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## Perceived Job Functions, Satisfaction, and Training Needs of Human Service Workers

Sarah Pender  
*University of the Pacific*

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Perceived Job Functions, Satisfaction,  
and Training Needs of Human Service Workers

A Dissertation  
Presented to  
the Faculty of the School of Education  
University of the Pacific

In Partial Fullfillment of the  
Requirements for the Degree  
Doctor of Education

by  
Sarah Pender  
June, 1987

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Dated May 14, 1987

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## ABSTRACT

The purpose of this study was to obtain information about human service workers: who they are, (demographics), how satisfied they are (job satisfaction), and what they do (job functions). This information is intended to assist educators in improving paraprofessional training programs.

The Human Service Worker Inventory was developed and disseminated to the experimentally accessible population, human service workers from all appropriate human services agencies ( $N = 13$ ) in the Placerville area of El Dorado County, California. Research questions focused on the demographics, job satisfaction, and job functions of paraprofessional workers within these agencies.

Data from the 136 returned Inventories were analyzed, and produced the following statistically significant results: Chi-square test of goodness-of-fit indicated a predominance of female human service workers. Chi-square test of independence indicated that private agency respondents both had a lower educational level and performed six referral-related job functions less often; public agency respondents had more work experience; non-profit respondents performed more group counseling. Two analyses of variance (ANOVA) also provided significant results: higher job satisfaction of non-profit agency respondents and a difference in the pattern of responses to job functions. A multiple linear regression indicated that a significant positive correlation existed

## DEDICATION

To my parents,  
who instilled in me  
the aspiration necessary to attain this goal.

## ACKNOWLEDGEMENTS

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## CHAPTER ONE

### INTRODUCTION

Since the end of the 1950s, there has been an increase within social service agencies in the employment of paraprofessionals (Kelly, 1979; Richardson, 1980; Hart & King, 1979). These paraprofessionals are also termed "human service workers" (workers) in the literature (National Commission for Human Service Workers, NCHSW, 1983; Mehr, 1986). The NCHSW (1983) estimated the number of paraprofessionals to be "500,000 human service workers, representing the single largest category of human service personnel in this country" (p. 1).

The NCHSW (1983) defined "human service worker" as a generic term referring to an occupational category of technical level practitioners who perform a variety of service-oriented tasks under supervision. These workers are employed in many diverse human service settings such as schools, mental hospitals, developmental disabilities centers, nursing homes, community based-centers, boarding homes, senior centers, crisis centers, and social service agencies.

This category of worker was created with the increased focus on mental health following the upheaval of global conflict in the 1940s. However, while mandate-driven funding for education became available for other categories of mental health workers, assistance to the paraprofessional workers was limited by the lack of clear definition of the needs,

particularly educational needs, of this level of worker (Mehr, 1986). Since 1948, the National Institute of Mental Health (NIMH) has funded the formal education of more than 50,000 mental health professionals: 12,000 psychiatrists, 11,000 psychologists at the Ph.D level, 17,000 master's level social workers, and 9,500 psychiatric nurses ("Turnaround Slated," 1976).

Numerous published articles have addressed this level of worker. Cohen, Claiborn, and Specter (1983) cited the existence of over 1,700 published studies involving paraprofessional workers. However, this published literature yielded few specific recommendations for human service paraprofessionals, despite the federally mandated legislation and other sources leading to increased employment of this worker category. No recommendation was given regarding appropriate job functions or formal education for the paraprofessionals working in similar and often identical agencies as these other categories of mental health workers.

As early as the 1960s, paraprofessional workers outnumbered professionals by more than two to one in the health and mental health services (Dugger, 1980). The Kennedy "War on Poverty" and its related legislation created approximately 150,000 jobs for paraprofessionals (Riessman, 1967). In October 1963, President Kennedy signed Public Law 88-164, which provided pressure on a national scale for the community mental health movement and thus indirectly



encouraged the expansion of human services.

A survey by the National Institute for New Careers (1970) of 80 community mental health centers revealed that 42% of all full-time positions were filled by paraprofessional workers. The Economic Opportunity Act (EOA) of 1964 resulted in the employment within one year of 25,000 paraprofessionals in community action programs and 46,000 paraprofessionals in the Head Start program for disadvantaged preschoolers (Mehr, 1986).

The trend toward increased utilization of paraprofessionals is apparently continuing. Verification of current employment of this level of worker is provided by job announcements posted by California county and state social service agencies such as welfare departments, mental health departments, and juvenile halls which continue to advertise for graduates of two-year college programs (see Appendix I). Private and non-profit organizations also continue to advertise for paraprofessional employees.

In response to this increased utilization of paraprofessional workers, educational programs are starting to be created to fulfill this growing demand. Development of such educational programs, however, has been hindered by insufficient information regarding this level of workers, information on their job functions (job responsibilities), what variables influence job perceptions, or their level of job satisfaction. The literature provides non-operational

definitions of human service workers such as "a mid-level, auxiliary person prepared to function in a new and specialized position" (Montague, 1971).

This "position" remains ill-defined and has led to development of diverse training programs ranging from on-the-job training to two-or-four year college degree programs modeled after professional level social or behavioral sciences programs (American River College, 1986; Cosumnes River College, 1986). Despite references in the literature to human service workers, little information has been provided regarding a clear description of these workers' competencies or job responsibilities. "Human service workers, then, are identified by what they can do, not by how far they went in school, or what they studied" (Mehr, 1986, p. 18).

Brown (1974) provided another example of a literature reference lacking information on human service worker job functions or job satisfaction. He suggested that paraprofessionals are effective counselors partly because they are selected on the basis of personal characteristics that are important for effective helping, rather than on characteristics important for success in graduate school. Brown stated that human service workers may have these qualities of drive, single-mindedness, and a focus on thinking required for success in graduate school. However, they also have "a capacity for empathy, warmth, sensitivity in interpersonal relations, high self-confidence, and self-

regard, and the ability to accept people with values different from their own" (p. 47).

Literature references like Brown's provide little information on worker demographics, worker job functions, worker educational requirements, or worker job satisfaction. Definition of human service workers by educational or training level ranged in literature references from no formal preparation to any educational level less than a doctorate degree (American Psychological Association, 1981). Response options to training level in Montague's (1971) paraprofessional research study ranged from less than a month of on-the-job-training to two years of training. Due to this lack of demographic information about human service workers, their actual job functions, educational requirements, or job satisfaction, programs attempting to educate participants for employment for this level of human service agency work are impeded from being more effective (Shaw, 1973). If provided with this information, these programs could potentially better prepare graduates for paraprofessional job positions.

#### Statement of the Problem

A technical level job position, the human service worker paraprofessional, is being increasingly utilized within human service agencies. Two related problems have arisen with this growing usage.

1. While this level of worker is being increasingly utilized, the paraprofessional's role and job needs remain

ill-defined. Little is known about (a) who these workers are, (b) their level of job satisfaction, (c) what they actually do on the job, (d) their perceived job needs, and (e) what relationships might exist among these variables.

2. Educational programs are being created to fill the increasing need for human service paraprofessionals. However, lack of information on the above variables has limited these educational programs attempting to train applicants for employment in appropriate job positions. Program educators have difficulty evaluating the quality or appropriateness of the program content without information on the job functions (job responsibilities) and training needs of paraprofessional employees.

#### Purpose of the Study

The purpose of this study was to obtain information about human service workers: who they are, (demographics), how satisfied they are (job satisfaction), and what they do (job functions). This information is intended to assist educators in improving paraprofessional training programs. The present study referred to specific human service worker variables: (a) demographic descriptions of gender, age, educational level, work experience and agency type; (b) job satisfaction; and (c) job functions including perceptions of job liking, job importance, and job training needs.

#### Research Questions

The following research questions were chosen to

fulfill the purpose of this study.

Demographic descriptions:

1. What is the gender ratio of respondents?
2. What are the ages of respondents?
3. What is the educational level of respondents?
4. What is the work experience of respondents?

Job satisfaction:

5. What is the job satisfaction level of respondents?

Job functions:

6. What are the actual job functions (job responsibilities) of respondents?
7. Is there a significant relationship between agency type (private, non-profit, or public) and demographic variables?
8. Is there a significant relationship between agency type and job satisfaction?
9. Is there a significant relationship between agency type and job functions?
10. What job functions are most liked as perceived by respondents?
11. What job functions are most important as perceived by respondents?
12. What job functions are most important to their supervisors as perceived by respondents?
13. What job functions require more training (training needs) as perceived by respondents?

14. Are there any significant relationships among the job functions or job satisfaction as a function of agency type?

15. Are there any significant relationships between the job functions and job satisfaction?

#### Definition of Terms

1. Human service worker (worker): "Technical level practitioner who performs a variety of service-oriented tasks under supervision...by a professional or a service team....Human service workers perform as front-line direct care providers or as assistants to professionals....Their skills are often "generic" in that they can be applied to a range of client or consumer needs and include interviewing, observing, outreach, advocacy, skill building, teaching, personal care-giving, case management, referral, counseling, and case planning and supervision" (NCHSW, 1983, p. 1).

For the purpose of this study, the term "human service worker" will be further limited to those employees utilizing counseling-related skills with clients/significant others within a human service job setting, to be differentiated from "Professional Personnel" (California Administrative Code, Title 9, Section 622: Community Mental Health Services, Requirements for Professional Personnel).

2. Human service paraprofessional (paraprofessional):  
Used as synonym for human service worker.

3. Human service agency: An agency whose primary purpose

is to assist people with emotional or mental needs. This includes "agencies such as correctional institutions, parole, probation, welfare, rehabilitation, mental health, schools and child centers" (American River College, 1986, p. 46), and "...mental hospitals, developmental disabilities centers, nursing homes, community based-centers, boarding homes, senior centers, crisis centers, social service agencies, etc." (NCHSW, 1983, p. 1).

4. Human service educational program: A college vocational degree program whose purpose is educating students for employment in a human service agency.

5. Work experience: Number of years of experience in human service field and in that agency. This variable is represented by Inventory items 3-5.

6. Educational level: Designation of any degrees and courses completed at an education institution. This variable is represented by Inventory items 6-7.

7. Agency type: Designation of type of agency in which respondent works as either a private, public, or non-profit agency, as determined by the California Corporations Code, sections 5000-9000 (L. Campbell, Justice Department of California, Registry of Charitable Trusts, personal communication, October 17, 1985).

8. Job satisfaction: Currently defined in the literature as attitudes regarding education, age, income, occupation (Weaver, 1980), and equity, respect, agency's responsiveness

to employees' problems, and advancement opportunities (Cooper, Morgan, Foley, & Kaplan, 1979). This variable was represented by Likert scale format items 9-16 in the Inventory, and referred to the attitude of the respondents to their job as a whole. Five possible choices ranged from "strongly agree" to "strongly disagree".

9. Job function (job responsibility): Shaw (1973) defined a job function as "a description of a particular...behavior aimed at accomplishing the stated objectives of the...program. It may be a very general description, for example, vocational guidance; or it may be quite specific, for example, individual counseling with bright underachieving high school seniors" (p. 67-68). Whereas job "function" is common terminology in published literature, "function" was also referred to as job "responsibility" on the research instrument to maximize clarity to respondents unfamiliar with such publications. This variable was represented by a dichotomous choice for each Inventory item, 17-39, column A ("I do this").

10. Job function liking: Dichotomous choice of whether specific job function was liked or disliked. This variable was represented by Inventory items 17-39, column B ("I like doing this").

11. Job function importance: Dichotomous choice of whether specific job function was/was not important. This variable is represented by Inventory items 17-39, column C



("Doing this is important to me").

12. Job function importance to supervisor: Dichotomous choice of the whether specific job function would be important to their supervisors as perceived by paraprofessionals. This variable was represented by Inventory items 17-39, column D ("My supervisor thinks this is important").

13. Need for more training (training needs): Dichotomous choice of whether more training is/is not needed in that specific job function. This variable was represented by Inventory items 17-39, column E ("I need more training in this").

#### Overview of Methodology

Descriptive research was chosen to fulfill the purposes of this study. Published studies reflect variability on how to classify descriptive studies. Van Dalen (1973) defined the purpose of descriptive research as predicting and identifying relationships among variables. He presented three types of descriptive research: survey studies, interrelationship studies, and developmental studies. He cautioned that these categories are not rigid; some studies fall exclusively within one of these areas, but others have characteristics of more than one. Of these three types of descriptive research, the present study involved both survey and interrelationship research.

A questionnaire format was chosen to obtain the survey and interrelationship research results. The research

instrument, the Human Service Worker Inventory (Inventory), was developed by the investigator and is more fully described in Chapter Three. The Inventory was divided into three sections: demographic information, job satisfaction, and job functions. Directors of human service agencies in El Dorado County disseminated the questionnaires to their paraprofessional workers.

### Test Validity

The procedures employed to establish research instrument test validity are fully described in Chapter Three. Test validity was established by recommendations from human service workers employed in human service agencies in Sacramento County, California. This cross-section of practitioners was asked to examine the questionnaire format and each item for redundancy, clarity, and comprehensiveness. Recommendations for the entire instrumentation were solicited regarding test length (about 15 minutes), unnecessary questions, omission of concepts, reaction to format of the answer sheet, and additional perceptions. This pilot group's suggestions were then analyzed and the instrument was modified to incorporate these suggestions.

Final modifications of the questionnaire instrument were made after a review of test validity by the investigator's doctoral dissertation committee members. These specialists in such areas as educational counseling, administration, and statistical analysis gave further

suggestions on format and content. The dissertation committee also reviewed all additional support materials and correspondence used in conjunction with the instrument prior to its dissemination to respondents.

