#### DOCUMENT RESUME

ED 398 486 CG 027 193

AUTHOR McGhee, Marcheta; Satcher, Jamie

TITLE Organizational Commitment and Job Satisfaction among

State Agency Rehabilitation Counselors: New Mexico

(Blind).

PUB DATE Apr 95

NOTE 13p.; For national results, see CG 027 177. For

studies at the state level, see CG 027 178-204.

PUB TYPE Reports - Research/Technical (143) --

Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Counselor Qualifications; \*Counselors; \*Employee

Attitudes; Employment Patterns; Job Performance; \*Job Satisfaction; Occupational Surveys; \*Personnel Data; Quality of Working Life; \*Rehabilitation Counseling;

Work Attitudes; Work Environment

IDENTIFIERS Minnesota Satisfaction Questionnaire; \*New Mexico

#### **ABSTRACT**

The job satisfaction and organizational commitment of rehabilitation counselors working in public rehabilitation in New Mexico's Blind agency are the focus of this study. Participants were four rehabilitation counselor survey respondents whose agencies agreed to take part in the study. A total of 10 surveys were mailed. Job satisfaction was measured using the Minnesota Satisfaction Questionnaire, though the sample size was too small to conduct extensive data analysis. The three components of organizational commitment (affective, normative, and continuance) were examined using the Organizational Commitment Scales. Potential predictor variables examined were: (1) years of service; (2) age; (3) education level; (4) Certified Rehabilitation Counselor (CRC) status; (5) conscientiousness; (6) initiative; (7) cooperation; and (8) attendance/punctuality. Results, to be viewed with caution due to the sample size, indicated that counselors in New Mexico have substantially higher levels of job satisfaction than the national sample. From the results it can be assumed that the counselors' primary reason for expending energy on behalf of their organization is because of the emotional attachment they feel toward the organization, a condition which has been linked to superior work performance. Contains two appendices: (1) Job Satisfaction Items and (2) Organizational Commitment Items. (JBJ)



<sup>\*</sup> Reproductions supplied by EDRS are the best that can be made

# ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION AMONG STATE AGENCY REHABILITATION COUNSELORS: NEW MEXICO (BLIND)

by

Marcheta McGhee, Ph.D., Assistant Professor

Auburn University at Montgomery

and

Jamie Satcher, Ph.D., CRC, Associate Professor

The University of Alabama

April, 1995

### BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION Office of Educational Research and Improvement EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M. McGhee

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)



#### ORGANIZATIONAL COMMITMENT AND

#### JOB SATISFACTION AMONG STATE AGENCY REHABILITATION

COUNSELORS: NEW MEXICO (BLIND)

This study examined the job satisfaction and organizational commitment of rehabilitation counselors working in public (state/federal) rehabilitation in New Mexico's Blind agency. The following is a summary of the results of the study.

#### **Demographic Information**

Four (4) out of ten (10) surveys were returned. The following demographic questions were asked:

- 1. How long had the counselors worked with their agency?
- 2. How old were the counselors?
- 3. Did the counselors have masters or bachelor's degrees?
- 4. Were the counselors Certified Rehabilitation Counselors?

The counselors ranged in years worked as a counselor in New Mexico's Blind agency from 3 to 22 years, with a mean of 6.75 years. They ranged in age from 36 to 56 years with a mean age of 48.50. Three (3) of the counselors had master's degrees or higher and one (1) had a bachelors degree. One (1) counselor reported being a Certified Rehabilitation Counselors while three (3) said they were not.



#### I. JOB SATISFACTION

The Minnesota Satisfaction Questionnaire developed by Weiss, Dawis, England, & Lofquist, (1967) was used to measure job satisfaction. Cook, Hepworth, Wall, & Warr (1982) describe the Minnesota Satisfaction Questionnaire as a sound measure of overall job satisfaction.

The Minnesota Satisfaction Questionnaire uses a 5-point Likert scale with the following values:

1 = Very dissatisfied

2 = Dissatisfied

3 = I cannot decide whether I am satisfied or not

4 = Satisfied

5 = Very satisfied

A copy of the items can be found in Appendix A. Upon the completion of data collection, two items were deleted from the instrument: (a) being able to do things that do not go against my decisions, and (b) the chance to tell people what to do. Item <u>a</u> was deleted because the majority of respondents felt it was too ambiguously worded. Item <u>b</u> was deleted because the overwhelming majority of respondents indicated that their jobs did not provide opportunities for supervision and that, when working with clients, it was not part of their responsibilities/philosophy to "tell others what to do." With the deletion of these items, possible scores could range from 18-90. Using Cronbach's Alpha, a new reliability coefficient was calculated. Reliability was found to be .87.

