worked as a helping professional. The average length of time was 19.6 years, the median length of time was 20 years and the mode was 20 years. The range was from 1 year to 39 years.
Work Duties in a Typical Week

Participants were asked to indicate the percentage of time spent each week in these job functions: individual counseling, group counseling, intake/assessment, training, planning/administrative, paperwork/reports, consultation, and presentations. On average, planning/administration combined with individual counseling account for nearly 50% of the workweek duties. Table 11 present these data.

Gender Impact

Participants were asked if their gender has had a negative impact on their chances for promotion or pay raises. The majority of respondents (85%) indicated that gender had no impact in this area. Males accounted for 93 of the 179 "no" responses and females accounted for 86 of the "no" responses. There were 32 respondents who answered yes to this question - 8 males and 24 females. These details are presented in the crosstabulation, Figure 3.

Secondary analysis of those who believe that gender has had a negative impact on their chances for promotion or pay raises indicated that the average age was 49 years, the median age, 47 years and the range was 35 to 79 years of age. The majority of this group (n = 23, 72%) worked in an external EAP, and 11 (34%) worked in an internal EAP. (Two respondents checked both internal and external). Over half of this group (n = 17, 53%) plan to leave the EAP profession within the next 5 years.

An independent t-test indicated that there was a significant difference in overall job satisfaction scores for the two groups. Those who plan to leave the EAP profession had an average overall job satisfaction score of 349. This score was significantly different from those who did not plan to leave the EAP profession: 390 (p < .01).
Table 11

Job Duties - Weekly Average

<table>
<thead>
<tr>
<th>Job Function</th>
<th>Percent of workweek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning/administration</td>
<td>28.15</td>
</tr>
<tr>
<td>Individual counseling</td>
<td>17.58</td>
</tr>
<tr>
<td>Consultation</td>
<td>14.76</td>
</tr>
<tr>
<td>Training</td>
<td>12.96</td>
</tr>
<tr>
<td>Intake/assessment</td>
<td>10.09</td>
</tr>
<tr>
<td>Paperwork/reports</td>
<td>8.01</td>
</tr>
<tr>
<td>Presentations</td>
<td>6.56</td>
</tr>
<tr>
<td>Group counseling</td>
<td>1.30</td>
</tr>
<tr>
<td>Missing data from IIFs</td>
<td>0.59</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
<tr>
<td>Choice as Marked on IIF</td>
<td>Gender Limitations?</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 3.** Crosstabulation: gender impact on pay and promotion.
Self-Report on Job Satisfaction

Participants were asked to indicate their level of satisfaction with their present position. The respondents were given these five choices: very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied. The majority of respondents chose either satisfied or very satisfied. See Table 12 for details.

Job Prior to Becoming an EAP Professional

The participants were asked to list the job they had just prior to becoming an EAP professional. These responses were numerous with no clear single category or speciality being in the majority. Several respondents indicated they were students prior to becoming EAP professionals, some listed nursing, and few were business managers, sales people, manufacturing, religious leaders, police personnel, career/school counselors, social workers and substance abuse counselors.

High Tech Use

Participants were asked if they use computers and other technology in their job. The majority answered yes (88%, \( n = 186 \)). The most popular uses included computers to keep track of scheduling and office chores, web based e-mail, research, training, progress notes, billing, spread sheets and insurance claims.

Comments on Overall Job Satisfaction and Job Dissatisfaction

The most prevalent components of job satisfaction included a chance to help people, autonomy, respect from superiors and peers, and a variety of daily tasks. Additional satisfiers were opportunities for personal growth, opportunities for learning, freedom to direct and make decisions, a chance to work with major corporations, and challenges consistent with knowledge and experience.
Table 12

Self-Report on Job Satisfaction

<table>
<thead>
<tr>
<th>Satisfaction level</th>
<th>Frequency</th>
<th>Percent of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very dissatisfied</td>
<td>2</td>
<td>.9</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>9</td>
<td>4.3</td>
</tr>
<tr>
<td>Neutral</td>
<td>11</td>
<td>5.2</td>
</tr>
<tr>
<td>Satisfied</td>
<td>105</td>
<td>49.8</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>84</td>
<td>39.8</td>
</tr>
<tr>
<td>Total</td>
<td>211</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The most frequently cited job dissatisfaction issues included increased managed care control, paperwork/reports, agency politics, pay/benefits, and gender inequity/sexism. Additional dissatisfaction issues cited included financial insecurity, working alone, fierce competition from low cost providers, disagreement with company policies, and an overwhelming case load. Appendix C contains additional information on the comments section of the IIF.

The Minnesota Satisfaction Questionnaire

Survey participants returned 211 completed Minnesota Satisfaction Questionnaires. Statistical analysis of the collected data indicated that the questionnaires have provided both reliable and valid information about the job satisfaction of this sample of EAP professionals.

Questionnaire Reliability

Cronbach's Alpha is a model of internal consistency, based on the average inter-item correlation (Jewell, 1990). Cronbach's Alpha was used to estimate the internal consistency of the MSQ scores. The Alpha score on the present study MSQ is .919.

Concurrent Validity

Concurrent validity was computed by correlating overall job satisfaction levels from the MSQ with the respondents’ overall rating of their job satisfaction as indicated in item 20 of the IIF. The Pearson correlation coefficient was computed and found to be .524 (p < .01).

Job Satisfaction Among EAP Professionals

The Minnesota Satisfaction Questionnaire (MSQ) was used to measure job satisfaction among a national sample of EAP professionals. The MSQ scale scores, and
data from the Individual Information Forms (IIFs) combine to form the basis of the results discussed below.

Overall Levels of Job Satisfaction

For the purposes of this study, job satisfaction is a quality that can be measured by the MSQ in the form of a numerical score. This score is derived by adding together all of the 20 scale scores of each respondent. This derived score is then converted into categorical data using the following criteria: a score of 50 through 150 is classified as very dissatisfied. There were no respondent scores within this range. The next category is dissatisfied. Scores that range from 151 to 250 are labeled dissatisfied. There was one respondent who scored in this range. The next category is neither satisfied nor dissatisfied (neutral). The score range for the neutral category is 251 to 350. There were 43 respondents in the neutral range (20%). The next category is the satisfied group. A score of 351 - 450 is classified as satisfied. There were 149 (71%) respondents in this group. Scores of 450 and higher are labeled very satisfied. There were 18 (9%) respondents in this group. The mean job satisfaction score was computed and recorded as 384 (satisfied). These data are presented in Table 13.

Sources of Job Satisfaction

The 20 scales from the MSQ were arranged in a hierarchy. All of the scale scores were within the neutral or the satisfied category (17.5 is the crossover point). Table 14 presents the hierarchy, along with descriptive data.
Table 13

Overall Levels of Job Satisfaction as Reported on MSQ Questionnaire

<table>
<thead>
<tr>
<th>Category</th>
<th>Range</th>
<th>Frequency</th>
<th>Percent of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>451 - 550</td>
<td>18</td>
<td>08.5</td>
</tr>
<tr>
<td>Satisfied</td>
<td>351 - 450</td>
<td>149</td>
<td>70.6</td>
</tr>
<tr>
<td>Neither</td>
<td>251 - 350</td>
<td>43</td>
<td>20.4</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>151 - 250</td>
<td>1</td>
<td>00.5</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>50 - 150</td>
<td>0</td>
<td>00.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>211</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 14