### Test Reliability

Reliability for the Inventory was established by the test-retest method. The Inventory instrument was given on two occasions to a population similar to the experimentally-accessible population. These were human service workers employed within the El Dorado County Welfare Office in South Lake Tahoe. The results of these two administrations were then correlated to determine the reliability of the items. The Inventory was readministered to this group four weeks after the first administration. A correlation coefficient,  $r_{xx}$ , was then calculated for each item, reflecting the reliability between the two testings. Tables IV-1 and IV-2 present the test-retest reliability coefficients. In addition, the item intercorrelation matrix was analyzed to yield an alpha coefficient for the reliability of the job satisfaction section as a whole (see Table IV-6).

### Assumptions of the Study

The assumptions underlying the study are:

1. The scaled data from the research instrument analyzed in the study are at least ordinal and possibly on an interval scale, based on the central limits theorem (given no true differences).

2. The dissemination of the research instrument, the Human Service Worker Inventory, by the agency director to eligible human service workers within that particular agency did not influence the validity or reliability of the questionnaire responses. Director guidelines for respondent eligibility are listed in Appendix C.

3. The population of human service agency employees who were Inventory respondents represents a meaningful population for fulfillment of the purposes of the study.

4. Responses to the Inventory were valid, relative to the generally limited validity obtainable with self-report measures.

5. Better understanding of the influence of the study's variables upon respondent perceptions could assist human service students in preparing for employment within agencies similar to the respondents' agencies.

#### Scope and Limitations of the Study

1. Questionnaire respondents were employees within El Dorado County. If similar employees from other geographic areas have demographic variables and job function perceptions differing significantly from the experimentally accessible population, generalizations from this study may be limited.

2. The director of each designated human service agency determined the eligibility of employees within that agency to be appropriate questionnaire respondents. Despite providing both printed guidelines and printed criteria for respondent

eligibility in order to maximize consistency, the judgment of these professional directors could have had indirect influence on the results of the study. Director guidelines for respondent criteria are listed in Appendix C.

#### Significance of the Study

Fulfillment of the purpose of this study has significance to a number of human service related groups. The purpose was to obtain information about human service workers: who they are, (demographics), how satisfied they are (job satisfaction), and what they do (job functions). This information is intended to assist educators in improving paraprofessional training programs. This purpose has significance to human service educational program graduates who utilize the information obtained by this study. These graduates would have received educational training directly related to the on-the-job needs expressed by presently employed workers, potentially increasing their employability. Employers may be more receptive to hiring graduates from programs utilizing recommendations from already employed workers.

A second group to whom this study has significance is the human service program educators. Information obtained by this study could be utilized by these educators for curriculum planning and program modification based upon expressed training needs of employed workers. This could enhance the reputation of the program by increasing graduate

employability.

Information provided by the results of the study could also assist program educators to improve accuracy of applicant selection. Potential applicants are drawn to the human service field for a variety of reasons. Often they expect to attain altruistic employment upon completion of a human service training program such as the two-year degree programs currently existing in some California community colleges. These applicant expectations are often based on ideals rather than on any research of employment opportunities for graduates of such programs. After the graduate is employed, disappointment may occur if on-the-job responsibilities or functions do not match original expectations.

Such disappointment could be diminished if specialized human service career selection materials were available to the applicant when first entering the program. Selection materials could involve feedback from presently employed human service workers to which prospective students could compare the job functions they had expected to utilize. Students could then choose program participation based on a more accurate understanding of work requirements.

A third group to whom the study could be significant consists of the human service agencies themselves. An improvement in human service training programs, based upon feedback from employees presently holding paraprofessional job positions, could lead to increased employability of this

category of worker.

### Organization of the Remaining Chapters

Chapter One presents research findings on the increased utilization and substantiated effectiveness of human service paraprofessionals, statement of the problem, purpose of the study including the research questions, definition of terms, overview of methodology, assumptions and limitations of the study, and significance of the study. Chapter Two, the literature review, presents research findings on the effectiveness of human service paraprofessionals, their diverse and sometimes confusing role within mental health and education, and the creation and definition of the paraprofessional worker. The literature review then provides research on the study's variables: gender, age, educational level, work experience, agency type, job satisfaction, and several aspects of job functions, including job liking, importance, and training needs.

The third chapter, the research design and methodology, provides an extensive explanation of the method of research used in the study. The research instrument, the Human Service Worker Inventory, is described and the procedure used to obtain instrument validity and reliability is presented. The data collection, procedure for administering the research instrument, and statistical results are also described. Chapter Four presents the statistical analyses of the Inventory results related to each of the research questions.

Chapter Five provides a discussion of the study's results and presents conclusions and recommendations for implementation and further research.



## CHAPTER TWO

### LITERATURE REVIEW

The following review of published literature is presented to assess what related information is already available on the expanding category of the human service paraprofessional.

This assessment is intended to assist in fulfilling the stated purpose of this study: To obtain information about human service workers in order to assist educators in improving paraprofessional training programs. The literature review for this study presents three areas of research relative to human service paraprofessional role development and usage. First, published research is presented regarding the effectiveness of human service workers. Secondly, research is presented on the background of human service paraprofessionals, and includes literature relative to possible causes of the confusion regarding appropriate paraprofessional job functions. Thirdly, research is presented on the variables found to influence job perceptions.

#### Effectiveness of the Human Service Paraprofessional

In addition to the references presented in Chapter One on increased usage of paraprofessionals in human service agencies, there is also evidence in the literature as to their effectiveness. The California Personnel and Guidance Association (CPGA, now California Association for Counseling and Development, CACD) stated in its Guidelines for the Paraprofessional in Human Services (1977) that "their

paraprofessional effectiveness is well attested to by the generally enthusiastic acceptance of them by the community they serve" (p. 2).

Some of this "acceptance" was generated by literature showing that many professional tasks did not require advanced education and could be adequately performed by paraprofessionals. Sobey (1970) found that 53% of program directors who collectively employed a total of 10,000 paraprofessionals preferred to use these workers for tasks previously performed by professionals.

This preference particularly extended to indigenous workers, that is, workers with similar backgrounds and cultures as their clients. The indigenous worker was an outgrowth of the 1964 Economic Opportunity Act which stressed a philosophy of "maximum feasible participation" of the poor in the programs and services that influenced their lives. Subsequent research showed that these paraprofessionals not only functioned effectively as counselors but in some cases performed better in several ways than members of traditional psychiatric teams (Rioch, Elkes, Flint, Usdansky, Newman, & Silber, 1963; Beck, Kantor, & Gelineau, 1964; Carkhuff & Truax, 1967; Poser, 1966).

Aiken, LoScinto, Ausetts, and Brown (1984) compared the performance of paraprofessional drug counselors to professional drug counselors. They concluded, "In no area of evaluation were outcomes substantially more favorable for

clients of one counselor group over another" (p. 383).

Mehr (1986) stated that the tremendous growth in use of paraprofessionals, and studies done on their effectiveness, indicate that relatively uneducated staff can competently perform a large percentage of the tasks currently done by professionals. He defined human service workers in terms of what they can do, not by their educational level. Vidaver (1973) emphasized the increasing recognition of such workers as evidence that one does not have to be a highly credentialed member of a traditional professional discipline in order to provide competent helping services.

The effectiveness of human service paraprofessionals within educational settings has also been amply demonstrated. Kaplan (1977) reported on a major evaluation study of nearly 20,000 paraprofessionals working in classrooms in 132 school systems in 48 states from 1969 to 1976. Children who had been assigned to classrooms with paraprofessionals did better on standard reading and math tests after their experience than did students in classes where paraprofessionals were not used. Kaplan did not speak to the question whether the results were related to the paraprofessionals' skills or to the fact that another person was available in the classroom.

In another study of paraprofessionals within education, Costa (1975) demonstrated that paraprofessionals who later qualified for teaching credentials by obtaining further education had more positive attitudes toward children and

received better performance ratings than teachers who had not been paraprofessionals. In addition, the students in their classes performed better than did students in the classes of traditional teachers who had not had paraprofessional experience prior to their teacher training.

Evans, Hearn, Uhlemann, and Ivey (1984) compared trained human service workers to a nontrained group and found significant differences between groups. The experimental group members were trained in a programmed-learning format and participated in communication role-play exercises. The control group had no such training. The authors found that the trained worker group had superior responses in comparison to the untrained group.

An example of the effective use of paraprofessionals in communication roles was provided by Montague (1971). The concern of college personnel at San Joaquin Delta College regarding maintenance of a quality counseling program in the face of increased enrollment led to a pilot program which assigned four paraprofessionals to work with certain credentialed counselors during spring semester, 1971. At the conclusion of the pilot program, the counselors involved unanimously agreed that properly trained paraprofessionals could play an effective role in improving and extending community college counseling services.

In conclusion, professional literature has shown paraprofessionals to be effective in human service settings.

Yet despite the statistics showing paraprofessionals to be the single largest category of human service personnel in this country, there was less research found on this group relative to research available on the smaller category of professional personnel. There was even less published research found regarding what specific variables influence job perceptions of the human service paraprofessional. A possible reason for this lack of human service worker research might be the long-standing, traditional diversity of approaches regarding appropriate worker roles. A brief explanation of the background of the human service profession may assist the reader in understanding the differing approaches held today toward the use of counseling paraprofessionals.

#### Background of the Human Service Paraprofessional

Contemporary counseling role diversity has its origins in the two settings which have a history of employing professional counselors: mental health systems and educational systems (Mehr, 1986). Both systems have utilized some version of paraprofessional employees since their origins. However, the systems created counseling role confusions which continue even today due to their role diversity (Sprinthall, 1980). The summary which follows presents the development of these two origins of the counseling profession.

#### Role of Paraprofessional Counseling within Mental Health

The present utilization of counselors or therapists in

mental health agencies, such as day treatment centers or out-patient facilities, bears little resemblance to the first mental health systems, the mental hospitals. Wahler, Johnson, and Ulrich (1972) placed the beginning of the mental health movement in the 1790s in France with Pinel who unchained the insane at the famed mental hospital at Bicetre. The movement spread to America through the efforts of people such as Dorothea Dix and Clifford Beers who were active during the 19th and early 20th centuries. These human service reformers spread the revolutionary ideas that mental illness was a disease and that the mentally ill require humane and proper treatment.

This growing humanitarian movement, combined with the concept that the community was the appropriate place for intervention rather than institutional settings, provided a major impetus for the changes which occurred in the 1960s (Mehr, 1983). The final report of the Joint Commission of Mental Health (1961) recommended a community-based effort: "The objective of modern treatment of persons with major mental illness is to enable the patient to maintain himself in the community in a normal manner" (p. 2). Movement into the communities generated a mental health system similar to the system which exists in California today. This movement also exacerbated the confusion regarding appropriate counselor roles within these community agencies.

Community mental health programs developed still more

counselor roles which differed somewhat from roles traditionally associated with clinical psychology. Elias, Dalton, France, and Howe (1984) and Sarason (1981) agreed that community psychology emerged, in part, out of a recognition that the individualistic paradigm of clinical psychology was no longer making satisfactory progress toward fully understanding mental health and relieving the social and economic burdens associated with mental disturbance.

As the community psychology focus has developed, differences in approaches to training of personnel within the mental health profession have contributed to role confusion. Sandler and Keller (1984) claimed that "concern over training issues has played an important role in the development of the field of community psychology" (p. 157). Andrulis, Barton, and Aponte (1978) reported on a survey of Division 27 members, the American Psychological Association (APA) Division for Community Psychology, regarding perceptions of necessary education for the field of community psychology. The authors reported that although the responding members were predominantly clinical psychologists, the respondents noted the importance of training in non-clinical areas such as community change and social planning, program evaluation, and community organization. The authors concluded that training programs should increase the attention to training in non-clinical, broader social system concerns.

Fox (1982) wrote on the necessity of clinical psychology

to undergo a general orientation away from psychopathology to the totality of human problems. Fox claimed that there is a need for "tens of thousands of professional psychologists to address the major behavioral health problems that confront us" (p. 1052). Walfish, Plifka, and Stenmark (1984) urged the further recognition of the relatively new and rapidly growing discipline of community psychology. They reported that only one university was offering an advanced degree in community psychology prior to 1965, but by the middle 1970s as many as 62 programs were offering graduate degrees in this field. Other research encouraged paraprofessional human service roles be broadened to include more community agency settings. Aponte and Lyons (1977) perceived the guidelines of the American Psychological Association's professional code of ethics (APA, 1972) as too limiting. They stated that because these guidelines were designed primarily by clinical psychologists and thus directed toward the practice of clinical psychology, they failed to recognize the complexity of roles and activities of community psychologists, the diversity of settings in which they work, and the number of different types of workers with whom they are actively engaged. The authors continued to state that the guidelines are too narrow and restrictive for individuals in community settings, and that community agency settings present unique problems not found in other areas.

Duncan, Korb, and Loesch (1979) referred directly to



human service paraprofessionals in their recommendation for less restrictive use of professionals. They stated that the chronic shortage of counselors and the increasing burdens of practicing professionals accent the need for additional personnel capable of providing effective mental health services. They saw the usage of paraprofessionals in responsible staff positions as rapidly increasing and also stated that appropriate and effective training for paraprofessionals must give credit for life-experience and informally acquired skills and must use alternatives to the traditional academic structures for preparing counselors.

In addition to traditional utilization of counselors within the mental health system, counselors were also employed within the American educational system in a myriad of roles. A summary of expanding human service roles within education and subsequent expansion of role diversity is presented here.

#### Role of Paraprofessional Counseling within Education

Recent recommendations within the educational system have urged the expansion of paraprofessional counseling roles, partly due to economic pressures (Richardson, 1980; Duncan, Korb, & Loesch, 1979; Brammer, 1978). Originally, however, other pressures were involved in the creation of counseling within education. Initially, urbanization and migration contributed to the introduction of counseling into American schools. Estimates are that 75 percent of the labor force was

in agriculture in 1840. By 1930, the agricultural labor force represented only 21 percent of the national population (Tauber and Tauber, 1958). Traditionally, farm children had no need for professional assistance in career counseling; they stayed on the farm. However, by 1930, these children were needing assistance with career decisions for the first time in history.