The range of scores from New Mexico's Blind agency counselors was from 75-88 with a mean of 80.66 and a standard deviation of 6.65. This compares with a national sample mean of 66.86 and a standard deviation of 10.90.

#### Data Analysis

The sample size was too small to conduct data analysis other than ranges, means, and standard deviations.

#### II. ORGANIZATIONAL COMMITMENT

Organizational commitment refers to the dedication that employees feel toward the



organizations for which they work. It has been defined as "the strength of an individual's identification with and involvement in a particular organization" (Porter, Steers, Mowday, & Boulian, 1974, p. 604). It also has been related to the energy that employees expend on behalf of the organizations for which they work.

Meyer & Allen (1991) conceptualized organizational commitment as having three components: (a) affective, (b) normative, and (c) continuance. Affective commitment refers to the emotional attachment that an individual has for the organization in which he or she works. Normative commitment refers to the individual's attachment to an organization because of values relating to loyalty. Continuance commitment refers, primarily, to an individual's attachment to the organization for which he or she works because the costs of leaving the organization would be too high. Workers operating from an affective model of commitment expend energy on behalf of the organization because they want to. Workers operating from a normative model of commitment expend energy on behalf of the organization because they should. Persons in the continuance model expend energy on behalf of their organizations because they feel they have to.

Affective, normative, and continuance commitment can occur simultaneously, although they are individual constructs (Allen & Meyer, 1990; Meyer & Allen, 1991). The effects of each component on job performance, however, may differ. Meyer et al. (1989) stated that, when the primary commitment to an organization is affective, the organization may benefit in terms of "superior" performance. Normative commitment may also be positively reflected in work performance. When the primary commitment is continuance, relatively poor performance may be evident.

This study examined the affective, normative, and continuance commitment of rehabilitation counselors using the Organizational Commitment Scales developed by Allen and Meyer (1989). Items can be found in Appendix B. Previous research using these scales has shown relative independence among the three components of organizational commitment, although a relationship may exist



between affective and normative commitment. From a national sample of over 2,000 rehabilitation counselors, the following correlations were found:

	Affective	Normative	Continuance	
Affective	1.00	.50**	.05	
Normative	.50**	1.00	.06	
Continuance	.05	.06	1.00	

<sup>\*\*</sup>p< .01

A significant relationship was found between affective and normative commitment. The magnitude of this relationship, however, is not sufficient to conclude that they are measuring the same construct.

Previous researchers using these scales have found reliability coefficients ranging from .74 to .89 (Affective), .69 to .84 (Continuance), and .69 to .79 (Normative). From the national sample, the following reliability coefficients were found: Affective (.66); Continuance (.75); Normative (.70). The following research question was answered:

What are the affective, normative, and continuance commitment levels of rehabilitation counselors in New Mexico working for the state agency serving blind individuals?

For each area of commitment, scores on this instrument can range from 8-56. The following scores were obtained:

Affective Commitment Mean = 40.2  Normative Commitment Mean = 36.2  Continuance Commitment Mean = 27.2	
--	--

New Mexico's Blind agency public rehabilitation counselors were highest in affective (emotional) commitment followed, respectively, by normative and continuance commitment. In the national sample, state agency counselors' highest level of commitment was continuance. These were followed by affective and normative commitment.



#### **SUMMARY**

Job satisfaction and organizational commitment among public-rehabilitation counselors may ultimately be reflected in the quality of services provided to persons with disabilities. While New Mexico's results should be viewed with extreme caution because of the small sample size, its respondents appeared to have substantially higher levels of job satisfaction than the national sample.

New Mexico's pattern of organizational commitment was also fairly unique. The national pattern was continuance, followed by affective and normative commitment. New Mexico's counselors reported substantially higher levels of affective commitment than they did continuance commitment. Therefore, it can assumed the New Mexico's counselors' primary reason for expending energy on behalf of their organization is because of the emotional attachment they feel toward the organization. As mentioned earlier, this component of organizational commitment has been linked to superior work performance.

No recommendations are made. While results are based on an extremely small sample, it appears that New Mexico's agency serving persons with blindness is a unique agency in the emotional attachment that its workers have for it. Interviews with these counselors would be interesting to determine the reasons why they have this high level of affective attachment.