Hierarchy of MSQ Scales

<table>
<thead>
<tr>
<th>Scale</th>
<th>Mean</th>
<th>S.D.</th>
<th>95% C.I.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social service</td>
<td>22.23</td>
<td>2.31</td>
<td>21.91 - 22.54</td>
</tr>
<tr>
<td>Moral values</td>
<td>21.76</td>
<td>2.60</td>
<td>21.41 - 22.12</td>
</tr>
<tr>
<td>Variety</td>
<td>20.91</td>
<td>2.62</td>
<td>20.55 - 21.26</td>
</tr>
<tr>
<td>Creativity</td>
<td>20.89</td>
<td>3.49</td>
<td>20.42 - 21.37</td>
</tr>
<tr>
<td>Achievement</td>
<td>20.82</td>
<td>3.20</td>
<td>20.38 - 21.25</td>
</tr>
<tr>
<td>Ability utilization</td>
<td>20.75</td>
<td>3.81</td>
<td>20.23 - 21.27</td>
</tr>
<tr>
<td>Responsibility</td>
<td>20.66</td>
<td>2.98</td>
<td>20.26 - 21.07</td>
</tr>
<tr>
<td>Activities</td>
<td>20.61</td>
<td>2.92</td>
<td>20.21 - 21.01</td>
</tr>
<tr>
<td>Independence</td>
<td>20.55</td>
<td>2.93</td>
<td>20.15 - 20.94</td>
</tr>
<tr>
<td>Working conditions</td>
<td>19.81</td>
<td>3.97</td>
<td>19.27 - 20.34</td>
</tr>
<tr>
<td>Co-workers</td>
<td>19.41</td>
<td>2.95</td>
<td>19.01 - 19.81</td>
</tr>
<tr>
<td>Authority</td>
<td>18.53</td>
<td>3.26</td>
<td>18.08 - 18.97</td>
</tr>
<tr>
<td>Social status</td>
<td>17.85</td>
<td>3.51</td>
<td>17.37 - 18.32</td>
</tr>
<tr>
<td>Recognition</td>
<td>17.82</td>
<td>4.49</td>
<td>17.21 - 18.43</td>
</tr>
<tr>
<td>Security</td>
<td>17.76</td>
<td>4.16</td>
<td>17.19 - 18.32</td>
</tr>
<tr>
<td>Supervision human relation</td>
<td>17.18</td>
<td>4.79</td>
<td>16.53 - 17.83</td>
</tr>
<tr>
<td>Supervision technical</td>
<td>17.07</td>
<td>4.31</td>
<td>16.48 - 17.65</td>
</tr>
<tr>
<td>Compensation</td>
<td>17.04</td>
<td>5.01</td>
<td>16.36 - 17.72</td>
</tr>
<tr>
<td>Company policy</td>
<td>16.61</td>
<td>4.41</td>
<td>16.01 - 17.20</td>
</tr>
<tr>
<td>Advancement</td>
<td>16.14</td>
<td>5.06</td>
<td>15.45 - 16.82</td>
</tr>
</tbody>
</table>
Job Satisfaction and Demographic Variables

Seven of the items from the Individual Information Form (IIF) were selected for special statistical analysis. Bonferroni t-tests, and one-way analysis of variance were used to determine if significant differences existed in the level of job satisfaction among EAP professionals relative to selected demographics. The seven items are age of respondent, gender of respondent, race of respondent, rural versus urban/suburban job setting, internal versus external EAP, national certification of respondent and self-report on job satisfaction. The self-report item was tested by correlating overall job satisfaction levels from the MSQ with the respondents’ overall rating of their job satisfaction as indicated in item 20 of the IIF.

**Age.** Results of the present study indicated that age of respondents had no apparent bearing on job satisfaction. For computational purposes, age data were converted into categorical data by means of division into quartiles (Table 15). An ANOVA was run on this categorical data, using total scale scores for each respondent as the dependent variable. The critical value for the degrees of freedom at 3 and 207 is 2.65 (Howell 1997). This critical value was not exceeded by the F-ratio of 1.447 and thus no significant difference was indicated. Table 16 presents these data.

**Gender.** Results of the present study indicated that gender of respondent had no apparent bearing on job satisfaction. At the alpha = .05 level, the Bonferroni t-test critical value (CV) for the degrees of freedom of 209 and 20 comparisons is 3.02 (Howell, 1997). This critical value (3.02) was not exceeded by any of the t-values from the 20 respective scales and thus, no significant difference was indicated for gender of respondent. See Table 17 for these data.
Table 15

Descriptives for the Four Levels of Age

<table>
<thead>
<tr>
<th>Quartile</th>
<th>Age range</th>
<th>N</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27.0 - 44</td>
<td>59</td>
<td>374</td>
<td>54</td>
</tr>
<tr>
<td>2</td>
<td>44.1 - 48</td>
<td>60</td>
<td>391</td>
<td>46</td>
</tr>
<tr>
<td>3</td>
<td>48.1 - 53</td>
<td>47</td>
<td>387</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>53.1 - 79</td>
<td>45</td>
<td>387</td>
<td>43</td>
</tr>
</tbody>
</table>

Total 211  Average = 384  Average = 47

Note. The Levene test for homogeneity of variances resulted in a p = .14. This significance value exceeds .05, suggesting that the variances for the four levels of age are similar and the assumption is justified (SPSS base 8.0 application guide, 1998).
Table 16

Analysis of Variance for Age as Independent Variable and Overall Job Satisfaction Score as Dependent Variable

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of squares</th>
<th>Mean squares</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between group</td>
<td>3</td>
<td>9,438</td>
<td>3,146</td>
<td>1.447*</td>
</tr>
<tr>
<td>Within groups</td>
<td>207</td>
<td>450,134</td>
<td>2,174</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>210</td>
<td>459,572</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note. Critical value = 2.65 (Howell, 1997). *Not significant at .05 level.
Table 17

Independent Samples Test of Job Satisfaction Level and Gender of Respondent

<table>
<thead>
<tr>
<th>Scale</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social service</td>
<td>-.238</td>
<td>206</td>
</tr>
<tr>
<td>Creativity</td>
<td>1.145</td>
<td>209</td>
</tr>
<tr>
<td>Moral values</td>
<td>.155</td>
<td>209</td>
</tr>
<tr>
<td>Independence</td>
<td>-.330</td>
<td>209</td>
</tr>
<tr>
<td>Variety</td>
<td>-.837</td>
<td>209</td>
</tr>
<tr>
<td>Authority</td>
<td>.250</td>
<td>205</td>
</tr>
<tr>
<td>Ability utilization</td>
<td>1.373</td>
<td>199</td>
</tr>
<tr>
<td>Social status</td>
<td>.369</td>
<td>203</td>
</tr>
<tr>
<td>Company policies and practices</td>
<td>.116</td>
<td>209</td>
</tr>
<tr>
<td>Supervision - human relations</td>
<td>.742</td>
<td>209</td>
</tr>
<tr>
<td>Security</td>
<td>.311</td>
<td>209</td>
</tr>
<tr>
<td>Compensation</td>
<td>1.246</td>
<td>205</td>
</tr>
<tr>
<td>Working conditions</td>
<td>1.626</td>
<td>209</td>
</tr>
<tr>
<td>Advancement</td>
<td>.738</td>
<td>209</td>
</tr>
<tr>
<td>Supervision - technical</td>
<td>1.974</td>
<td>209</td>
</tr>
<tr>
<td>Co-workers</td>
<td>-.776</td>
<td>209</td>
</tr>
<tr>
<td>Responsibility</td>
<td>.415</td>
<td>209</td>
</tr>
<tr>
<td>Scale</td>
<td>t</td>
<td>df</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td>Recognition</td>
<td>1.121</td>
<td>207</td>
</tr>
<tr>
<td>Achievement</td>
<td>.717</td>
<td>209</td>
</tr>
<tr>
<td>Activities</td>
<td>-.506</td>
<td>209</td>
</tr>
</tbody>
</table>

Note. N = 211; CV = 3.02, twenty comparison Bonferroni t-test, alpha = .05 (Howell, 1997).

Equal variances assumed where df is 209.