In addition to the agricultural population moving to the cities, people who came to the United States in the waves of immigration between 1890 and 1920 also settled largely in the cities. Learning a new language, new culture, and skills for employment were educational skills children were not able to learn at home. These catapulting job or work related needs led to Frank Parson's Vocation Bureau of Boston in 1908. Mr. Parson later became known as the founder of vocational guidance (Brewer, 1942). While the Bureau was a private agency, it was the first formalized guidance program with formally designated counselors.

The rise of nationalism also directed early school counseling toward job or career guidance. The onset of World War I established an immediate emphasis on occupational choices within the army (Sax, 1980). The military service needed students to fill the available military job positions and wanted students who best fit "naturally" into the various occupations. The Vocational Guidance Bulletin (1918) called for guidance counselors "to assist in selecting competent men

for responsible positions" (p. 4).

More recently, Title V of the National Defense Education Act (1958) provided monies specifically for the development of guidance in public schools, while Title IV of the Act provided for training institutes including the training of school guidance personnel. School guidance training was added to the curriculum in colleges and universities largely since World War II (Hollis & Wantz, 1980). Separate administrative units have been established in colleges and universities with specific courses, degrees, and faculty for counselor preparation. Degrees in counseling are presently offered from the two-year undergraduate level to the doctoral level.

Two-year undergraduate counseling degrees are a recent development. Originally, counselor training programs focused predominantly on professional-level degrees providing training for clinical work in the mental health systems. Later, universities and colleges also began providing formal training in career guidance for school counseling. With the creation of the community colleges, programs were developed for paraprofessional training and placement in agencies and schools (American River College, 1987).

Hollis and Wantz (1980) studied counselor training program preferences for either agency or school placements. They found a trend toward expansion into agency placements of counselor preparation programs, and reported the number of

educational institutions adding programs in agency counseling in 1980 was 169 out of 340 institutions. They also reported that graduates of counselor preparation programs were increasingly accepting initial employment outside of education. "Counseling can no longer be considered as preparation primarily for school settings" (p. 30). This swing in counselor education and training emphasizes the shifts within the counseling profession causing diversity in approaches toward what are appropriate professional versus paraprofessional roles.

#### Creation and Definition of the Paraprofessional Worker

Creation of the paraprofessional worker had largely financial causes (Mehr, 1986). Economics was a primary influence upon the relationship and the ratio of professionals to paraprofessionals in human service agencies. As mentioned by Fox (1982), there is a need for tens of thousands of professional psychologists to address the major behavioral health problems. However, professional psychologists are traditionally some of the highest-paid employees within a human service agency. Passage of California's Proposition 13 in June, 1979, further decreased funding available to many social service agencies already financially struggling under increasing costs.

As a solution, community mental health centers began employing a relatively new level of worker who was less-extensively trained, and thus typically lower-paid: human

service workers. Increased utilization of paraprofessionals was one method by which human service agencies compensated for increased budgetary pressures (Brammer, 1978; Richardson, 1980). As early as 1968, 10,000 technician-level workers were employed in community mental health centers alone (Sobey, 1970). Duncan, Korb, and Loesch (1979) also mentioned rising economic pressures causing a shortage of professional counselors. A survey by Montague (1971) also indicated rising costs to be affecting counselor preparation. Montague claimed that the demands for special services were increasing at the community colleges while finances were decreasing, a situation which led to the utilization of paraprofessionals in community college student services.

Confusion as to the role of the paraprofessional has been created by movement of paraprofessionals into roles originally filled by professionals. Diversity of opinion exists in the literature as to a clear differentiation between these two practitioner levels. Relative lack of published research on the human service worker may be partially traced to differing approaches to the definition of this role. Numerous research articles quoted in this study supporting the increased utilization of paraprofessionals were based on the definition of a practitioner with less than a master's degree. Mehr (1986) defined human service workers in terms of educational level, as individuals with less than a master's degree. Yet many publications referred to "professionals" who had no

doctoral degrees (Reid & Hanrahan, 1982; Dimond, Havers, Rathnow, & Colliver, 1977; Ginsberg & Mark, 1977). These researchers referred to sub-doctoral practitioners as eminently employable and capable of providing effective service to clients in need. Schmitz (1981) stated that "several counselor education programs across the country have become increasingly involved in the training of helping professionals at the undergraduate level" (p. 16).

Gerken (1981) stated that despite evidence of the significant influence of the paraprofessionals upon the consumer of human services, more research has focused upon the skills and needs of the doctoral or master's degree professional. Durlack (1982) specifically defined a professional as one who holds a master's or higher degree. Thyer (1984) presented evidence showing that many of the roles which Fox (1982) saw as appropriate for doctoral-level clinical psychologists can and are being performed adequately by master's-level professional social workers.

Clavelle and Turner (1980) referred to social workers as professionals in their investigation of the clinical decision-making process of 32 paraprofessionals and 24 professionals (11 social workers and 13 clinical psychologists). "Results revealed that the professionals displayed no greater consensus in their decisions than did the paraprofessionals" (p. 833).

While the literature revealed differences regarding the appropriate definition of professional human service workers,

there was greater consensus regarding the supervision requirements of the paraprofessional. The APA, CPGA (CACD), and the NCHSW all defined a paraprofessional as a worker requiring supervision. "Human service workers are usually not independent practitioners; they work under supervision by a professional or service team" (NCHSW, p. 1).

The American Psychological Association (APA, 1977), while not restricting the term professional to doctoral degree holders, did stipulate that:

final responsibility and accountability for services provided must rest with psychologists who have earned a doctoral degree in a program that is primarily or psychological at a regionally accredited university professional school. Those providing psychological services who have lesser (or other) levels of training shall be supervised by a psychologist with the above training (APA, p. 498).

A 1982 revision of APA guidelines for the delivery of counseling services had similar supervision requirements.

The California Personnel and Guidance Association (CPGA, now the California Association for Counseling and Development, CACD) clearly supported the concept of supervision of paraprofessionals by a professional (1977). While CPGA/CACD provided a definition of a paraprofessional, a minimum educational level was not established:

DEFINITION: A paraprofessional is a person who performs duties related to those of the professional and under the professional's direct supervision. Further, the paraprofessional in human services may be defined as a person who performs duties in support of the functions of the professional in human services, under the direct supervision of the professional, and as an integral part of a totally planned human services program. (p.5)

CPGA/CACD publications on the topic of supervision urged that guidelines be established for paraprofessional support personnel as their utilization continues to increase. The Association emphasized that "the services performed by the paraprofessional must be recognized as a supplement to and not a substitute for the services provided by the professionals" (p.1).

In addition to supervision, the literature also provided greater consensus regarding recommendations toward paraprofessional certification than toward paraprofessional educational level. Hammes (1974) found that many professionals making the final hiring decisions in human service agencies continued to prefer academic certification of expertise. Hollis and Wantz (1980) predicted a trend toward increased certification at both professional and paraprofessional levels; "the importance of being able to be certified and licensed has reached new prominence" (p. 32). The CPGA/CACD (1977) also recommended that certification or licensing of paraprofessionals in human services be established:

LICENSING: Licensing of trained paraprofessionals protects the public from incompetence and insures the paraprofessional assume his or her share of responsibility in providing services to clients in the human services area. Recommend: that licensing of paraprofessionals in human services be established (p. 6).

Certification and degree programs for human service workers do exist (San Joaquin Delta College, 1987; American



River College, 1987; Cosumnes River College, 1987). These are typically two year programs which list similar employment settings as appropriate for their graduates as are recommended by the NCHSW (1983). American River College (1987) listed its objectives as "preparation for employment as a professional aide with agencies such as correction institutions, parole, probation, welfare, rehabilitation, mental health, schools and child care centers" (p. 46).

One restriction on programs training paraprofessionals to serve this increased need is the limited amount of published research available on human service agencies' personnel needs for employees at this job level. Much of the research emphasized curriculum recommendations from academic educators rather than from the employees within human service agencies who may be employing such graduates (Aponte & Lyons, 1977; CPGA, 1977; San Joaquin Delta College, 1971). Alcorn and Strugis (1981) claimed academia in general has had limited experience with the field of mental health and that there is still resistance by some psychologists toward the use of subdoctoral personnel. The authors concluded, "It would appear from recent developments that counselor training departments must increasingly give serious consideration to program modifications that allow them to meet agency staffing needs" (P. 250).

In summary, it has been supported by the literature that paraprofessional human service workers are both utilized and

effective within human service agencies, although there are differences of opinion as to who is a professional or paraprofessional human service worker. It has also been supported that certification for the human service workers is preferred by an increasing number of employing agencies. The literature revealed a diversity of approaches for the appropriate use of paraprofessionals within mental health agencies and educational systems. This study has addressed the problem of lack of research available on this level of worker, particularly in regard to job perceptions and variables influencing those perceptions. A review of literature related to those influential variables follows.

#### Variables Influencing Job Perceptions

A review of the literature yielded more research articles which focused on variables influencing job perceptions of more general sample populations than on variables influencing job perceptions specifically of human service paraprofessionals. The variables of interest are: gender, age, work experience, educational level, agency type, job satisfaction, and job function. Consequently, these variables were incorporated into the research instrument developed for this study. This literature review discusses each of these seven referenced variables separately in the same sequence in which the variables appear within the research instrument.

#### Gender

The literature has provided studies showing

gender to be an influence upon the perceptions of human service personnel. The largest amount of research found in the literature on the influence of gender is related to the client-counselor relationship. Casas, Brady, and Ponterotto (1983) found significant interactions between congruency and sexuality descriptors of clients. They saw their study as supporting the hypothesis that stereotyping can significantly interfere with the treatment stereotyped individuals receive when they use mental health services. Such stereotyping potentially influences the human service paraprofessional's role, as this role can include client-counselor relationships.

A study by Vargas and Borkowski (1983) further supported the possible influence of gender upon perceptions of counselor skills. They studied the effects of physical attractiveness upon perceptions of counselor skills and found that male clients attributed higher levels of skillfulness to the attractive female counselor than did female clients. Physical attractiveness of the counselor accounted for over 50% of the variance in perceived effectiveness.

Jackson's study (1983a) also supported the importance of physical attractiveness. In this study, professional personnel consultants evaluated male or female employees as physically attractive or unattractive. Consultant decisions about career development were strongly influenced by employee gender and attractiveness. Similar to the explanation offered for sex discrimination in employment, Jackson (1983b)

suggested that the differential treatment of attractive and unattractive job applicants is the result of stereotype-based assumptions about these persons. Other researchers (Gillen, 1981; Major & Deaux, 1981) found that attractive males were perceived as more masculine and attractive females were perceived as more feminine than unattractive males and females.

The literature yielded not only research showing the influence of gender, but also of gender interaction with other variables. Popp and Muhs (1982) investigated three of the variables examined in the present study: age, gender, and work experience. The purpose of their study was to investigate fear of success in females. While higher fear of success in females was not supported, significant differences were found in age, ethnic background, pay levels, and years with the organization.

A number of research articles presented results supporting the significance of gender on subjects' expectations (Felton, 1986; Driskell, 1982; Ridgeway, 1981, 1982). Felton (1986) reported that "gender issues create obstacles or advance progress..." (p. 127) in therapeutic relationships. With groups composed of "status unequals", defined as males and females, Driskell (1982) found respondent expectations to be based not on evaluations of performance, but according to one's "external status of gender-type" (p. 229). Greenstein and Knottnerus (1980) showed that there

was no observed influence upon counselor performance evaluations by "nonevaluated characteristics," such as hair color.

Researchers who examined the effects of rater gender upon performance ratings concluded that various manager-subordinate or counselor-client gender combinations have no significant effect (Wexley and Pulakos, 1982; Landy and Farr, 1980; Bartol & Butterfield, 1976). Terborg (1977) also found nonsignificant results in his investigation of the "queen bee syndrome." This syndrome was originally presented in the literature by Staines, Tavris, and Jayaratne (1973). Terborg asserted:

The queen bee is a woman who has attained success in a man's world and views other women as competitors for her position. If this were true in our study, female managers would have assigned lower ratings to female subordinates than to male subordinates. Instead, we found no evidence at all supporting the commonly held belief, especially by females, that women are tougher on other women. (p. 438)

Additional research supports the above results. Smith and Plant (1982) matched 101 university professors in male-female pairs. They concluded that no significant gender differences in job satisfaction exist. Sauser and York (1978) found significant gender differences, but they pointed out that in comparison to the men in their sample, the women were disadvantaged in terms of educational level and pay grade.

Other research found significant differences in responses between male and female subjects. Dovidio and Gaertner (1983) reported that status, not ability, influences the frequency of

helping behavior toward women, whereas ability, not status, primarily influences helping behavior toward men. Specifically, female subordinates were helped more than female supervisors, regardless of ability; high-ability males elicited more help than low-ability males, independent of status. Subsequent ratings revealed that although subjects acknowledged the greater competence of high-ability males, they did not evaluate high-ability females as more competent than themselves. Other literature findings suggest that cultural and institutional biases have functioned to maintain women's subordinate position. Even when women do succeed, their merit is not readily acknowledged or they are personally devalued (Ashmore, 1981). Given equally high achievement, females have been evaluated less positively than males in job function performance (Cline, Holmes, & Werner, 1977).

Ruderman (1986) found that female paraprofessional employees within agencies serving predominantly female clients apparently have more influence upon the clients than do male employees. The author found a "profound resonance" between female clients/female counselors. "It appears this resonance goes beyond simple empathy and that it comes from a commonality of life experience and feelings..." (p. 103).

In summary, published research has presented a diversity of findings regarding the influences of gender upon the perceptions of both counselor and client toward the counselor. Gender-related results obtained by this study may increase

understanding of the influences of gender, thereby assisting in more effective utilization of paraprofessionals within human service agencies.