# APPENDIX A JOB SATISFACTION ITEMS



#### On my present job, this is how I feel about:

- 1. Being able to keep busy all the time
- 2. The chance to work alone on the job
- 3. The chance to do different things from time to time
- 4. The chance to be "somebody" in the community
- 5. The way my boss handles his/her workers
- 6. The competence of my supervisor in making decisions
- 7. Being able to do things that do not go against my decisions\*
- 8. The way my job provides for steady employment
- 9. the chance to do things for other people
- 10. The chance to tell people what to do\*
- 11. The way company policies are put into practice
- 12. My pay and the amount of work I do
- 13. The chances for advancement on the job
- 14. The freedom to use my own judgement
- 15. The working conditions
- 16. The way my co-workers get along with each other
- 17. The praise I get for doing a good job
- 18. The feeling of accomplishment I get from the job



<sup>\*</sup>Deleted from final analysis

# APPENDIX B ORGANIZATIONAL COMMITMENT ITEMS



#### Affective Commitment

I would be very happy to spend the rest of my career with this agency

I enjoy discussing my agency with people outside of it

I really feel as if this agency's problems are my own

I think I could easily become as attached to another agency as I am to this one (Reversed)

I do not feel like "part of the family" at my agency (Reversed)

I do not feel "emotionally attached" to this agency (Reversed)

This agency has a great deal of personal meaning for me

I do not feel a strong sense of belonging to my agency (Reversed)

#### Normative Commitment

I think that people these days move from company to company too often

I do not believe that a person must always be loyal to his or her organization (Reversed)

Jumping from organization to organization does not seem at all unethical to me (Reversed)

One of the major reasons I continue to work for this agency is that I believe loyalty is important and therefore feel a sense of moral obligation to remain

If I got another offer for a better job elsewhere, I would not feel it was right to leave my agency

I was taught to believe in the value of remaining loyal to one organization

Things were better in the days when people stayed with one organization for most of their careers

I do not think that wanting to be a "company man" or "company woman" is sensible anymore (Reversed).

#### Continuance Commitment

I am not afraid of what might happen if I quit my job without having another one line up (Reversed)

It would be very hard for me to leave my agency right now, even if I wanted to

Too much in my life would be disrupted if I decided to leave my agency right now

It would not be too costly for me to leave my agency in the near future (Reversed)

Right now, staying with my agency is a matter of necessity as much as desire



I feel that I have too few options to consider leaving my agency

One of the few negative consequences of leaving this agency would be the scarcity of available alternatives

One of the major reasons why I continue to work for this agency is that leaving would require considerable personal sacrifice-another organization may not match the overall benefits here



#### References

- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance, and normative commitment. <u>Journal of Occupational Psychology</u>, 63, 1-18.
- Cook, J. D., Hepworth, S. J., Wall, T. D., & Warr, P. T. (1982). The experience of work. San Diego, CA: Academic Press.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. Human Resource Management Review, 1, 61-98.
- Meyer, J. P., Paunonen, S. V., Gellatly, I. R., Goffin, R. D., & Jackson, D. N. (1989). Organizational commitment and job performance: It's the nature of the commitment that counts. <u>Journal of Applied Psychology</u>, 74, 152-156.
- Porter, L. W., Steers, R. M., Mowday, R. T., & Boulian, P. V. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. <u>Journal of Applied Psychology</u>, <u>59</u>, 603-609.
- Weiss, D. J., Dawis, R. V., England, G. W., & Lofquist, L. H. (1987). Manual for the Minnesota Satisfaction Questionnaire. Minneapolis: Industrial Relations Center, University of Minnesota.





#### U.S. Department of Education

Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



### REPRODUCTION RELEASE

(Specific Document)

1.	DOC	UMENT	IDENT	IFICA'	TION
----	-----	-------	-------	--------	------

Title: Organizational commitment and job satisfaction Mexico's public rehabilitation counselors.	among New	
Author(s): McGhee, M. & Satcher, J.F.		
Corporate Source:	Publication Date:	
·	1995	
II. REPRODUCTION RELEASE:		

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Sendoe (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

●

Check here
For Level 1 Release:
Permitting reproduction in
microfiche (4" x 6" film) or
other ERIC erohival media
(e.g., electronic or optical)
and paper copy.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

\_\_\_\_\_\_Sample\_\_\_\_

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

The sample sticker shown below will be affixed to all Level 2 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Check here
For Level 2 Release:
Permitting reproduction in
microfiche (4° x 6° film) or
other ERIC arctival media
(e.g., electronic or optical),
but nor in paper copy.

Level 1

Level 2

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here→ piease

Signature:

Marit P. M. Olea P. D.

Organization/Address:

Auburn University at Montgomery School of Education 7300 University Drive Printed Name Position (Ide: Marcheta P. McGhee, Ph.D Assistant Professor

ephone: FAX:

334-244-3835 E-Mail Address: Date: 9/12

ppmcgheeledla alm.edu 8/13/9

(over)