No scales significant.
Race. The race of respondents had no significant bearing on job satisfaction. At the alpha = .05 level, the Bonferroni t-test critical value (CV) for the degrees of freedom of 209 and 20 comparisons is 3.02. The Levene's test significance level of > .05 for all 20 scales allowed the researcher to assume equal variances (Howell, 1997). The critical value (3.02) was not exceeded by any of the t-values from the 20 respective scales and thus, no significant difference was indicated for race and job satisfaction.

The reader is cautioned that because of the considerable difference in sample size (Caucasian, 202; non-Caucasian, 9), conclusions should be made advisedly. See Table 18 for more data on job satisfaction and race of respondent.

Rural versus non-rural job setting. No significant differences in job satisfaction were detected for respondents who worked in a rural setting versus an urban or suburban setting. At the alpha = .05 level, the Bonferroni t-test critical value for the degrees of freedom of 209 and 20 comparisons is 3.02 (Howell 1997). The Levene's test significance level of >.05 for all 20 scales allowed the researcher to assume equal variances. This critical value (3.02) was not exceeded by any of the t-values from the 20 respective scales and thus, no significant difference was indicated for rural versus non-rural respondents. Table 19 presents these data.

Internal versus external EAP. Companies and organizations that establish their own in-house EAPs have what is known as an internal EAP (Wirt, 1998). This differs from an external EAP - one that has a separate organization and identity from the company or organization that it serves.
Table 18

Independent Samples Test - Job Satisfaction and Race

<table>
<thead>
<tr>
<th>Scale</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social service</td>
<td>.581</td>
<td>209</td>
</tr>
<tr>
<td>Creativity</td>
<td>.095</td>
<td>209</td>
</tr>
<tr>
<td>Moral values</td>
<td>.410</td>
<td>209</td>
</tr>
<tr>
<td>Independence</td>
<td>-.591</td>
<td>209</td>
</tr>
<tr>
<td>Variety</td>
<td>.886</td>
<td>209</td>
</tr>
<tr>
<td>Authority</td>
<td>-.181</td>
<td>209</td>
</tr>
<tr>
<td>Ability utilization</td>
<td>.381</td>
<td>209</td>
</tr>
<tr>
<td>Social status</td>
<td>.229</td>
<td>209</td>
</tr>
<tr>
<td>Company policies and practices</td>
<td>1.047</td>
<td>209</td>
</tr>
<tr>
<td>Supervision - human relations</td>
<td>.098</td>
<td>209</td>
</tr>
<tr>
<td>Security</td>
<td>.178</td>
<td>209</td>
</tr>
<tr>
<td>Compensation</td>
<td>1.409</td>
<td>209</td>
</tr>
<tr>
<td>Working conditions</td>
<td>1.703</td>
<td>209</td>
</tr>
<tr>
<td>Advancement</td>
<td>.994</td>
<td>209</td>
</tr>
<tr>
<td>Supervision - technical</td>
<td>-.284</td>
<td>209</td>
</tr>
<tr>
<td>Co-workers</td>
<td>.494</td>
<td>209</td>
</tr>
<tr>
<td>Responsibility</td>
<td>.918</td>
<td>209</td>
</tr>
</tbody>
</table>

(table continues)
<table>
<thead>
<tr>
<th>Scale</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition</td>
<td>.274</td>
<td>209</td>
</tr>
<tr>
<td>Achievement</td>
<td>1.136</td>
<td>209</td>
</tr>
<tr>
<td>Activities</td>
<td>.174</td>
<td>209</td>
</tr>
</tbody>
</table>

Note. N = 211; CV = 3.02, twenty comparison Bonferroni t-test, alpha = .05 (Howell, 1997).

Equal variances assumed.

No scales significant.
Table 19

Independent Samples Test - Job Satisfaction and Rural Versus non-Rural Job Setting

<table>
<thead>
<tr>
<th>Scale</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social service</td>
<td>-.788</td>
<td>209</td>
</tr>
<tr>
<td>Creativity</td>
<td>-1.178</td>
<td>209</td>
</tr>
<tr>
<td>Moral values</td>
<td>-2.032</td>
<td>209</td>
</tr>
<tr>
<td>Independence</td>
<td>-1.003</td>
<td>209</td>
</tr>
<tr>
<td>Variety</td>
<td>-2.018</td>
<td>209</td>
</tr>
<tr>
<td>Authority</td>
<td>.076</td>
<td>209</td>
</tr>
<tr>
<td>Ability utilization</td>
<td>-.475</td>
<td>209</td>
</tr>
<tr>
<td>Social status</td>
<td>-.357</td>
<td>209</td>
</tr>
<tr>
<td>Company policies and practice</td>
<td>-1.199</td>
<td>209</td>
</tr>
<tr>
<td>Supervision - human relations</td>
<td>-.350</td>
<td>209</td>
</tr>
<tr>
<td>Security</td>
<td>.320</td>
<td>209</td>
</tr>
<tr>
<td>Compensation</td>
<td>-.657</td>
<td>209</td>
</tr>
<tr>
<td>Working conditions</td>
<td>.143</td>
<td>209</td>
</tr>
<tr>
<td>Advancement</td>
<td>.395</td>
<td>209</td>
</tr>
<tr>
<td>Supervision - technical</td>
<td>.755</td>
<td>209</td>
</tr>
<tr>
<td>Co-workers</td>
<td>-.130</td>
<td>209</td>
</tr>
<tr>
<td>Responsibility</td>
<td>-2.313</td>
<td>209</td>
</tr>
</tbody>
</table>

(table continues)
<table>
<thead>
<tr>
<th>Scale</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition</td>
<td>-0.498</td>
<td>209</td>
</tr>
<tr>
<td>Achievement</td>
<td>-1.094</td>
<td>209</td>
</tr>
<tr>
<td>Activities</td>
<td>-0.528</td>
<td>209</td>
</tr>
</tbody>
</table>

Note. N = 211; CV = 3.02, 20 comparison Bonferroni t-test, alpha = .05 (Howell, 1997).

Assume equal variances.

No significant differences indicated.
Respondents who work in external employee assistance programs have somewhat more job satisfaction than their counterparts who work in internal EAPs. The mean job satisfaction score for the external group was 389 while the mean satisfaction score for the internal group was 370. A Bonferroni t-test was done on the 20 separate scales of the MSQ and the advancement scale was significant. The critical value for a 20 comparison Bonferroni t-test is 3.02 (Howell, 1997), and the advancement scale t-value was calculated to be -3.106. The advancement scale was declared significant at the .05 level. See Table 20 for these data.

**National certification.** No significant differences in job satisfaction were detected between those respondents who have national certification in the EAP or related field and those who do not. The mean scores from the two groups are the same: 384. At the Alpha = .05 level, the Bonferroni t-test critical value (CV) for the degrees of freedom of 209 and 20 comparisons is 3.02 (Howell, 1997). This CV (3.02) was not exceeded by any of the t-values from the 20 respective scales and thus, no significant difference was indicated for national certification of respondent. See Table 21 for a presentation of these data.