### Age

Researchers have shown that age can have an influence upon other variables under investigation in the present study (Glenn, Taylor, & Weaver, 1977). Weaver (1978) studied the correlation of eight variables with job satisfaction to find that "age was the strongest predictor of job satisfaction" (p. 255). Results of studies by Janson and Martin (1982) and those cited by them (Janson & Hodge, 1980; Kalleberg, 1977) support the belief that worker satisfaction increases with age. Janson and Martin tested two explanations they had found in gender-related literature: (a) The relationship between age and satisfaction is the result of generational differences in education and value systems, and (b) this relationship is simply a function of older workers having moved into better jobs in the course of their careers. Their results suggest that neither explanation is adequate which leaves the question of what accounts for the higher levels of satisfaction reported by older workers unresolved.

Further research on the influences of age upon work is recommended in the literature. Schwab and Heneman III (1978) stated that "we find it surprising that the potential impact of age on work performance and on assessments of work performance has not received greater

empirical attention" (p. 573). They found that evaluator-evaluated ages and performance evaluations were positively correlated. Two studies by Rosen and Jerdee (1976a, 1976b) showed subject performance evaluations of a 30-year-old employee with a 60-year-old employee influenced by the interaction between age of subject and employee. Age and job level or job function, two variables investigated within the present study, were both highly related to global self-esteem (Tharenou and Harker, 1982). The relationship between these two variables and other variables reported in this literature review lends support to the investigation of the selected variables and their relationships in the present study.

#### Educational Level

Scholastic standing and educational level also is reported to influence respondent perceptions. Subjects in a study by Dipboye, Fromkin, and Wiback (1975) rated and ranked bogus resumes on suitability for a managerial position. Applicant gender, physical attractiveness and scholastic standing were systematically varied in the resumes. Respondents preferred males to females, attractive applicants to unattractive applicants, and applicants of high scholastic standing.

Mottaz (1984) reported a relationship among educational level, academic preparation, job satisfaction, and job function, four of the variables investigated in this study. His results showed that "educational payoff" (influences of



educational level) was seen in terms of intrinsic rewards such as autonomous and significant job functions. However, his findings also indicate that academic education which does not lead to greater intrinsic rewards may significantly reduce job satisfaction. "Thus, for workers who report equal levels of intrinsic rewards, work satisfaction tends to be considerably lower among the better educated workers. This effect appears to be due to the higher aspirations or work values associated with increased education" (p. 985).

Glenn and Weaver (1982) also found higher aspirations to be related to educational level. They related the trend toward increasing numbers of college graduates (US Bureau of the Census, 1981) to the popular belief that the more formal education people have, the more likely they are to obtain rewarding and satisfying jobs. Glenn and Weaver referred to considerable evidence which suggests that job satisfaction is positively related to occupation level and that the more prestigious job functions require higher levels of education. They also found an influence of gender: The positive correlation between education and work satisfaction was stronger for females than males.

Other researchers have studied the relationship between educational level and job satisfaction. A report published by the US Department of Labor (1978) cited estimates that one out of four college graduates who entered the labor force between 1969 and 1976 was employed in blue-collar work or unemployed

in 1978. Cooper, Morgan, Foley, and Kaplan (1979) and Quinn and Staines (1977) claimed that one of the causes of the current decline in the recently reported levels of job satisfaction was the rapid rise in the educational level of the American work force during the past two decades. Quinn and Staines also estimated that under-employment, work that requires less education than one has attained, will increase even more in the next decade as the college educated proportion of the work force continues to grow. Blumberg & Murtha (1977) and O'Toole (1977) also found a relationship between educational level and work dissatisfaction. The authors claimed that education tends to increase work expectations that cannot be met by low-level jobs.

Wright & Hamilton (1979) found a significant relationship between job function perceptions and educational level. College-educated subjects placed greater importance on intrinsic rewards and less importance on extrinsic rewards than did less educated workers.

Berk (1985) investigated the influences of educational level upon human service paraprofessionals in the child care field:

Higher education...was associated with several qualities of caregiver behavior--decreases in restriction and increases in encouragement, development of children's verbal skills, and the use of indirect forms of guidance. Education was positively associated with caregiver commitment to childcare as a career (p. 103).

A study by Seybolt and Gruenfeld (1976) produced

results showing educational level to be strongly influenced by job function. They found a positive relationship between education and work satisfaction among professional and managerial workers, no such relationship among clerical and service workers, and a negative relationship among manual workers. Mottaz (1984) concluded that "the results of these studies (on educational level) are confusing to say the least. However, they do point out that the effects of education on work satisfaction may differ by sex (gender) and occupational level" (p. 987).

#### Work Experience

Research has shown the variable of work experience to influence employee perceptions of their jobs. Shafer (1984) correlated work experience with time-on-the-job in a study using paraprofessionals with mentally handicapped students, and found that the paraprofessionals developed new expectations toward the students. "The paraprofessionals have higher expectations of what the mentally disabled student can do because doubt and theoretical limitations have not been learned" (p. 49). With work experience shown to affect on-the-job expectations, experienced human service employees might "learn" different perceptions of the importance of their job functions.

Kemp and Cook (1983) examined job longevity and "growth need strength" as moderators of the job complexity-job satisfaction relationship. They found that "growth need

strength" moderated this relationship only for employees with short job tenure.

Work experience may be an influential variable because years of work experience might overlap the different stages in one's life. Vogelsang (1983) reported that the way humans perceive themselves and interpret experiences over time can become solidified at certain stages of their lives. He also found the existence of different attitudes toward work that accompany each of the stages. These attitudes influence how people choose their careers, how they function on the job, and what satisfaction they derive from their work.

The relationship between work experience and job satisfaction was also examined by Katz (1978) in a study with 3500 respondents. His analysis showed that the strength of the relationships between job satisfaction and certain job functions depended upon the job longevity of the employee. For employees new to an agency, Katz found only job importance was related positively to job satisfaction, while autonomy had a strongly negative correlation.

Van Maanen (1977) presented another potential influence upon work experience. He questioned whether employees' perceptions of the present and the future might not become increasingly impoverished with increasing job longevity. Employees may begin to question the meaningfulness of what they are doing and where it may lead.

Clavel (1980) examined the effects of work experience

using an experimental population similar to the population of the proposed study, human service workers. Clavel reported that with increased experience, paraprofessionals come to resemble professionals more closely in the appropriateness of their confidence in clinical decisions.

Mitchell and Kolb (1982) found perception of job performance to be influenced by supervisor work experience. Performance was controlled so that all supervisors believed they were evaluating a poor performing subordinate. The major findings were that experienced supervisors tended to blame the environment more for the poor performance and to recommend more changes in that environment than did the nonexperienced supervisors. External attributions were positively correlated with the supervisor's amount of work experience with the task.

According to Kelley (1973), supervisors' amount of work experience influences their responses to whether questionable paraprofessional behavior was caused by the worker, job responsibilities, or environment. Research by Weiner, Frieze, Kukla, Reid, Rest, and Rosenbaum (1972) supported the emphasis on causation as an influence upon supervisor perception. They found that the supervisor response is influenced by perception of whether the subordinate's action had "internal or external causes."

The cited references from the literature have shown that amount of employee work experience can be an influence upon worker perceptions of job function importance. Additional

information regarding this influence on the specific population of human service workers is provided by the research instrument created for examination of these variables.

#### Agency Type

~~The variable of agency type, i.e., respondent indication~~  
of employer as a public, non-profit, or private agency, was included in the questionnaire to maximize generalizability of data results to all applicable agencies. Results showing similarity or dissimilarity of job functions performed by paraprofessionals within the three different types of agencies could be utilized by employers, prospective employees, and program educators for improved job placement. Research on agency types by Berkeley (1975) has shown the broadest differentiation to be between public and private agencies, with the major difference related to the public agencies' "much greater reliance on, and vulnerability to, the law" (p. 9). Berkeley found the effects of profit to be another difference; "the winds of change cut through the private sector with a much greater force and impact than they do through the bastions of public bureaucracy" (p 102). The existence of significant differences between public and private agencies was supported by Schuman (1978) who stated that "we have been suggesting all along that there is something fundamentally different between the public and private realm" (p. 145).

A number of studies examined the influence of agency type upon certain job-related variables. For example, employee layoffs are a much more common occurrence in the private work sector than in the public sector which typically provides greater job security. Cornfield (1983) studied employee ~~layoff results and found that~~ "layoffs demoralized some families and radicalized others, and many families who suffered a loss of status and income became isolated from their communities" (p. 503). Leventman (1981) presented similar findings in her study of professionals out of work, as did Schlozman and Verba (1979).

Richmond, McCroskey, and Davis (1982) compared questionnaire responses from 147 private sector employees with 273 responses from public employees. Job satisfaction was found to vary less with agency type than with management communication styles of immediate supervisors and upper management.

#### Job Satisfaction

More literature was found on the influences of job satisfaction-dissatisfaction upon job perceptions than was found for any other variable. Job satisfaction of human service employees specifically has been studied by several researchers (Harrison, 1980; Haynes, 1979; Kim, Boo, & Wheeler, 1979). In addition, Fleischer (1985) compared responses to surveys of human service workers who had left a social service agency with those of active human service

workers. Responses from the exit surveys showed greater job dissatisfaction as a result of exiting workers perceiving their supervisors to have technical incompetence and disinterest in worker career development. Heppner and Roehlke (1984) found ratings of satisfaction by counseling interns were related to degree of supervisor support in assessing intern strengths and in increasing self-confidence.

The relationship between job satisfaction and job burnout in human service professionals has been a topic of investigation by numerous authors (McNeely, 1983; Edelwich & Brodsky, 1980; Fredenberger, 1974). Studies have shown that burnout and low job satisfaction result in negative job attitudes (Pines & Maslach, 1978), low morale, high turnover (Dehlinger & Perlman, 1978), and absenteeism (Maslach, 1976; Hackman & Oldham, 1976). Correlations have been found between these factors and the self-reported job satisfaction of workers (Karger, 1981; Pines & Maslach, 1978; O'Toole, 1981). Glaser (1983) found positive correlations between reported job satisfaction and work involvement.

The published research contains a diversity of approaches towards the utilization of research from private industry in human service settings. Maloff (1975) and Perlman and Tornastzky (1975) believed the applicability of industrial literature to human service facilities was unclear because of differences in the goals, organizational structures, and tasks (job functions) of the two settings. However, other



literature has shown that interdisciplinary research cooperation and the appearance of business-oriented research articles in behavioral and social science journals is not unusual. Research by O'Rielly, Parlett, and Bloom (1980) on a sample of nurses showed biasing effects of different job attitudes upon perceptions of job functions. School of Business instructors Caldwell and O'Reilly (1982) reported results of a study of business administration students which showed job satisfaction to be correlated with certain perceived task characteristics or job functions.

Cooper, Morgan, Foley, and Kaplan (1979) surveyed 175,000 employees in 159 companies and found that job satisfaction played a major role in employee perceptions of job skills.

The authors reported:

The esteem-related items, then, are those that employees rate most critically. The decreases in favorable attitudes regarding equity, respect, companies' responsiveness to employees' problems, and advancement opportunities most clearly parallel the overall drops in ratings of job satisfaction reported earlier. Thus the esteem-related items seem to account for the recent downturn in overall job satisfaction while extrinsic items, such as satisfaction with pay, do not (p. 12).

Griffen (1982) found a relationship between employee perceptions of job or task attributes (job functions) and reported job satisfaction. "Strong positive correlations were found between certain task attributes and productivity and job satisfaction" (p. 927). Griffen cautioned against combining the two variables of task attributes (job functions) and

employee job satisfaction together as employee perceptions. This caution was heeded in the present study as job satisfaction and job function were treated as two separate variables.

Other researchers have reported relationships between job satisfaction and job functions. Pierce & Dunham (1976) concluded that "satisfaction with work is more strongly related to task design than are other affective, behavioral or motivational variables" (p. 87). Positive relationships between job function perceptions and employee satisfaction was also supported by research from Near, Smith, Rice, and Hunt (1983), Orphen (1979), Aldag and Brief (1979), Stone, Mowday, and Porter (1977), Hackman and Oldham (1976), and Brief and Aldag (1975).

A last example of the relevance of job satisfaction in relation to the present study is a comparison among five of the variables being investigated in this study. Weaver (1980) conducted seven independent national surveys with a total sample of 4,709. The results from this large sample showed no gender differences in job satisfaction. However, a positive correlation was found between job satisfaction and education, age, income, and occupation.

#### Job Function

Few published findings were found which specifically addressed job function performance or human service worker perceptions towards those functions, i.e., function

importance, liking, or training needs. Some researchers did, however, investigate relationships between job functions and other variables under examination in this study. For example, McNeely's study (1983) showed relationships between worker job functions and worker job satisfaction. Hackmann and Oldham (1980) found that improvements in the design of work (job function) enhanced such variables as job satisfaction and employee productivity. Although Near et al. (1983) found that respondents with lower-status jobs reported lower job satisfaction when they compared their jobs with higher-status jobs within the same agency, Zeitz (1983) provided conflicting results. Zeitz' analysis of questionnaire responses from 2,335 subjects revealed that satisfaction was higher in positions with more highly structured job functions.

Tharenou and Harker's study (1982) contradicted Zeitz's results. They studied the relationships among the variables of job complexity, "job level," job satisfaction, job performance, employee global self-esteem, and sense of task competence. The most influential job characteristic related to employee self-esteem was job function--the amount of challenge and autonomy in the job. The authors referred to other studies yielding similar results of positive correlations between perceived job function complexity and employee self-esteem (Tharenou, 1979; Schooler, Kohn, & Miller, 1979). Kemp and Cook (1984) recommended that job conditions, rather than job functions or "moderators," be

examined. They also recommended that future researchers ask "is it possible to specify the conditions under which certain moderators are important," (p. 896) rather than attempt to specify job functions. This recommendation was implemented in the present study. The importance of job functions, or job "moderators," were examined, as were conditions of function importance (importance to supervisor as perceived by paraprofessional).