**Self-report.** Item 20 of the IIF asked participants to indicate their level of satisfaction with their present position. The respondents were given five choices: very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied. These scores were compared with their respective MSQ overall satisfaction scores and a Pearson correlation was computed and found to be .524. See Table 22 for the details.
Table 20

Independent Samples Test - Job Satisfaction of Internal Versus External EAP Setting

<table>
<thead>
<tr>
<th>Scale</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social service</td>
<td>-1.241</td>
<td>193</td>
</tr>
<tr>
<td>Creativity</td>
<td>-1.891</td>
<td>193</td>
</tr>
<tr>
<td>Moral Values</td>
<td>-1.628</td>
<td>193</td>
</tr>
<tr>
<td>Independence</td>
<td>-.239</td>
<td>193</td>
</tr>
<tr>
<td>Variety</td>
<td>-.402</td>
<td>94</td>
</tr>
<tr>
<td>Authority</td>
<td>-1.500</td>
<td>88</td>
</tr>
<tr>
<td>Ability utilization</td>
<td>-.370</td>
<td>193</td>
</tr>
<tr>
<td>Social status</td>
<td>-1.715</td>
<td>193</td>
</tr>
<tr>
<td>Company policies and practices</td>
<td>-1.505</td>
<td>193</td>
</tr>
<tr>
<td>Supervision - human relations</td>
<td>-.071</td>
<td>193</td>
</tr>
<tr>
<td>Security</td>
<td>-1.778</td>
<td>193</td>
</tr>
<tr>
<td>Compensation</td>
<td>.135</td>
<td>193</td>
</tr>
<tr>
<td>Working conditions</td>
<td>-2.477</td>
<td>193</td>
</tr>
<tr>
<td>Advancement</td>
<td>-3.106*</td>
<td>193</td>
</tr>
<tr>
<td>Supervision - technical</td>
<td>-1.753</td>
<td>52</td>
</tr>
<tr>
<td>Co-workers</td>
<td>-1.707</td>
<td>193</td>
</tr>
<tr>
<td>Responsibility</td>
<td>-2.515</td>
<td>193</td>
</tr>
<tr>
<td>Scale</td>
<td>t</td>
<td>df</td>
</tr>
<tr>
<td>--------------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>Recognition</td>
<td>-2.137</td>
<td>193</td>
</tr>
<tr>
<td>Achievement</td>
<td>-1.831</td>
<td>193</td>
</tr>
<tr>
<td>Activities</td>
<td>-.593</td>
<td>77</td>
</tr>
</tbody>
</table>

Note. N = 195 instead of 211 because there were 16 invalid responses to this question.

The critical value for a 20 comparison Bonferroni t-test, alpha = .05 is 3.02 (Howell, 1997).

Assume equal variances where df = 193.

*p < .05.
Table 21

Independent Samples Test - Job Satisfaction and National Certification

<table>
<thead>
<tr>
<th>Scale</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social services</td>
<td>.097</td>
<td>209</td>
</tr>
<tr>
<td>Creativity</td>
<td>-.683</td>
<td>209</td>
</tr>
<tr>
<td>Moral values</td>
<td>.538</td>
<td>209</td>
</tr>
<tr>
<td>Independence</td>
<td>-.920</td>
<td>209</td>
</tr>
<tr>
<td>Variety</td>
<td>.600</td>
<td>209</td>
</tr>
<tr>
<td>Authority</td>
<td>-.384</td>
<td>209</td>
</tr>
<tr>
<td>Ability utilization</td>
<td>.267</td>
<td>209</td>
</tr>
<tr>
<td>Social status</td>
<td>-.684</td>
<td>209</td>
</tr>
<tr>
<td>Company policies and practice</td>
<td>1.728</td>
<td>209</td>
</tr>
<tr>
<td>Supervision - human relations</td>
<td>.849</td>
<td>209</td>
</tr>
<tr>
<td>Security</td>
<td>.558</td>
<td>209</td>
</tr>
<tr>
<td>Compensation</td>
<td>-.352</td>
<td>209</td>
</tr>
<tr>
<td>Working conditions</td>
<td>.299</td>
<td>209</td>
</tr>
<tr>
<td>Advancement</td>
<td>-.223</td>
<td>209</td>
</tr>
<tr>
<td>Supervision - technical</td>
<td>-.181</td>
<td>209</td>
</tr>
<tr>
<td>Co-workers</td>
<td>.604</td>
<td>209</td>
</tr>
<tr>
<td>Responsibility</td>
<td>.408</td>
<td>209</td>
</tr>
</tbody>
</table>

(table continues)
<table>
<thead>
<tr>
<th>Scale</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition</td>
<td>-.704</td>
<td>209</td>
</tr>
<tr>
<td>Achievement</td>
<td>-.839</td>
<td>209</td>
</tr>
<tr>
<td>Activities</td>
<td>-1.115</td>
<td>209</td>
</tr>
</tbody>
</table>

Note. N = 211; CV = 3.02, 20 comparison Bonferroni t-test, alpha = .05 (Howell, 1997).

Equal variances assumed.

No significant differences indicated.
Table 22

Concurrent Validity of MSQ - Pearson Correlation of Self Report and MSQ Satisfaction Levels

<table>
<thead>
<tr>
<th>Variable 1</th>
<th>Variable 2</th>
<th>N</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSQ satisfaction levels</td>
<td>Self-report satisfaction levels</td>
<td>211</td>
<td>.524*</td>
</tr>
</tbody>
</table>

Note. *p <.01.
Summary

The response rate for the survey was 60%, with a mean job satisfaction score of 384 and a median of 383. These measures of central tendency were within the satisfied category. Collectively, respondents were satisfied with all but 5 of the 20 facets of the MSQ. The remaining five facets of job satisfaction were within the neutral category. A significant predictor of job satisfaction was external EAP setting.
Chapter V

Discussions and Recommendations

This chapter covers interpretation and discussion of the results of this study. It includes a review of the research questions, methodology employed, results of the study, and the implications of the findings for the EAP profession. Also included in this chapter are recommendations for future research in this area and recommendations for the EAP practice.

Review of the Research Questions

This study was designed to investigate the job satisfaction of a national sample of employee assistance program professionals. The following research questions were posed:

1. What are the overall levels of job satisfaction of a national sample of employee assistance program professionals?

2. What degree of satisfaction do employee assistance program professionals express with each of the 20 sub-factors of job satisfaction measured by the Minnesota Satisfaction Questionnaire?

3. What is the relationship between overall satisfaction and selected demographic variables?

Review of the Research Methodology Employed in this Study

The participants in this study were selected at random from the 1999 national membership roster of the Employee Assistance Professionals Association, Inc. (EAPA). Data were collected through a mailed survey packet containing an Individual Information Form (IIF), the Minnesota Satisfaction Questionnaire (MSQ) and self-addressed, stamped
return envelopes for the materials. A total of 354 EAPA members were selected to receive the survey materials which resulted in 211 usable returns. The return rate was 60%.

Responses to the MSQ provided an overall job satisfaction score, a general satisfaction score and 20 scale scores. Each of the twenty scale scores was averaged and presented in a hierarchical listing. ANOVA and t-test procedures were used to identify relationships between selected demographic variables and overall job satisfaction.

Summary of Results

The results of the study will be summarized for each of the research questions that formed the basis of the study.

1. What are the overall levels of job satisfaction of a national sample of EAP professionals?

EAP professionals who responded to the survey have indicated that they were satisfied with their jobs. MSQ questionnaire results indicated that 9% of respondents scored in the very satisfied category, 71% scored in the satisfied category, and 20% were neutral on job satisfaction. Only one respondent scored in the dissatisfied range. The average MSQ total score was 384 - within the satisfied range. See Table 13 for these data.

2. What degree of satisfaction do EAP professionals express with each of the 20 sub-factors of job satisfaction as measured by the Minnesota Satisfaction Questionnaire?

EAP professionals were satisfied with most aspects of their jobs. MSQ survey results indicated that 15 of the 20 scale scores placed respondents within the satisfied
category. The remaining five MSQ scales had scores that placed them within the neutral range. The highest ranked scale was the social service scale, with a mean of 22.23, and the lowest ranked scale was advancement with a mean of 16.14 (on a scale of 5-25). There were no scale rankings in the very satisfied or very dissatisfied range.

3. What is the relationship between overall job satisfaction and selected demographic variables?

Seven of the items from the Individual Information Form (IIF) were selected for special statistical analysis. T-tests, and one-way analysis of variance (ANOVA) were used to determine if significant differences existed in the level of job satisfaction among EAP professionals relative to selected demographics. The seven items were: age of respondent, gender of respondent, race of respondent, rural versus urban/suburban job setting, internal versus external EAP, national certification of respondent and self-report on job satisfaction. The self-report was tested by correlating overall job satisfaction levels from the MSQ with the respondents’ overall rating of their job satisfaction as indicated in item 20 of the Individual Information Form.

Age, gender, race of respondent, rural versus non-rural work setting, and national certification/recognition had no statistically significant impact on job satisfaction. Age data from the IIF was transformed into quartiles (four levels) and tested against overall job satisfaction scores. ANOVA results indicated there were no significant differences at the .05 level for any of the four age levels. Independent t-tests were performed on the dichotomous variables of gender, race (Caucasian, non-Caucasian), and rural versus non-rural work setting. Bonferroni multiple comparison tables listed a critical t-value of
3.02 (Howell, 1997) for all three of these independent variables and in no case was this value exceeded by the respective t-values.

Those who worked in an external EAP had a significantly higher mean job satisfaction score (389) over those who worked in an internal EAP (370). Independent t-tests confirmed a significant difference at the .05 two-tail level between these two groups.

The self-report on job satisfaction was examined by correlating overall job satisfaction levels from the MSQ with each respondents overall rating of their job satisfaction, as indicated in item 20 of the Individual Information Form. The computation of this data resulted in a Pearson correlation coefficient of .524. This represented a significant overlap between the two variables (SPSS, 1998).

Norms for the MSQ appear in Section III-B of the MSQ manual (Weiss et al., 1967). No norms were available for EAP professionals, but social worker norms were available. The MSQ manual allows for the selection of a norm group that is similar in many respects to the group being examined i.e. tasks performed, working conditions, pay and supervision (Weiss et al.). EAP professionals, when compared to the social worker group, scored above the 75th percentile on four of the MSQ scales, and 25th percentile or less on two scales. The remaining 15 MSQ scales were in the satisfied range between the 25th and 75th percentile. See Table 23 for these data.

Discussion

The findings of the present study will be discussed in this section. The outline for this discussion is based upon the research questions posed in chapter III.
### Table 23

**Minnesota Satisfaction Questionnaire Norms - EAP Professionals and Social Workers**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Average score</th>
<th>*Norm percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social service</td>
<td>22.23</td>
<td>55</td>
</tr>
<tr>
<td>Moral values</td>
<td>21.76</td>
<td>64</td>
</tr>
<tr>
<td>Variety</td>
<td>20.91</td>
<td>84</td>
</tr>
<tr>
<td>Creativity</td>
<td>20.89</td>
<td>84</td>
</tr>
<tr>
<td>Achievement</td>
<td>20.82</td>
<td>70</td>
</tr>
<tr>
<td>Ability utilization</td>
<td>20.75</td>
<td>74</td>
</tr>
<tr>
<td>Responsibility</td>
<td>20.66</td>
<td>79</td>
</tr>
<tr>
<td>Activities</td>
<td>20.61</td>
<td>73</td>
</tr>
<tr>
<td>Independence</td>
<td>20.55</td>
<td>88</td>
</tr>
<tr>
<td>Working conditions</td>
<td>19.81</td>
<td>70</td>
</tr>
<tr>
<td>Co-workers</td>
<td>19.41</td>
<td>50</td>
</tr>
<tr>
<td>Authority</td>
<td>18.53</td>
<td>70</td>
</tr>
<tr>
<td>Social status</td>
<td>17.85</td>
<td>54</td>
</tr>
<tr>
<td>Recognition</td>
<td>17.82</td>
<td>34</td>
</tr>
<tr>
<td>Security</td>
<td>17.76</td>
<td>14</td>
</tr>
<tr>
<td>Supervision human relations</td>
<td>17.18</td>
<td>26</td>
</tr>
<tr>
<td>Supervision technical</td>
<td>17.07</td>
<td>26</td>
</tr>
</tbody>
</table>

(table continues)
<table>
<thead>
<tr>
<th>Scale</th>
<th>Average score</th>
<th>*Norm percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensation</td>
<td>17.04</td>
<td>25</td>
</tr>
<tr>
<td>Company P &amp; P</td>
<td>16.61</td>
<td>28</td>
</tr>
<tr>
<td>Advancement</td>
<td>16.14</td>
<td>36</td>
</tr>
<tr>
<td>General</td>
<td>76.62</td>
<td>46</td>
</tr>
</tbody>
</table>

Note. *A percentile score of 75 or higher represents a high degree of satisfaction; a percentile of 25 or lower would represent a low level of satisfaction; and scores between 75 and 25 represent average satisfaction with that scale.
Overall Job Satisfaction

Job satisfaction has been quantified in a number of ways for this study. First and foremost was the calculation of a case-by-case overall satisfaction score. This placed the majority of participants into the satisfied category, with only one case classified as being in the dissatisfied range. Next was the mean overall job satisfaction score. This score was the average of the case total scores for all of the participants. This average score fell within the range of the satisfied category. As a further step, participant self-report scores were tabulated. Again, the majority of participant scores were in the satisfied category. Finally, this EAP group was compared to a norm group of professional social workers. The results of this comparison indicated that job satisfaction levels were very similar to the norm group - most scales in the satisfied range.

These findings support existing research literature in several areas. Clemons’ (1988) study on the job satisfaction of Licensed Professional Counselors found that 78% indicated they were satisfied with their job. The present study reported 71% of the respondents were satisfied with their jobs. Brown et al. (1998) reported that 86% of the school psychologists surveyed had scores that placed them in the satisfied or very satisfied range. The present study reported approximately 80% of the respondents were in the satisfied or very satisfied range. Baird's (1995) study on the job satisfaction of counselors who worked in a college setting reported overall satisfaction scores in the satisfied range as reflected by the mean job satisfaction score of 3.68. The present study’s mean job satisfaction score was calculated to be 3.84, also within the satisfied range of scores. As a group, these EAP professionals' overall job satisfaction levels are
very similar to those of other counselors and psychologists (e.g., Brown et al. 1998; Clemons, 1988; Baird, 1995).

**Facets of Job Satisfaction**

EAP professionals were satisfied with most aspects of their jobs. MSQ survey results indicated the top five facets of job satisfaction were:

1. Social service. The chance to do things for other people.
2. Moral values. Doing things that are in harmony with one's conscience.
3. Variety. The chance to do different things from time to time.
4. Creativity. The chance to try one's own methods of doing the job.
5. Achievement. The feeling of accomplishment from the job.

These findings are similar to two of the studies mentioned in chapter II. First, Baird's (1995) study on the job satisfaction of college counselors agreed with the present study on three of the top five job satisfaction scales. Social service ranked as the most satisfying facet, followed by achievement, and then creativity. Evans' (1993) study on the job satisfaction of substance abuse counselors had four of the five top scales. Social service was the highest ranked scale followed by moral values, creativity, and finally, achievement.

The MSQ survey results show the five lowest scale score averages were:

17. Supervision technical. The technical quality of supervision.
19. Company policies and practices. The way company policies are put into practice.


Again, these findings were similar to three of the studies mentioned in chapter II. First, Baird's (1995) study on the job satisfaction of counselors agreed with the present study on four of the five lowest ranked job satisfaction scales. "Company policies and practices" was ranked as the lowest of the 20 job satisfaction scales. Next, Baird's study ranked advancement, then supervision - human relations and, finally, supervision technical. Similarly, Evans' (1993) study on the job satisfaction of substance abuse counselors had three of the five lowest ranked scales. Advancement was the scale with the least amount of satisfaction, followed by compensation and finally company policies and practices. The Brown et al. (1998) study on the job satisfaction of school psychologists agreed with four of the five lowest ranked MSQ scales. Company policies and practices ranked lowest on the scales, followed by advancement, working conditions, and finally, compensation.