Some literature emphasized job function as a significant determinant of such diverse variables as work technology, job similarities, and job socialization. The influences of co-workers upon job function perceptions were investigated by White and Mitchell (1979) and Alcay and Pasick (1983). The latter found that both the cues given by co-workers and the physical properties of the job function have an effect on employee perceptions of job function. Employers receiving positive social cues from co-workers were more satisfied and productive than those receiving negative cues. A similar experiment by Weiss and Shaw (1979) also showed that job function perceptions were significantly influenced by the attitudes of other workers as well as by actual differences in job functions.

Pascale (1984) and Wheeler and Koestner (1984) found job similarity to influence employee perceptions of performance. The research by the latter investigators showed that subjects prefer information regarding performance attributes of others

who perform most similarly to themselves. Subjects in a relaxed condition chose to learn about others who were adjacent to them in the performance rank order significantly more than to learn about those with extremely different scores.

Related research by Gordon (1983) showed that similarities among workers increased agency dedication. This result supported the findings reported earlier by Near et al. (1983), that worker job satisfaction with lower-status job functions decreased when compared with higher-status job functions within the same agency.

Sarata (1984) also reported a relationship between job function and job satisfaction. He compared the effects of altering different aspects of the work situation within human service agencies, for example, increasing pay or increasing staff autonomy. Sarata's results showed that increasing autonomy or participation led to higher job satisfaction.

The research cited on paraprofessional job functions has provided evidence of relationships between these functions and other job-related variables such as employee productivity, job satisfaction, self-esteem, co-worker attitudes, and similarities among job functions. The present study investigated some of these job function relationships through responses obtained on research questions six, and nine through fifteen. The answers to these questions will generate additional data about this category of worker, information

which may assist educational training programs in producing graduates who could be more effective employees within human service agencies.

### Summary

Chapter Two has presented research related to the expanding category of human service paraprofessionals.

Despite evidence of increased utilization and effectiveness of this category of worker, relatively little of the existing published material was found to be specific to human service workers. The literature found on worker job functions within private, public, and non-profit agencies revealed considerable diversity of age, educational level, work experience, and job functions. The research instrument developed for the present study allowed for the investigation of these variables with specific reference to human service paraprofessionals.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

This chapter presents the rationale for the method of research chosen to fulfill the purpose of this study: To obtain information about human service workers: who they are, (demographics), how satisfied they are (job satisfaction), and what they do (job functions). This information is intended to assist educators in improving paraprofessional training programs. The research questions for the study and rationale for exclusion of apriori directional hypotheses are then presented. The chapter also describes the target population and the experimentally accessible population upon which the study focused, the sampling by agencies for development of the experimental population, the research instrument, the procedures for data collection from the sample agencies, and the procedures by which the research instrument's validity and reliability were developed. Lastly, the procedures for statistical analysis of the data are described.

#### Method of Research

As mentioned in the Chapter One overview of methodology, descriptive research was chosen to fulfill the purposes of this study. Van Dalen (1973) strongly emphasized the importance of descriptive research:

Before much progress can be made in solving problems, men must possess descriptions of the phenomena with which they work...descriptive research is not confined to routine fact gathering. Predicting and identifying relationships among and between variables is the goal of competent investigators (p. 193).

Other researchers have supported the need for descriptive or nonexperimental research. Kerlinger (1973) estimated that half the research in psychology and education, and most of the research in sociology and anthropology, is nonexperimental. He quoted other psychological, sociological, and educational reseachers as having stated that the most important and interesting research problems do not lend themselves to an experimental approach.

In a discussion of the importance of social research surveys, Moser and Kalton (1972) commented, "Nor is the preoccupation of social scientists with descriptive, fact-finding inquiry anything to be ashamed of" (p. 486). Warwick and Lininger (1975) pointed out that survey research must be viewed not only as a fruitful method of scientific inquiry, but also as a form of social intervention touching sensitive personal and political nerves.

As mentioned in Chapter One, published research reflects variability on how to classify descriptive studies. Van Dalen (1973) presented three types of descriptive research: survey studies, interrelationship studies, and developmental studies. He cautioned that these categories are not rigid; some studies fall exclusively within one of these areas, but others have characteristics of more than one. Of these three types of descriptive research, the present study involves both survey and interrelationship research.



### Research Questions

The research questions were developed to maximize the amount of information yielded for fulfillment of the stated purpose of the study.

1. What is the gender ratio of respondents?
2. What are the ages of respondents?
3. What is the educational level of respondents?
4. What is the work experience of respondents?
5. What is the job satisfaction level of respondents?
6. What are the actual job functions (job responsibilities) of respondents?
7. Is there a significant relationship between agency type (private, non-profit, or public) and demographic variables?
8. Is there a significant relationship between agency type and job satisfaction?
9. Is there a significant relationship between agency type and job functions?
10. What job functions are most liked as perceived by respondents?
11. What job functions are most important as perceived by respondents?
12. What job functions are most important to their supervisors as perceived by respondents?
13. What job functions require more training (training needs) as perceived by respondents?
14. Are there any significant relationships among the job

functions or job satisfaction as a function of agency type?

15. Are there any significant relationships between the job functions and job satisfaction?

The rationale for use of nonexperimental, descriptive research for use in this study relates to its purpose of obtaining information. No treatment variables were controlled by the experimenter when obtaining this information. Thus, no apriori directional hypotheses are presented although it was assumed for the study as a whole that some significant differences would exist among the study variables.

#### Subjects

The target population for this study consisted of paraprofessional employees within human service agencies. The experimentally accessible population for this study was paraprofessional employees within human service agencies located on the western slope of El Dorado County, California.

#### Experimentally Accessible Population

The criterion used to define this experimental population was whether or not the employee utilized counseling-related skills with clients/significant others within the job setting. This presumably included all human service workers utilized in their job setting as described in the Definition of Terms section of this study. For example, if an employee functioned solely as clerical staff, this person would not be an appropriate respondent. However, if the person in this clerical position received clients in a

crisis center and provided crisis counseling requiring empathetic responding to the clients and their families or loved ones, the employee was an appropriate paraprofessional respondent to the questionnaire. Which employees within each agency met the above criterion and qualified as appropriate respondents to the Human Service Inventory was determined by the director of that agency who was provided with the guidelines listed in Appendix C. For the purpose of this study, and for assistance with interpretation of study results, paraprofessional employment information from the experimentally accessible human service agencies is provided in Appendix K.

#### Sampling by Agencies

Each agency was selected for the study on the basis of two criteria: (a) a human service agency as defined in the Definition of Terms section which (b) employed paraprofessionals. Selection of agencies meeting these two criteria came from a review of all counseling and human service reference materials related to the geographic area encompassing the experimental population. These materials were: (a) El Dorado County Resource Directory, published by El Dorado County Community Programs Department; (b) Youth Service Directory, published for Western El Dorado County by the Coordinated Youth Advisory Council; and (c) Help for Youth of El Dorado County, published by the Juvenile Service Council.

Selection was then made of agencies "whose primary

purpose is to assist people with emotional or mental needs," as defined in the Definition of Terms section in Chapter One under "Human service agency." An example of the criteria used in the study to differentiate human service agencies from other agencies was the selection of solely "convalescent" hospitals. The general medical hospital was not selected as its main purpose is assistance with primarily physical needs. However, all convalescent hospitals in the targeted area were selected. Appropriateness of the latter type of agency is due to the common function of a convalescent hospital as a permanent residence, a home, for its "residents." For example, convalescent hospitals are legally required to employ a full-time activities director who must post a monthly schedule of social activities and provide other opportunities to fulfill the emotional needs of the residents (Regulations of California State Department of Health, Title 22, Division 5, Licensing and Certification of Health Facilities, Community Care Facilities, and Referral Services). Another difference between convalescent hospitals and general hospitals which was pertinent to the study is that human service paraprofessionals are increasingly utilized in gerontological agencies while general facilities, such as medical clinics or hospitals, continue to employ staff with a largely medical rather than human service background. The increased use of human service workers in gerontological agencies was verified by literature: "Gerontological counseling is gaining emphasis. The addition

by 80 institutions of courses in geriatrics is support of the change occurring in the counseling field as to clients served" (Hollis & Wantz, 1980, p. 25).

An investigation of western slope El Dorado County human service facilities showed 13 agencies as meeting the criteria for being a human service agency as defined in the study.

Agency directors designated which employees met the criteria for inclusion in the study's experimental population.

Participating public agencies which met the criteria were: (a) El Dorado County Mental Health department, an outpatient, day treatment, and inpatient psychiatric health facility; (b) El Dorado County Probation Department; (c) El Dorado County Adult Services; and (d) El Dorado County Ombudsman Program.

Participating non-profit agencies were: (a) New Morning, Inc., a youth assistance program; (b) Wo/Mens Information Center; (c) El Dorado Council on Alcoholism; and (d) Wimbledon House, a youth group home. Participating private agencies were: (a) El Dorado Convalescent Hospital; (b) Gold Country Retirement Center, and (c) Placerville Pines Convalescent Hospital.

All appropriate agencies within the experimentally accessible geographic region which met the human service agency criteria were included in the study. This was done to obtain as large a sample size as possible in order to maximize the research instrument reliability and validity.

#### Instrument

The research instrument items were original (see Appendix

A), developed from a compilation of several published and unpublished sources listed below. Thus, since neither of the two scales presented in the instrument, the job satisfaction scale nor the job function scale, was drawn intact out of the literature, neither job satisfaction nor job function items were scaled to a particular author's usage. The demographic variables included in the research instrument were selected due to evidence in the literature that these specific variables have been found to influence job perceptions.

While actual instrument format was original, published sources providing models for both instrument content and format were the University of Pacific Paraprofessional Study Questionnaire (Greve, 1971) and the San Joaquin Paraprofesional Study (Blanchard, 1971). Unpublished sources included content recommendations from Mr. Will Solomon, designer and originator of the human service certificate and AA degree program at American River College, Sacramento. Input for the job functions enumerated in Inventory questions 19-50 included an unpublished inventory of unknown authorship, the "Skills, Knowledge, and Interpersonal Relations Inventory," part of a career development project by California State University, Sacramento.

The instrument's Likert scale format was designed in accordance with recommendations by numerous researchers as the ideal arrangement of a questionnaire design to maximize ease of data collection and analysis of interrelationships among

variables (Friedman, 1982; Labow, 1980; Dillman, 1978; Bradburn & Sudman, 1978; Duckworth, 1973).

The questionnaire length was determined from literature recommendations that a questionnaire instrument be relatively brief, semi-structured, standardized in language while allowing some freedom of expression, and not embarrassing to the subject (Blanchard, 1971; Campbell & Stanley, 1967).

The questionnaire instrument was divided into five sections. First, the introductory page explained the purpose and importance of the study, gave instructions, and assured the respondent of strict confidentiality. The second section requested responses on demographic information. Variables identified in this section included eight items regarding gender, age, education level, work experience, and agency type. Possible number of response options per question in this section ranged from two to five. The third section included eight statements related to the variable of job satisfaction. Each statement had five possible Likert scale responses ranging from "strongly agree" to "strongly disagree." The 32 item fourth section identified the variables of job functions (job responsibilities), job function liking, job function importance as perceived by respondent, job function importance to supervisor as perceived by respondent, and job training needs. Each response to the variables in this section was a dichotomous rating scale option, indicated with a "yes" or "no." If the respondents

indicated "No" to "I do this" (job function), they would continue to the next item. If they responded "yes", they would continue with the dichotomous rating scale for that item, responding "yes" or "no" to: "I do this," "Doing this is important to me," "My supervisor thinks this is important," and "I need more training in this." A fifth and final section of the Inventory provided an open-ended format for any possible final comments of the respondent (see Appendix 8).

#### Procedure

The procedure section of the study includes a description of the procedures by which Inventory validity and reliability were determined. The method of data collection is also described.

#### Instrument Validity

To develop instrument validity, the completed Inventory was first administered in a pilot study to a cross-section of 14 practitioners. The group of practitioners was comprised of paraprofessional workers from agencies in Sacramento, California, who participate in the human service internship program of American River College, Sacramento. These practitioners were asked to examine the questionnaire format and each item for redundancy, clarity, and comprehensiveness.

Recommendations for the entire instrumentation were solicited regarding test length (about 15 minutes), unnecessary questions, omission of concepts, reaction to format of the answer sheet, and additional perceptions.



The investigator for the study met individually with each practitioner in the group after completion of the Inventory in order to provide maximum opportunity for feedback and clarification of recommendations. This group's suggestions were then analyzed and the instrument was modified to incorporate these recommendations.

After the above modifications were made, another critical review of the Inventory was provided by the investigator's doctoral dissertation committee. These specialists in such areas as educational counseling, administration, and statistical analysis gave further suggestions on format and content. Final modifications of the questionnaire instrument were then made. The dissertation committee also reviewed all additional support materials and correspondence used in conjunction with the instrument prior to its dissemination to the respondents.

#### Instrument Reliability

Reliability for the research instrument was established by the test-retest method. This involved a separate reliability sample group completing the questionnaire instrument on two separate occasions with a four-week interval. The independent reliability sample group included neither the agencies nor the respondents affiliated with the experimentally accessible population.

A single agency with diverse respondent demographics was chosen for establishing Instrument reliability. This was done

in order to eliminate agency cross-response interactions, thereby minimizing error. As a consequence of choosing a single agency, reported correlations can be expected to be maximum values for this study.

The reliability sample group included 15 ( $N = 15$ ) human service workers from South Lake Tahoe, California, Welfare Department (see Appendix F). An identical procedure was used to determine appropriate agency employees for responding to the research instrument as was established to determine the appropriate experimentally accessible population. These procedures are described in the data collection section.

A separate sample was chosen for establishing test reliability in order to maximize confidentiality for the experimental population. Because the test-retest correlation coefficient required paired analysis, it would have been necessary to identify, at least by code, the respondents in the experimental group who were chosen for retesting in order to establish research instrument reliability. Such an identification procedure might possibly have diminished the candidness of the experimental subjects' responses; therefore a completely separate, but equivalent, reliability sample was established.

The reliability sample's Inventory results were not included in the data for any other statistical analysis but were used only to determine instrument reliability. The responses by the reliability group to the demographic

variables incorporated all item choices for gender, age, educational level, and work experience.

#### Data Collection

A letter of introduction was sent to the director of each designated agency. This letter explained the purpose of the study, provided guidelines for appropriate choice of respondents, and encouraged the agency's participation (see Appendix C). Also enclosed was a letter from the investigator's doctoral dissertation committee chairperson which supported the study based on the significance of its stated purposes (see Appendix D).

The introductory letter explained that the investigator would be telephoning the agency director for an appointment in two weeks. Appointments were made with the director of each appropriate agency at which time the purposes of the study were reviewed. Emphasis was made of the importance of maximizing feedback to training institutions from paraprofessionals working in agencies where human service graduates may eventually seek employment. The presentation of the study to each director followed a predetermined format in an effort to maximize standardization of verbal information. All of the directors who were contacted agreed to participate in the study. They were then asked to assess the number of eligible employees within the agency to whom the respondent criteria applied, as determined by the printed and verbally explained guidelines. The designated number of questionnaires

was then left with each director. The written instructions encompassed in the Inventory included directions for each respondent to mail the confidential questionnaire directly to the investigator in the stamped and addressed envelope which accompanied each questionnaire.

To fulfill the recommended instrument validity requirement that the questionnaire not be embarrassing to the subject, strict confidentiality was maintained. Such confidentiality was explicitly assured in the introduction section of the Inventory. Because no names were requested, each agency's questionnaires were coded on the back of the Inventory's last page with the initials of the agency prior to dissemination. For example, Inventories delivered to the agency New Morning were coded "NM"; Inventories delivered to the agency Mental Health were coded "MH", etc. This coding allowed for tabulation of proportions and numbers of returned Inventories for each agency while maintaining respondent confidentiality.

After a two week period, those agency directors were contacted whose participating employees had not all returned the questionnaires, as evidenced by the percentage of returned Inventories in relation to the number originally disseminated with that agency's initials. Follow-up letters for each of the original respondents from any agency that had not returned 100% of the Inventories within the first two week period were taken to the director for dissemination to each participating

employee, urging their participation. The follow-up letter was identical for all agencies (see Appendix E). Of the original 186 Inventories disseminated to the agency directors, 136 Inventories were returned within five weeks after deliverance of the first Inventory and within three weeks after the follow-up letters. This was a 73% response rate.

### Statistical Analyses

Results of this descriptive research were analyzed on computer facilities available through the graduate psychology program, California State University, Chico. The "GuyL" statistical package (Micro/Research, 1983) was used for all analyses.

The rationale for the sequence of statistical analyses chosen to examine the results from the research instrument was determined by the sequence of research questions. The statistical analyses used to answer research question one were presented first, then the analyses necessary to answer research question two were presented, etc.

First, the overall instrument reliability was established prior to presentation of the other analyses. Test-retest reliability for the instrument was assessed by two statistical techniques: the Pearson product-moment correlation coefficient ( $r$ ) for the interval data in the job satisfaction section and the phi correlation ( $\phi$ ) for the nominal data in the job functions section. The small sample size ( $N = 15$ ) presented a problem for the nominal scale data (with response

categories of "yes" = 2, "no" = 1, and no response = 0). Even if the responses were evenly distributed between these alternatives for both the pre-test and post-test, the expected value for any of the nine cells would be 15/9 or 1.667--insufficient for an item by item analysis (Lathrop, 1969).

As a consequence, an overall Chi-square test of goodness-of-fit was used to assess the reliability for this portion of the instrument. The expected values for this analysis were determined by computing the probability of an agreement (either yes-yes, no-no, or no response-no response) simply by chance alone and then aggregating these probabilities across all items. The observed values were simply the number of times that an individual responded with the same response on both pre-test and post-test, aggregated across all individuals tested for each job function column, A-E. Since 15 individuals were tested on 23 items for each column, the total number of possible agreements (or disagreements) was 345 per job function column. This satisfied the minimum expected frequency for a Chi-square analysis (Keiss & Bloomquist, 1985). Finally, the resulting value of Chi-square was converted to a phi-coefficient for purposes of assessing reliability (see Table IV-2).

After establishing the research instrument reliability, frequency distributions were generated to provide the information necessary for answering the first six research questions. In addition to utilizing a frequency distribution

to obtain data for research question one, a Chi-square test of goodness-of-fit was employed to examine the gender ratio of respondents for any significant difference.

Results related to research questions seven through nine were analyzed with the Chi-square test of independence. Analyses included generation of cross-tabulations to test for independence between the variable "agency type" and the demographic, job satisfaction, and job functions variables. The Chi-square analysis was chosen to test for any relationship between the variables due to the data being nominal. The Chi-square results determined any relationship between two or more of the variables tested for independence by contrasting expected and obtained frequencies. The greater the difference between the expected and obtained frequencies, the larger the Chi-square value becomes. A large Chi-square value indicated that a systematic relationship existed between the variables.

Prior to the analysis of possible relationships between the data from the scaled job satisfaction section of the questionnaire and other instrument variables, it was necessary to establish the internal consistency reliability of the ordered metric data comprised of the eight job satisfaction items. A correlation matrix was generated from the eight job satisfaction responses in order to arrive at an alpha coefficient for testing the internal consistency reliability of the job satisfaction scores. This was done in order to

determine if a single score could be generated as an index of job satisfaction (see Table IV-6).

Nunnally (1967) emphasized the importance of using the alpha coefficient:

All these considerations converge to justify the statement that coefficient alpha is a very important formula in the theory of reliability. It represents ~~the expected correlation of one test with an~~ alternative form containing the same number of items. The square root of coefficient alpha is the estimated correlation of a test with errorless true scores. It is so pregnant with meaning that it should routinely be applied to all new tests (p. 196).

Where appropriate, job satisfaction items were modified to compensate for directionality. The obtained correlation ( $r = .69$ ) for the job satisfactions section was considered an acceptable reliability level for the study's individualized research instrument. After establishing job satisfaction reliability as a whole, statistical independence among specific items was then tested. The average inter-item correlations and reliability of the job satisfaction test for all 136 respondents are presented in Table IV-6. With the internal consistency reliability established for job satisfaction, the research questions which included the job satisfaction section of the research instrument could be addressed.

In addition to analyzing the job satisfaction and job function data with a Chi-square test of independence, these data were also tested with two analyses of variance (ANOVA). While the Chi-square statistic assists in determining whether



variables are related or independent, and is more informative in item by item comparisons, it does not assist in determining the strength of the relationship. With a large sample, a weak relationship may show statistical significance.

Because Chi-square provides no comparison between scales, an ANOVA was performed to get an indication of any interaction effects. ANOVA is not only more powerful against rejection of the null hypothesis (Ray, 1960) which may expose differences not found by the Chi-square statistic, it can also examine relationships between scales on the research instrument (between the agency type and job satisfaction or job function). With the Chi-square technique, only an overall significant versus nonsignificant decision can be reached. In the current study, this is equivalent to the statement "There are (no) overall differences in the responses to the various items".

In contrast, a variety of posthoc techniques (e.g. Scheffe, Tukey, Newman-Keuls, Duncan Multiple Range, and Least Significant Difference) are available following an overall significant F ratio in ANOVA to isolate the specific sources of differences if they exist. In the present study, this is equivalent to the statement "The mean response to Item 23 is significantly higher than the mean response to Item 29." Such an increase in information yield seems to outweigh possible infractions of the assumptions of ANOVA given that it is relatively robust against deviations in both skewness and

kurtosis (Ray, 1960; Gayan, 1950). These two analyses of variance provided the additional information for answering research questions 8, 9, and 14.

Although the job function data referred to in research question number nine were nominal, normally inhibiting use of parametric techniques, they were also binary or dichotomous. Binary (or dichotomous) variables can thus be considered as a random toss of a coin ("Heads" or "Tails"). The distribution of these values ("1" or "2") tends to approximate a normal distribution with a sufficient sample size of an aggregated variable (Keiss & Bloomquist, 1985). Thus, normal parametric statistics may be used for such data (mean, standard deviation, variance, t test, z test, etc.). In the present study, the response of either "yes" or "no" to any one variable can be considered the equivalent of a series of coin tosses and, therefore, normally distributed if no real differences exist between items.

In addition to the consideration of nominal, but dichotomous, data, research question number nine and the other research questions addressing job functions were given consideration due to the multiple comparisons within the job function data. Since multiple comparisons were made with the 23 job functions, an additional statistic was utilized to adjust the required value which was used to determine the significance of any individual item.

To compensate for these multiple comparisons, a

statistical solution to this problem was presented by Keppel (1982):

The major problem resulting from the performance of a series of analytical comparisons on a set of data is the unpleasant fact that the more comparisons we conduct, the more type 1 errors we will make when the null hypothesis is true. In talking about this relationship, the distinction is often made between the type 1 error per comparison (PC) and the error rate familywise (FW). The PC error rate, which we still continue to call  $\alpha$ , uses the comparison as the conceptual unit for the error rate. If we evaluated several comparisons in an experiment, each at  $\alpha = .05$ , we would be using a PC error rate; our probability of making a type 1 error would be .05 for each of the separate comparisons. In contrast, the type 1 FW error rate,  $\alpha_{FW}$ , considers the probability of making one or more type 1 errors in the set of comparisons under scrutiny (p. 145).

The following analogy provides a rationale for use of this familywise statistical technique: Suppose that one is rolling a 20-sided die. For any single roll, then, the probability is 1/20 that a particular side will be on top at least once (i.e.,  $\alpha_{PC} = .05$ ). With 23 rolls of the die, however, the chances of rolling that same side at least once is increased. A more realistic appraisal of this study's 23 job function comparisons would indicate that the acceptable "familywise" overall error rate should be based upon the 23 comparisons of this study. As a consequence,  $\alpha_{PC}$  was adjusted to yield an  $\alpha_{FW} = .05$  ( $\alpha_{PC} = .00315$ ).

At this point in the statistical analysis of the results, a decision was made which altered the data bank, and thus, the remaining analyses. The prior analyses of research questions seven, eight, and nine showed that two sections within the

questionnaire, demographic variables and job functions, were each a function of agency type with some private agency responses significantly different from the other agencies' responses. Demographic results showed significant private agency differences in relation to educational level and work experience. Six of the 23 job function items regarding private agency responses were both statistically and practically significant in their differences from other agency responses.

Because of this consistency of significant differences between private agency responses in contrast to the other agencies' responses in the demographic and job function sections, it was concluded that private agency respondents' questionnaires should be separated from the other agencies' results due to the probability of their being in a truly separate, different, population. Consequently, research questions 10 through 15 include only data from non-profit and public agency respondents. Statistical results for questions one through nine show the effects of all three agency types because it was the examination of all responses which led to the discovery of these significant differences among the groups.

The combination of three factors led to a decision to eliminate the private agency data from the sample: the significant differences found with the Chi-square test of independence in three of the seven demographic items, and in

seven of the 23 job functions, and the small sample size of the private agency group ( $N = 27$ ). The statistical analyses conducted on the remaining study sample comprised of public and non-profit agencies will be applied to future research of private agency employees with a larger sample size.

The statistical procedure which generated information for research question 14 was an analysis of variance (ANOVA) which determined any significant differences between non-profit and public agencies and job satisfaction. Prior to analysis of research question 14, however, several intermediate statistical tests were necessary due to the the subject pool elimination of the 27 private agency Inventories. First, it was necessary to re-establish internal consistency reliability for the job satisfaction section of the revised data bank. As was done for analysis of research question eight which also involved the job satisfaction scale, an alpha coefficient was generated from the job satisfaction data to re-establish inter-item reliability. A correlation matrix was first created after correcting for directionality.

Inspection of the raw data necessitated a second intermediate step with the revised data. Data inspection showed that of the 109 research instruments being analyzed, four had no responses beyond completion of the demographic data. These four questionnaires were therefore deleted. A databank of total scores for the 105 remaining questionnaires was then generated for the job satisfaction variable and the

five job functions columns, A, B, C, D, and E (see Appendix J). This databank is intended to make additional information available to future researchers for further examination of other possible relationships among Inventory variables. A second analysis of variance was performed to determine any significant differences between the two agency types and job functions. The explanation for use of ANOVA with the binary, dichotomous, job function data has already been stated. These analyses provided the information necessary to answer research question 14 and provided additional information for research question number nine.

A multiple linear regression was calculated to test for any relationships among job satisfaction items and job function items. This regression provided the information necessary to answer research question 15.

Due to the presentation in Chapter Four of significant results obtained from the research data, it is deemed necessary to emphasize the differentiation between statistical significance and practical significance. Numerous authors (Pohlman, 1985; Borg & Gall, 1979; Guilford & Fruchter, 1973) have reminded investigators that statistical significance is no assurance of practical significance. Given a sufficiently large sample size, even a relatively minute amount of accounted for variance may be considered as a "non-chance event". For example, a Pearson product-moment correlation coefficient equal to .062 ( $r = .062$ ) is statistically

significant at the  $p = .05$  level with a sample size of  $N = 1000$ , although it accounts for less than one half of one percent of the variance (Guilford & Fruchter, 1973). Since the current study addressed "real" problems for paraprofessionals in human service agencies rather than theoretical issues, the findings should be viewed primarily in terms of practical significance rather than in terms of statistical significance at the  $p = .05$  level.

To provide information on practical significance, the following additional analyses were undertaken because they are estimates of the relationships, independent of sample size. For all significant results involving an ANOVA statistic, an Omega statistic,  $\omega^2$  (Keppel & Saufley, 1980), was computed for each significant F-ratio. This index is an estimate of the ratio of true variance to total variance and thus gives some indication of the relative "importance" of the cited F-ratio by measuring the magnitude of the treatment effects. Also, a value of Phi prime,  $(\phi^2)$ , was computed for the Chi-square  $(\chi^2)$  results to yield an estimate of the relationship which is independent of sample size, and  $r$  values were computed for significant correlation findings.