Demographic Impact on Job Satisfaction

Age, gender, race, working setting, and national certification had no significant impact on the overall level of job satisfaction for this group. This finding is similar to an earlier study by Baird (1995) in which counselors reported no significant differences in overall levels of job satisfaction with respect to their demographic characteristics.

Job satisfaction for the present sample showed a slight but not significant increase up to age 44. After age 44, respondent's job satisfaction leveled off. This finding is similar to the Licensed Professional Counselors in Clemons' (1988) study in which age
and experience were positively related to job satisfaction (one facet of Vocational Strain). In addition, Spector's (1997) research on job satisfaction reported a general increase in the level of satisfaction with age.

Men in the present study were slightly more satisfied with their jobs than were women. The mean scores were very close: men had a job satisfaction mean of 387, women had a mean score of 381. This finding was similar to other job satisfaction studies and suggests that job satisfaction is not necessarily gender based, rather, it is based on the entire constellation of variables including salary, job level, age and experience (e.g., Baird, 1995).

Race of respondent made little difference in expressed levels of job satisfaction. The Caucasian respondents' mean job satisfaction score (384) was not significantly different from non-Caucasian scores (398). These scores fell within the range of the satisfied category (351 - 450). Findings reported in the current study mirror previous studies on job satisfaction with respect to race (e.g., Baird, 1995).

Statistical analysis of the data collected from respondents' IIFs revealed no significant differences in overall levels of job satisfaction with respect to EAP setting. Previous studies suggested that helping professionals might be less satisfied with their job if it were located in a rural setting (e.g., Arnold et al, 1997). Other studies, however, found no significant differences with respect to setting (e.g., Moreno, 1998). Of the 20 MSQ scales examined with respect to job setting, responsibility - the freedom to use one's judgement for the problem at hand - came close to being significant. Rural respondents' mean score on the responsibility scale (21.9) was slightly higher than those who worked in a non-rural setting (20.5).
Research into the area of national certification indicated that, when combined with other demographic variables, national certification was positively correlated with the overall job satisfaction of school psychologists (Brown et al., 1998). The findings of the present study indicated that, on every scale, there was no significant difference between those who held national certification and those who did not. The company policies and practices scale did, however, come close to being significant. Those respondents who were certified had a mean score of 16.4 while those who were not certified had a mean score of 18.4 on a scale of 5-25. This mean difference suggested that certified EAP professionals were somewhat more likely to be dissatisfied with the way company policies were put into practice.

Respondents who worked in external employee assistance programs had significantly higher job satisfaction scores than did those who worked in internal employee assistance programs. This finding lent credence to Cunningham's (1994) observation that counselors who worked in internal programs were actually employees of the company and at times suffered a "client identity problem": is the client the employee or is it the employer? Herman's (1996) study indicated that as role ambiguity and role conflict issues arise, counselor job satisfaction declines.

While not discounting role ambiguity as a major factor in the job satisfaction of EAP counselors, this particular study looked for facets of job satisfaction that may have had a role in this outcome. A Bonferroni t-test across all 20 MSQ scales found the advancement scale was significantly different with a mean score of 14.0 for the internal respondents and 16.8 for the external EAP respondents. This finding suggested that
external EAP professionals have a better outlook for advancement in their careers and perceive a higher degree of fairness with regard to promotions.

Fifteen percent of the respondents to this survey reported their gender has had a negative impact on their chances for promotion and pay raises. Chiu, (1998) in a job satisfaction study of professional women found that job satisfaction was closely tied to promotional opportunities. Chiu reasoned that, because of the perceived inequality in opportunity, many women reported lower levels of job satisfaction. Consistent with this reasoning, the female respondents to the present study had an average overall job satisfaction score of 381. Those females who selected "yes" to the gender-limitations question had an average overall satisfaction score of 347 and those who checked "no" to the question had an average overall job satisfaction score of 391.

An independent t-test indicated that, overall, there was a significant difference in mean scores between those who checked “yes” (349) to the gender limitations question and those who checked “no” (391) (p < .01).

Conclusions

The following conclusions are supported by analysis of the data from the Individual Information Form, the MSQ and previous studies cited in the text.

1. EAP professionals who responded to this survey were satisfied with their jobs.

2. Areas of greatest satisfaction as delineated by MSQ scale scores were social service, moral values, and variety.

3. Areas of least satisfaction as delineated by MSQ scale scores were compensation, company policies and practices, and career advancement.
4. EAP professionals’ job satisfaction levels were similar to social workers, school psychologists, LPCs and other helping professionals as evidenced by the studies listed in chapter V.

5. Age, gender, race, rural versus non-rural work setting and national certification had no significant impact on job satisfaction levels of EAP professionals.

6. EAP professionals who worked in external EAPs expressed greater satisfaction with the prospects for advancement than those who worked in internal EAPs.

7. Most EAP professionals reported using computers and other technology in their practice.

8. Twenty-four percent of the EAP professionals plan to leave the field within the next five years.

9. The demographic data revealed a female majority among respondents and the average age of the respondent was 48 years. The typical respondent has a masters degree, has worked 13 years in an EAP setting, and has 20 years in the helping profession. Older workers in the present study tended to be somewhat more satisfied with their positions than were younger workers. This sample is of relatively older, experienced workers and may help explain why the majority of overall job satisfaction scores were in the satisfied or very satisfied range; only one respondent scored in the dissatisfied range.
10. Fifteen percent of the survey respondents believed their gender has had a negative impact on pay or promotions. Respondents who believed this had significantly lower mean job satisfaction scores ($p = <.01$), and thus were more likely to leave the EAP field.

11. Counseling and planning/administrative duties consume nearly 50% of the average workweek. The remaining 50% of the week was taken up doing presentations, consultation, training, intake/assessment, and paperwork/reports. Several respondents commented that the variety of the job was a major contributor to its attractiveness.

Implications

The present study provides useful information about job satisfaction issues for the EAP profession. The following implications were derived from the data.

1. EAP professionals were least satisfied with the opportunities for advancement in their profession. This may be because many EAPs are small departments within larger organizations that have no place for advancement. An additional consideration is that many EAP professionals do not desire to move into administrative or management positions because of the loss of client contact and the loss of variety associated with the job. EAP professionals must weigh the advantages of variety and independence against the perceived lack of advancement opportunities.

2. Seventy-six percent of the respondents to this survey plan to remain in the profession. This suggested that most workers were satisfied with their profession, but it also indicated that a significant number of openings will
occur as the remaining twenty-four percent move on to other opportunities.

3. Respondents who work in external EAPs were more likely to be satisfied with their job, than those who worked at internal EAPs. Possible reasons for this include reduced role conflict, reduced role ambiguity, and the perception that there are more opportunities for promotion in an external EAP. Internal EAP administrators and managers may wish to focus on reducing these roadblocks to satisfaction in order to attract and keep valued employees.

4. Most EAP professionals reported having masters degrees (74%). The Masters Degree in Social Work (MSW) was listed most frequently and accounted for 40% of the total. As reported in chapter II, Cunningham (1994), a consultant to the EAP industry, observed that the MSW is the preferred degree for EAP positions. Other less frequently reported masters degrees included counseling, business management, psychology and nursing. Job candidates and students who are interested in a career as an EAP professional will probably need a masters degree to obtain an entry-level position; 88% of this sample had graduate degrees.

5. Most EAP professionals reported using computers and other technology in their practice. Technology is becoming common place at EAP facilities, but many EAP professionals reported they are not getting adequate training in this area. Employers and educators may want to take this into account as they prepare training curriculum.
Recommendations

The results of this study form the basis for recommendations to the EAP profession, and to researchers who may wish to investigate the job satisfaction of EAP professionals.

Recommendations for EAP Practice

1. EAP administrators and managers should be sensitive to those workers who desire advancement or promotion. Advancement and promotion issues should be discussed frequently, and workers should have a clear understanding about what is expected of them if they wish to advance in their career.