The relative strength of  $\omega^2$  has been discussed by Keppel (1982):

Cohen (e.g. 1977, pp. 284-288) suggests that a "large" effect in the behavioral and social sciences is an experiment that produces a value of .15 or greater. A "medium" effect is .06, and a "small" effect is .01. Although any admittedly arbitrary definition can be questioned, the rough "scale" offered by Cohen provides

some perspective with which to interpret values of  $\omega^2$  reported in the literature (p. 92).

References in Chapter Four, the Results section of the study, will refer to practical significance as a "large," "medium," or "small" effect following statistical citations.

#### Summary

~~Chapter Three presented the research design and~~  
procedures of this study. First, the research questions were posed. Then the following research areas were described: target population; experimentally accessible population; research instrument of the study; the data collection procedures; rationale for having no directional hypotheses for the descriptive research and the statistical analyses.



## CHAPTER FOUR

### RESULTS

The results section of this study addressed the purpose of this study: To obtain information about human service workers: who they are, (demographics), how satisfied they are (job satisfaction), and what they do (job functions). This information is intended to assist educators in improving paraprofessional training programs.

#### Instrument Reliability

The research instrument's test reliability was measured by two statistics with a subject sample size of 15. A Phi coefficient ( $\phi$ ) was used for the nominal data in the job functions section, items 17-39, Column A. The Phi coefficient was also used to assess overall reliability in the test-retest sample and to assess practical significance in the experimental sample of the job functions items.

A Pearson product-moment correlation coefficient was used to assess the interval ordered metric data from the job satisfaction section of the research instrument (items 9-16). For the latter analysis, test and retest scores were generated for each respondent in the reliability study. This was attained by summing across the the responses of each relevant portion of the questionnaire adjusted for response directionality.

It was possible to test the reliability of the eight items comprising the job satisfaction variable (items 9-16)

with the Pearson product-moment correlation coefficient, as these data could be considered as drawn from an interval scale. Item by item multiple correlations were chosen to maximize the item specificity of the results. The first seven correlations showed strong relationships between the test-retesting, ranging from  $r = .72$  to  $r = .95$  (see Table IV-1).

With the recommended minimum correlation for research instruments being  $r = .7$  (Nunnally, 1967), the first seven correlations obtained from the matrix and presented in Table IV-1 showed strong relationships, accounting for a percentage of total variance ranging from a low of 52% ( $r = .72$ ), "I like working in this position more now than when I started", to a high of 90% ( $r = .95$ ), "There is possibility of job advancement for me in this agency."

An interpretation of this finding of 90% ( $r^2 = .90$ ) is that 90% of the variance between the two testings is related to true differences; 10% is due to error variance arising from factors associated with a particular measurement. Random error variance refers to those factors which may have affected one administration of the test and not the other (Prunkl, 1979; Borg & Gall, 1979).

The correlation for item eight, "I really do make a difference here", was weaker, with  $r = .37$ , accounting for 14% of the variance. Because the majority of obtained coefficients indicated significant correlations, it was concluded that the test-retest job satisfaction test scores

Table IV-1

Pearson Product-Moment Correlation: Job Satisfaction Test-Retest Reliability

ITEM #	ITEM	TEST-RETEST CORRELATION
9.	I like my job.	.717
10.	I like working in this position more now than when I started.	.723
11.	There is possibility of job advancement for me in this agency.	.949
12.	I'd rather work in another position in this agency.	.838
13.	I rather work in another agency.	.835
14.	My supervisor appreciates what I'm doing here	.893
15.	My co-workers appreciate what I'm doing here.	.814
16.	I really do make a difference here.	.370

Note. N = 15. Seven correlations are above  
recommended minimum correlation of  $r = .70$

Table IV-2

Phi Correlation Coefficients: Job Functions Test-Retest Reliability

	OBSERVED	EXPECTED
COLUMN A: "I do this":		
# TEST-RETEST AGREEMENTS	302	234.93
# TEST-RETEST DISAGREEMENTS	43	110.07
$\chi^2 = 60.01, 1 \text{ df}; \phi = .42$		
COLUMN B: "I like doing this":		
# TEST-RETEST AGREEMENTS	307	229.8
# TEST-RETEST DISAGREEMENTS	38	115.2
$\chi^2 = 77.67, 1 \text{ df}; \phi = .47$		
COLUMN C: "Doing this is important to me":		
# TEST-RETEST AGREEMENTS	302	222.6
# TEST-RETEST DISAGREEMENTS	43	122.4
$\chi^2 = 79.83, 1 \text{ df}; \phi = .48$		
COLUMN D: "My supervisor thinks this is important":		
# TEST-RETEST AGREEMENTS	305	231.67
# TEST-RETEST DISAGREEMENTS	40	113.33
$\chi^2 = 70.66, 1 \text{ df}; \phi = .45$		
COLUMN E: "I need more training in this":		
# TEST-RETEST AGREEMENTS	293	207.53
# TEST-RETEST DISAGREEMENTS	48	137.48
$\chi^2 = 93.43, 1 \text{ df}; \phi = .52$		

Note. N = 15.

were interrelated rather than independent, which does allow for confidence in this section of the research instrument (McCanna, 1967; Prunkl, 1979).

The Phi coefficients obtained in determining the test-retest reliability of the job functions section were lower than levels normally recommended for standardized research instruments. However, with this dichotomous data, Phi coefficients yield a very conservative estimate. The Phi coefficients from the job functions ranged from  $\Phi = .42$  ("I do this"), to  $\Phi = .52$  ("I need more training in this") (see Table IV-2).

#### Research Inventory Results

A frequency distribution was generated from the data on 132 Inventory items with 136 respondents. This distribution provided the information necessary for answering the first six research questions (see Tables IV-3, IV-4, and IV-5).

##### Research Question One

What is the gender ratio of respondents?

Research instrument item one provided this information: The gender ratio of respondents was 101 (75%) females to 34 (25%) males, approximately three females to every male (2.98/1). Using a Chi-square test of goodness-of-fit for analysis, this ratio was found to be statistically significant at the  $p = .001$  level of significance (see Table IV-3A).

##### Research Question Two

What are the ages of respondents?

Instrument item two provided this information: The age range included item category "18-27 years" through "over 47 years" old, with the modal group being "28-37" years old. Of the 136 respondents, 10 (7%) were "18-27 years" old; 52 (37%) were "28-37 years" old; 45 (33%) were "38-47" years old, and 29 (21%), were "over 47 years" old (see Table IV-3B).

### Research Question Three

What is the educational level of respondents?

Instrument items three and four provided information on the educational background, defined in item three by number of prior human service related courses taken. Responses ranged from "no courses" to "more than 10," with the modal group being "10 or more" courses. Of the respondents, 28 (21%) had no prior courses; 24 (18%) had "1-3 courses;" 24 (18%) had "4-6 courses;" 6 (4%) had "7-9 courses;" 54 (40%) had "10 or more" prior courses (see Table IV-3B).

Instrument item four provided information on the educational background, defined in item four by degree attained. Responses ranged from no degree to a master's or higher. Results were bimodal; "No degree or certificate," and a "bachelor's degree." Thirty-six respondents (27%) had "no certificate or college degree;" 16 (12%) had a "certificate;" 18 (13%) had an "associate's degree;" 36 (27%) had a "bachelor's degree," and 29 (22%) had a "master's or higher degree."

#### Research Question Four

What is the work experience of respondents?

Research items five, seven, and eight provided this information on work experience, defined by number of years employed in the field of human services (item 5). Responses ranged from "less than 1 year" to "10-more years," with the modal group being "10 or more years." Four respondents (3%) had "less than 1 year" of experience; 19 (14%) had "1-3 years" of experience; 26 (19%) had "4-6 years" of experience; 23 (17%) had "7-9 years" of experience; 63, (47%) had "10-more years" of experience (see Table IV-3B).

Research item seven provided information on work experience, defined by number of years employed in present agency. Responses ranged from "less than 1 year" to "10-more years" with the modal group being "1-3 years." Twenty-three respondents (17%) had "less than 1 year" of experience; 49 (36%) had "1-3 years" of experience; 24 (18%) had "4-6 years;" 17 (13%) had "7-9 years;" 23 (17%) had "10-more years" of experience.

Research item eight provided information on work experience, as defined by number of years employed in present job position. Responses ranged from "less than 1 year" to "10-or more years" with a mode of "1-3 years." Thirty-five respondents (26%) had "less than 1 year" of experience; 51 (38%) had "1-3 years" of experience, 25 (18%) had "4-6 years" of experience 13 (10%) had "7-9 years" of experience; 12 (9%)

Table IV-3A

Demographic Variables: Chi-Square Test of Goodness-of-Fit  
for Gender Variable

ITEM#/ITEM	OBSERVED FREQUENCIES	EXPECTED FREQUENCIES	<sup>2</sup> $\frac{(O-E)}{E}$
1. GENDER			
female	101	67.5	16.63
male	34	67.5	14.70

$\chi^2$  (1, N = 135) = 31.33, p < .001.

Missing cases = 1



Table IV-3B

Demographic Variables: Frequency Distributions, and  
Cross-tabulations of Demographic Variables with Agency Type

ITEM #/ITEM	AGENCY TYPE			
	PRIVATE	NON-PROFIT	PUBLIC	TOTALS
1. GENDER				
female	25	20	56	101
male	2	9	23	36
totals	27	29	79	135

$\chi^2$  (2,  $N = 135$ ) = 5.70, N.S.

Missing Cases = 1

2. AGE IN NUMBER OF YEARS

* -17	0	0	0	0
18-27	3	4	3	10
28-37	9	13	30	52
38-47	10	8	27	45
47	5	5	19	29
totals	27	30	79	136

$\chi^2$  (2,  $N = 135$ ) = 5.70, N.S.

\* Not included in Chi-square analysis; 0 cell count

3. TOTAL NUMBER OF COLLEGE COURSES

none	9	3	16	28
1-3	9	4	11	24
4-6	8	5	11	24
7-9	1	1	4	6
10+	0	17	37	54
totals	27	30	79	136

$\chi^2$  (8,  $N = 136$ ) = 25.39,  $p = .05$

Table IV-3B, continued

ITEM#	ITEM	AGENCY TYPE			TOTALS
		PRIVATE	NON-PROFIT	PUBLIC	

4. HIGHEST EDUCATIONAL LEVEL/DEGREE

none	10	4	22	36
certificate	9	4	3	16
associates	4	3	11	18
bachelors	4	8	24	36
masters	0	10	19	29
totals	27	29	79	135

$$\chi^2 (8, N = 135) = 28.29, p < .001$$

Missing Cases = 1

5. YEARS IN HUMAN SERVICES

-1	2	1	1	4
1-3	5	6	8	19
4-6	5	6	15	26
7-9	3	9	11	23
10+	12	7	44	63
totals	27	29	79	135

$$\chi^2 (8, N = 135) = 13.69, N.S.$$

Missing Cases = 1

7. NUMBER OF YEARS IN AGENCY

-1	3	8	12	23
1-3	14	14	21	49
4-6	2	6	16	24
7-9	3	2	12	17
10+	5	0	18	23
totals	27	30	79	136

$$\chi^2 (8, N = 136) = 17.18, p < .05$$

Table IV-3B, continued

ITEM#	ITEM	AGENCY TYPE			TOTALS
		PRIVATE	NON-PROFIT	PUBLIC	
<hr/>					
8. NUMBER OF YEARS IN JOB POSITION					
	-1	7	10	18	35
	1-3	12	11	28	51
	4-6	4	6	15	25
	7-9	2	2	9	13
	10+	2	1	9	12
	totals	27	30	79	136

$\chi^2$  (8, N =136)= 3.98, N.S.

had "10-more years" of experience.

#### Research Question Five

What is the job satisfaction level of respondents?

Table IV-4 displays a complete frequency distribution for data from the 136 respondents regarding the variable of job satisfaction. Research instrument items 9-16 provided this information. The largest group of responses fell within the following levels: 49% of the respondents "strongly agree" with item 9, "I like my job;" 45% of the respondents "agree," making a total of 96% affirmative responses. A similar pattern was found with item 10, "I like working in this position more now than when I started;" 36% "strongly agree;" 31% "agree," making a total of 67%.

A less affirmative response pattern occurred with item 11, "There is possibility of job advancement for me in this agency." Thirty percent "agree," but only 11% "strongly agree," making a total of 41%. A stronger response pattern reappeared again with item 12 after it was corrected for directionality, "I'd rather work in another position in this agency." Thirty six percent of the respondents "disagree;" 29% "strongly disagree," making a total of 65%.

"I'd rather work in another agency," item 13, corrected for directionality, maintained the prior pattern of job support. Forty-two percent of the respondents "disagree," while 24% "strongly disagree," making a total of 66%; 25 five respondents indicated "neutral" to this statement.

Table IV-4

Frequency Distribution and Cross-tabulations of Job Satisfaction with Agency Type

ITEM #	ITEM	AGENCY TYPE			
		PRIVATE	NON-PROFIT	PUBLIC	TOTALS
9.	LIKE MY JOB				
	*strongly disagree	0	0	0	0
	disagree	0	0	2	2
	neutral	1	0	4	5
	agree	14	9	38	61
	strongly agree	10	21	34	65
	totals	25	30	78	133

$$\chi^2 (6, N = 133) = 8.86, N.S.$$

Missing Cases = 3

\*Not included in chi-square; 0 cell count

10. LIKE MY POSITION MORE NOW THAN WHEN I STARTED

strongly disagree	0	0	2	2
disagree	3	0	9	12
neutral	4	5	23	32
agree	10	9	22	41
strongly agree	10	16	22	48
totals	27	30	78	135

$$\chi^2 (8, N = 135) = 11.91, N.S.$$

Missing Cases = 1

Table IV-4, cont.