2. Sexism and gender inequities are seen as impediments to job satisfaction and should be eliminated.

3. Many respondents see company polices and policy implementation as points of contention. These conflicts are seen as stressful and take their toll on the job satisfaction of EAP professionals and their supervisors. Grievance procedures and open lines of communication are possible solutions to this problem.

Recommendations for Those Who Train EAP Professionals

1. EAP students should prepare for the administrative aspects of the job.

2. MSW is considered the preferred degree for the EAP professional.

3. Practicing EAP professionals reported that they were, on average, satisfied with their jobs.
4. Job satisfaction scores were significantly higher for those who worked in external EAPs as opposed to those who worked in internal EAPs.

Recommendations for Future Research

1. The results of this study have provided a baseline for future research in the field of EAP job satisfaction. Replication of this study is recommended at five-year intervals so as to keep up with the rapidly changing workplace, societal changes and advances in technology.

2. It is recommended that this study be replicated using a different population sample. Any replication of the current study would seek to determine if the variables within this particular study, which are significantly different, remain so over a period of time. In addition, study replication would provide information about the reliability of this initial inquiry.

3. The present study should be replicated with different data collection techniques to test the validity of the research methods utilized in this study.

4. It is recommended that research be conducted, relative to the perceived dissatisfaction with the advancement opportunities, as identified in the present study.

5. A study should be done to determine how to attract more minorities into the EAP profession.
6. It is recommended that additional research be done on gender within job satisfaction.

Closing Statement

This study presented data not previously available in the research literature regarding the job satisfaction of EAP professionals. The study also identified selected biographical, educational and situational characteristics of this group. In addition, this research project presented an organized, systematic examination of the EAP professional's perception of selected job issues. The information collected in this study added to the current knowledge base available concerning the studied population, and will encourage additional research efforts related to the job satisfaction of the EAP professional.
References


Appendix A

Letters
Virginia Polytechnic Institute and State University
Informed Consent for Participants of Investigative Projects

A new procedure at Virginia Tech requires informed consent of participants in mail surveys. This document is to inform you of the procedures used in the study in which you are asked to participate.

Title: Job Satisfaction Among Employee Assistance Program Professionals in the United States.

Principal Investigator: Anthony Sweeney

Purpose of Project: The principal investigator is conducting dissertation research, the purpose of which is to examine and describe the levels of job satisfaction among a selected group of Employee Assistance Program (EAP) professionals. The total number of participants selected for the study is 354. The procedures are standard mail survey procedures. The estimated time required to complete the survey is 30 minutes.

Risks/Benefits/Anonymity: At this stage, we can recognize no possible risk or discomfort to you. The benefits will be to further information on job satisfaction of EAP professionals. Strict anonymity will be provided by the separation of your name from your responses. The survey booklet and Individual Information Form have no identifying marks or code numbers and the Informed Consent Form is returned in a separate envelope.

No promise or guarantee of benefits is made to encourage you to participate, and no compensation is earned by participation in this study.

This research has been approved as required by the Institutional Review Board for Research Involving Human Subjects and the Department of Educational Leadership and Policy Studies at Virginia Polytechnic Institute and State University.

Participants Responsibilities:
I voluntarily agree to participate in this study. I have the following responsibilities:

1. Complete and return the Minnesota Satisfaction Questionnaire and the Individual Information Form.
2. Read, sign, and return the Informed Consent Form.

Participants’ Permission:
I have read and understand the Informed Consent and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

If I participate, I may withdraw at any time without penalty. I agree to abide by the rules of this project.

_________________________________________
Signature

Date

Should I have any questions about this research or its conduct, I may contact:

540-345-4239 Anthony Sweeney
Investigator Phone

540-231-9720 Dr. Thomas Hohenshil
Faculty Advisor Phone

H. T. Hurd, Chair, IRB Research Division, Phone 540-231-4384
June 1, 1999

Dear EAP Professional:

I am writing to encourage your participation in a study being conducted by Anthony Sweeney, a doctoral candidate at Virginia Tech. This study is designed to assess and describe the job satisfaction of a selected group of Employee Assistance Professionals. It is an exciting study that will provide current information to you, your professional organization, and to others who have an interest in Employee Assistance Programs.

In the next week you will receive a packet containing the survey materials. We hope that you will assist Anthony and the EAP profession by taking the 15 - 20 minutes necessary to complete the survey and return the materials. His study will generate valuable data to assist the future development of the EAP profession.

Thank you for your assistance.

Sincerely,

Thomas H. Hohenshil, Ph.D.
Professor of Counseling & Psychology
Dear EAPA Member:

I am a graduate student here at Virginia Tech and I need your help with the study I am doing for my doctoral dissertation.

Enclosed with this letter are an Individual Information Form (IIF), Informed Consent Form, and a questionnaire regarding your satisfaction with your job. The materials I am asking you to complete will require about 20 - 25 minutes of your time. I have enclosed a packet of tea for your enjoyment. Please take a few minutes and have a cup of tea while you review the materials.

Please take note that there are no identifying names or marks on the IIF or the survey booklet. This is done so as to assure anonymity. The Informed Consent form should be mailed separately when you return the survey material. The Informed Consent Form alerts me to the fact that you have sent in your survey materials and you will not be bothered with reminder notices.

Participants are urged to complete the survey as soon as possible and before July 15, 1999. All information will be kept confidential. You will not, at any time be identified with your responses.

Thank you in advance for your assistance. The success of this study depends on your cooperation.

Sincerely,

Anthony Sweeney
Appendix B

Individual Information Form
Individual Information Form

Please read each question and respond as indicated:

1. What is your age? ___

2. Please indicate your gender: male female

3. What is your race? African American Caucasian Hispanic Other (Specify)

4. What is your current degree?

   Two year Diploma Bachelors Masters

   Post Masters Certificate Doctorate Major/Specialty

Check all that apply to you:

5. I am a graduate of an Employee Assistance Program Specialization program at a college or university.

6. I am a graduate of a CACREP (The Council for Accreditation of Counseling and Related Education Programs) approved counseling program.

7. I am a graduate of a program in Social Work. Bachelors Masters Other (Specify).

8. Do you possess any of these Employee Assistance Program /counseling related certificates?

   Certified Employee Assistance Professional (CEAP) National Certified Counselor (NCC) Substance Abuse Professional (SAP)

   Other (Specify)

9. Please list any professional licenses you hold:

   __________________________________________________________

10. What is your primary job title?

    EAP professional Administrator Supervisor

    Intake/Assessment Counselor Substance Abuse Professional

    Human Resources Professional Marketing Specialist

    Social Worker Consultant

    Therapist Other (Specify)

11. Please indicate the percentage of time spent each week in the job function areas listed below:

    | Area                  | Percentage |
    |-----------------------|------------|
    | Individual counseling |            |
    | Group counseling      |            |
    | Intake/Assessment     |            |
    | Training              |            |
    | Planning/Administrative |        |
    | Paperwork/Reports     |            |
    | Consultation          |            |
    | Presentations         |            |
    | Total                 | % 100      |

12. What is your annual salary?
13. Check the best description of your work setting:
   I work in an agency setting (for example, Family Service)___.
   I work in a corporate setting ____.
   I work in a Union setting (for example, Teamsters)____.
   I work in an academic setting ____.
   I work in a hospital/clinic setting ____.
   I work in a government facility ____.
   I work in a private practice ____.
   Other: ___. (Describe______________________).
14. Which of these best describe your work setting? ___Urban ___Suburban ___ Rural
15. Do you believe that your gender has had a negative impact on your chances for promotion or pay raises? ___yes ___no
16. Do you work in an ___ Internal EAP or ___ External EAP.
17. Do you plan to leave the EAP Profession within the next 5 years? ___yes ___no
18. How many years have you worked as an EAP professional?_____
19. How many years have you worked as a helping professional? _____
20. Overall, how satisfied are you with your present position? ___ Very Satisfied ___ Satisfied ___Neutral ___ Dissatisfied ___ Very Dissatisfied
22. What job did you have just prior to becoming an EAP Professional? _________
23. Some EAP professionals use computers and other high technology in their practice. Do you use technology in your job? ___ Yes ___No.
   If so, how?

24. Please comment on issues you see as important in your overall job satisfaction and job dissatisfaction:
Appendix C

Comments Section
Themes and Testimonials from the Comments Section of the Individual Information Form (Appendix B)

The following are representative of the comments listed by respondents to item 24 of the Individual Information Form (IIF). The theme is listed first, then the number of times the issue is raised, and finally, selected quotes. The list is in hierarchical order with the most frequently reported theme listed first.

Item 24 of the IIF reads as follows: “Please comment on issues you see as important in your overall job satisfaction and job dissatisfaction:”

Job Dissatisfaction Issues Cited

1. Managed care: issue raised 10 times.
   - “Getting authorization for treatment is a hassle – very stressful…”
   - “Reimbursements often insufficient to cover cost of providing services”
   - “It is difficult to get client appropriate level of care…”
   - “Restrictions in treatment is becoming a concern with managed care and less coverage for mental health and chemical dependency.”
   - “Managed care (has negative) influences on mission of EAP - for example, EPA becomes less voluntary, more restrictive.”
   - “…stressful to have to act as a client-advocate with managed care organization.”
   - “Managed care makes life difficult.”
2. Sexism/Gender inequity: issue raised 9 times.
   - “Environment where “old boy’s” network is in full force – as a female,
     I tire of the sometimes blatant sexism and devaluing of women.”
   - “Rigid, controlling White male power structure…”
   - “Usual difficulties encountered as a young female professional
     working in a rural, conservative environment…”
   - “Most peers are middle-aged White men.”

3. Advancement: issue raised 9 times.
   - “No growth opportunities for me – salary ceiling met earlier in career.”
   - “(There is a) lack of advancement opportunities in this career.”
   - “Small office, no chance for advancement…”
   - “Career growth limited…”

4. Workload: issue raised 9 times.
   - “More work, fewer staff.”
   - “Belt tightening and staff reduction in response to managed care.”
   - “Not enough support staff.”
   - “Forced to obtain more contracts when not enough staff to service
     them.”

5. Rural areas: issue raised 9 times.
   - “Not progressive: low pay and little technology.”
   - “Acceptance of program elements in rural settings is lacking.”
   - “Feeling of isolation at times.”
6. Low pay: issue raised 9 times.
   - “The only dissatisfaction is monetary compensation that is inadequate for the responsibilities.”
   - “We are paid less than the people we assist.”
   - “I work for a large corporation yet low pay is a problem.”

7. Office politics: issue raised 9 times.
   - “Office politics get in the way of doing my job…”
   - “Office politics are distracting and stressful…”

8. Financial insecurity: issue raised 8 times.
   - “Big company but little pay.”
   - “Compared to other professionals, pay is low…”

9. Marketing duties: issue raised 8 times.
   - “(I) do not like the marketing aspect…”
   - “I hate the selling aspect of this job.”

10. Corporate policies: issue raised 8 times.
    - “Company policies get in the way of doing my job.”
    - “Inflexible rules and policies are a big job dissatisfier.”
    - “Feeling overwhelmed and disagreement with some company policies…”

11. Paperwork/reports: issue raised 4 times
    - “Mindless paperwork and reports a big hassle.”
    - “Useless paper work, lack of clerical support…”
Job Dissatisfaction Issues Raised Three Times or Less

- Incompetent supervision
- Lack of respect for EAPs
- Competition is fierce – hard to survive as a small company
- High turnover of EAP counselors
- Overnight travel required
- EAPs are being asked to get involved in management problems, which undermines the issue of trust
- Personnel responsibilities – hiring and firing
- No input into direction – concerns not heard
- Lack of respect from professional colleagues
- EAP field is so diverse it’s hard to gain professional identity
- Lack of paid training opportunities
- Feeling of isolation in internal program

Job Satisfaction Issues Cited

The theme is listed first, then the number of times the issue is raised, and finally, selected quotes. The list is in hierarchical order with the most frequently reported theme listed first.

1. Autonomy: issue raised 22 times.
   - “Control over my schedule is important.”
   - “…allowed to grow and build department with little interference.”
   - “(I am) allowed professional freedom to try new things.”
   - “Although the pay is low, I have the freedom to shape the program.”
2. Variety: issue raised 16 times.
   - “Mix of clinical, administrative, sales and account management...”
   - “The environment and issues are varied – variety is appealing and challenging.”

3. Respect: issue raised 14 times.
   - “My boss has confidence in my competence.”
   - “I work under very general, flexible supervision in which my judgement is trusted and respected.”
   - “Support from higher-ups is there for me.”
   - “My opinion is sought out.”
   - “…being respected as a professional who makes a contribution to the company.”

   - “…fellow workers make job satisfying.”
   - “I can count on my co-workers to help with office chores when needed.”

5. Time for family: issue raised 9 times.
   - “Flexible work schedules a blessing…”
   - “Family friendly job…”
   - “I work out of my home – work/family balance is key.”
   - “My boss believes in family first – flex schedule is important.”
6. Recognition: issue raised 9 times.
   - “My boss recognizes my contribution to the company bottom line.”
   - “I get credit for a job well done.”

7. Providing service to others: issue raised 8 times.
   - “The feedback I get is fulfilling, I like helping others.”
   - “What I do is relevant and important to others and my clients let me know.”

8. Pay and benefits: issue raised 8 times.
   - “Good pay = Value.”
   - “Pay and benefits make job great!”
   - “I give a lot but I also get good pay and benefits.”

9. Challenge: issue raised 8 times.
   - “Challenge of the job is important to me.”
   - “I feel that growth is a result of the challenge of this job.”
   - “The challenge of the job makes it interesting.”

10. Develop programs: issue raised 4 times.
    - “I develop my own programs – I have control over what happens.”
    - “I have control over what is in my program and how it is run.”

Job Satisfaction Issues Raised Three Times or Less

- My job makes use of my skills and abilities
- Room for growth
- Teaching and training others
- My job is in a customer-focused organization
• Company paid training is provided
• Good communications between management and staff
• Skill development is supported
• Work environment is non-threatening and relaxed
• Access to research and industry literature
• Job security

• Authority and influence:

  “I enjoy being a part of the Big Picture.”
Vita

Anthony P. Sweeney, born July 14, 1948 at Christiansburg Virginia.

Education    - Masters degree in Counselor Education, VPI and State University, 1996.


Internships - Lewis-Gale Psychiatric Center
Salem, Virginia
Mental Health Counselor, 1995

Family Service of Roanoke Valley
Supervision/Administration of Employee Assistance Program, 1997.

Lewis-Gale Psychiatric Center

Honors    - Phi Theta Kappa National Honor Society (GPA 3.87)

Psi Chi National Honor Society In Psychology,
Roanoke College Chapter, 1994.

Chi Sigma Iota Counseling and Professional Honor Society - Tau Eta Kappa Chapter, 1995.

A licensed pilot/mechanic, Anthony has 25 years of experience in the field of commercial aviation. Anthony’s job experience includes leadership positions in the maintenance and inspection of transport aircraft as well as testing and acceptance checks of new aircraft.

Anthony has extensive experience in the field of Employee Assistance Programs. He has served 9 years as volunteer counselor, and more recently as an Employee Assistance Program "contact person". This volunteer Union (AFL-CIO) job consists of meeting with individuals and employee groups to explain the benefits and services available to them through their company provided Employee Assistance Program.