ITEM#	ITEM	AGENCY TYPE			
		PRIVATE	NON-PROFIT	PUBLIC	TOTALS

11. IS POSSIBILITY OF JOB ADVANCEMENT FOR ME

Strongly disagree	3	3	10	16
disagree	10	5	16	31
neutral	5	12	14	31
agree	5	5	29	39
strongly agree	3	4	7	14
totals	26	29	76	131

$$\chi^2 (8, N = 131) = 12.95, \text{ N.S.}$$

Missing Cases = 5

12. PREFER ANOTHER POSITION IN THIS AGENCY

strongly disagree	9	12	18	39
disagree	8	7	33	48
neutral	7	7	12	26
agree	0	2	7	9
strongly agree	3	2	8	13
totals	27	30	78	135

$$\chi^2 (8, N = 135) = 9.19, \text{ N.S.}$$

Missing Cases = 1

13. PREFER ANOTHER AGENCY

strongly disagree	7	13	13	33
disagree	9	9	38	56
neutral	7	7	19	34
agree	3	0	5	8
strongly agree	0	1	3	4
totals	27	30	78	135

$$\chi^2 (8, N = 135) = 13.03, \text{ N.S.}$$

Missing Cases = 1

Table IV-4, cont.

ITEM#	ITEM	AGENCY TYPE			
		PRIVATE	NON-PROFIT	PUBLIC	TOTALS

14. SUPERVISOR APPRECIATES WHAT I'M DOING HERE

strongly disagree	1	0	0	1
disagree	4	0	4	8
neutral	2	4	6	12
agree	13	10	41	64
strongly agree	7	16	25	48
totals	27	30	76	133

$\chi^2$  (8, N = 133) = 15.44, N.S. (p = .05 at  $\chi^2$  value of 15.5073)

Missing Cases = 3

15. CO-WORKERS APPRECIATE WHAT I'M DOING HERE

*strongly disagree	0	0	0	0
disagree	1	0	1	2
neutral	3	1	7	11
agree	17	17	43	77
strongly agree	6	12	26	44
totals	27	30	77	134

$\chi^2$  (6, N = 134) = 4.17, N.S.

Missing Cases = 2

\*Not included in Chi-square; 0 cell count

16. I REALLY DO MAKE A DIFFERENCE HERE

*strongly disagree	0	0	0	0
disagree	1	1	5	7
neutral	1	2	10	13
agree	17	12	40	69
strongly agree	8	15	23	46
totals	27	30	78	135

$\chi^2$  (6, N = 135) = 6.96, N.S.

Missing Cases = 1

\*Not included in Chi-square; 0 cell count

An even stronger pattern of affirmative responses occurred with items 14, 15, and 16; "My supervisor appreciates what I'm doing here," "my co-workers appreciate what I'm doing here," and "I really do make a difference here." The respective percentages were 48%, 57%, and 51% "agree;" 36%, 33%, and 34% "strongly agree." This represented totals of 84%, 90%, and 85%.

In summary, job satisfaction data reveal that most respondents like their jobs, like their jobs more now than when they started, believe there are possibilities for job advancement, feel appreciated by supervisors and co-workers, and believe they do make a difference in their agencies.

#### Research Question Six

What are the actual job functions (job responsibilities) of respondents?

These data were generated by research items 17-39, column A, "I do this." Among the 23 job functions listed in the research instrument, there was relative consistency of function performance by the respondents (see Table IV-7). Only research instrument item number 32, "Work cooperatively with fellow employees regarding services to client," had many more responses differentiating it from the other most commonly-performed functions. Item number 32 was the most commonly performed function, with 119 (88%) of the respondents indicating "I do this." Second was "Determine whether client has immediate urgent needs;" 99 respondents



Table IV-5

Frequency Distribution and Cross-tabulations of Job Functions with Agency Type

ITEM #	ITEM	AGENCY TYPE			
		PRIVATE	NON-PROFIT	PUBLIC	TOTALS

17. SCHEDULE CLIENT FOR INITIAL SERVICES

no	13	5	30	48
yes	13	24	49	86
totals	26	29	79	134

$$\chi^2 (2, N = 134) = 6.79, \text{ N.S.}$$

Missing Cases = 2

18. DETERMINE WHETHER CLIENT HAS IMMEDIATE URGENT NEEDS

no	10	4	20	34
yes	17	25	57	99
totals	27	29	77	133

$$\chi^2 (2, N = 133) = 3.99, \text{ N.S.}$$

Missing Cases = 3

19. INTERVIEW NEW CLIENTS TO OBTAIN BACKGROUND INFORMATION

no	13	5	16	34
yes	13	24	61	98
totals	26	29	77	132

$$\chi^2 (2, N = 132) = 10.09, \text{ N.S.}$$

Missing Cases = 4

Table IV-5, cont.

ITEM#	ITEM	AGENCY TYPE			
		PRIVATE	NON-PROFIT	PUBLIC	TOTALS

20. OBTAIN WRITTEN PERMISSION FROM CLIENT FOR RELEASES

no	18	8	27	53
yes	8	21	52	81
totals	26	29	79	134

$$\chi^2 (2, N = 134) = 12.27, p < .05^*$$

Missing Cases = 2

21. SCHEDULE CLIENTS FOR EXAMINATIONS

no	19	13	58	90
yes	7	16	20	43
totals	26	29	78	133

$$\chi^2 (2, N = 133) = 8.86, N.S.$$

Missing Cases = 3

22. VERIFY INFORMATION SUPPLIED BY CLIENT

no	18	12	25	55
yes	8	17	52	77
totals	26	29	79	132

$$\chi^2 (2, N = 132) = 10.81, N.S.$$

Missing Cases = 4

23. DISCUSS CLIENT'S NEEDS WITH INVOLVED PARTIES

no	14	7	24	45
yes	12	22	55	89
totals	26	29	79	134

$$\chi^2 (2, N = 134) = 6.31, N.S.$$

Missing Cases = 2

Table IV-5, cont.

ITEM#	ITEM	AGENCY TYPE			
		PRIVATE	NON-PROFIT	PUBLIC	TOTALS

24. SEARCH FOR IMMEDIATE JOB POSSIBILITIES FOR CLIENT

no	25	28	74	127
yes	1	1	5	7
totals	26	29	79	134

$$\chi^2 (2, N = 134) = 0.48, \text{ N.S.}$$

Missing Cases = 2

25. ARRANGE JOB TRAINING FOR CLIENT

no	26	28	70	124
yes	1	1	7	9
totals	27	29	77	133

$$\chi^2 (2, N = 133) = 1.57, \text{ N.S.}$$

Missing Cases = 3

26. DISCUSS EDUCATIONAL NEEDS WITH CLIENT

no	27	21	63	111
yes	0	8	14	22
totals	27	29	77	133

$$\chi^2 (2, N = 133) = 8.06, \text{ N.S.}$$

Missing Cases = 3

27. MAINTAIN AGENCY LIST OF COMMUNITY AGENCIES/PROGRAMS

no	19	8	22	49
yes	8	21	75	131
totals	27	29	75	131

$$\chi^2 (2, N = 131) = 15.81, p < .05^*$$

Missing Cases = 5

Table IV-5, cont.

ITEM#	ITEM	AGENCY TYPE			
		PRIVATE	NON-PROFIT	PUBLIC	TOTALS

28. PROVIDE CLIENT WITH INFORMATION ON COMMUNITY SERVICES

no	16	9	15	40
yes	11	20	63	94
totals	27	29	78	134

$$\chi^2 (2, N = 134) = 15.37, p < .05*$$

Missing Cases = 2

29. ACT AS LIAISON BETWEEN OWN AGENCY AND OTHER AGENCIES

no	19	6	27	52
yes	8	23	49	80
totals	27	29	76	132

$$\chi^2 (2, N = 132) = 15.58, p < .05*$$

Missing Cases = 4

30. PROVIDE PERSONAL INDIVIDUAL COUNSELING TO CLIENT

no	17	6	34	57
yes	10	23	41	74
totals	27	29	75	131

$$\chi^2 (2, N = 131) = 10.40, N.S.$$

Missing Cases = 5

31. PROVIDE PERSONAL GROUP COUNSELING TO CLIENT

no	21	8	52	71
yes	6	21	24	51
totals	27	29	76	132

$$\chi^2 (2, N = 132) = 18.62, p < .05*$$

Missing Cases = 4

Table IV-5, cont.

ITEM#	ITEM	AGENCY TYPE			TOTALS
		PRIVATE	NON-PROFIT	PUBLIC	

32. WORK COOPERATIVELY WITH FELLOW EMPLOYEES

no	7	3	5	15
yes	20	26	73	119
totals	27	29	78	134

$$\chi^2 (2, N = 134) = 7.71, N.S.$$

Missing Cases = 2

33. DISCUSS WITH CLIENT THE NEED FOR REFERRAL

no	20	5	18	43
yes	7	24	59	90
totals	27	29	77	133

$$\chi^2 (2, N = 133) = 27.34, p < .05*$$

Missing Cases = 3

34. MAKE REFERRAL OF CLIENT TO ANOTHER AGENCY

no	20	9	22	51
yes	7	21	56	84
totals	27	30	78	135

$$\chi^2 (2, N = 135) = 18.95, p < .05*$$

Missing Cases = 1

35. MAINTAIN SYSTEMATIC CONTACT WITH CLIENT

no	25	27	62	114
yes	2	3	17	22
totals	27	30	79	136

$$\chi^2 (2, N = 136) = 4.04, N.S.$$

Table IV-5, cont.

ITEM#	ITEM	AGENCY TYPE			
		PRIVATE	NON-PROFIT	PUBLIC	TOTALS

36. DO TYPING FOR AGENCY

no	22	21	69	112
yes	5	8	10	23
totals	27	29	79	135

$$\chi^2 (2, N = 135) = 3.4, \text{ N.S.}$$

Missing Cases = 1

37. DO DATA/WORD PROCESSING FOR AGENCY

no	26	28	75	129
yes	1	1	3	5
totals	27	29	78	134

$$\chi^2 (2, N = 134) = .01, \text{ N.S.}$$

Missing Cases = 2

38. AUTHORIZE AND OVERSEE AGENCY EXPENDITURES

no	24	22	70	116
yes	3	7	9	19
totals	27	29	79	135

$$\chi^2 (2, N = 135) = 3.09, \text{ N.S.}$$

Missing Cases = 1

Table IV-5, cont.

ITEM#	ITEM	AGENCY TYPE			TOTALS
		PRIVATE	NON-PROFIT	PUBLIC	
39.	DO FILING/BOOKEEPING				
	no	17	20	45	82
	yes	10	10	33	53
	totals	27	30	78	135

$$\chi^2 (2, N = 135) = .81, \text{ N.S.}$$

Missing Cases = 1

Note.  $\chi^2$  values were adjusted to yield a familywise alpha ( $\alpha_{FW} = .05$ ) to test for probability of error within the set of 23 comparisons.

(73%) performed that function. Third was "Interview new clients to obtain background information;" 98 respondents (72%) performed that function. Fourth was "Provide the client with information about community services, activities, transportation, etc." with 94 affirmative responses (69%). Fifth was "Discuss with client the purpose and need for referral to another agency" with 90 affirmative responses (66%). See Table IV-5 for ranking of affirmative responses to other job functions.

#### Research Question Seven

Is there a significant relationship between agency type (private, non-profit, or public) and demographic variables?

This question asked about the relationship between type of agency (private, non-profit, or public) and demographic variables. To obtain these data, the nominal data were analyzed with the Chi-square test of independence (see Table IV-3B). The resulting cross-tabulation tables analyzed independence of the three "agency type" categories from the eight research instrument demographic items numbered one to eight.

Prior to analysis of any possible relationship between agency type and the demographic variable of age, it was necessary to eliminate the first age category, "under 18 years," as there were zero responses in this cell for all three agency types.

The Chi-square analyses showed three of the demographic-



agency type relationships to be statistically significant. These significant relationships were between agency type and (a) item three, "...approximate number of college courses in a human services area;" (b) item four, "Highest educational level;" and (c) item seven, "Number of years employed in present agency." Inspection of the data indicated that the significance was due to private agency responses. On item three, private agency respondents indicated significantly fewer courses than non-profit and public agency respondents ( $\chi^2(8, N = 132) = 25.39, p < .05$ ). There were no private agency respondents who answered "10-courses," while 13% of the non-profit agency respondents and 27% of the public agency respondents gave this response.

This Chi-square result yielded a Phi-prime of ( $\phi^2$ ) = .09 which indicates a "medium" effect in relation to practical significance of the finding. As explained in the statistical analysis section of Chapter Three, test values of .15 or greater indicate a large effect in relation to practical importance (Keppel & Saufley, 1980).

The difference discovered in item three as a function of agency type increased even more in item four, "Highest educational level." The data inspection showed that while only three percent of private agency respondents had a bachelor's or higher degree, 13% of the non-profit agency respondents and 34% of the public agency respondents had this degree ( $\chi^2(8, N = 132) = 28.29, p < .001$ ). Phi prime was

$\phi^2 = .10$ , showing a medium effect. The third and last cross-tabulation which showed a statistically significant difference was on the responses to item seven, the relationship between the variable of agency type and the demographic variable of work experience, "Number of years employed in present agency." This was the only tabulation where the non-profit agency response pattern also differed significantly from the public response pattern ( $\chi^2(8, N = 136) = 17.18, p .05$ ). Phi prime was  $\phi^2 = .06$ ; medium effect. Six percent of the private agency respondents indicated seven or more years in present job position while only one percent of the non-profit agency respondents and 22% of the public agency respondents had this amount of present position work experience.

#### Research Question Eight

Is there a significant relationship between agency type and job satisfaction?

The internal consistency of the job satisfaction scale was established with an alpha coefficient to determine if a single score could be generated for the scale. To determine coefficient alpha, a correlation matrix was first created after correcting for directionality (see Table IV-6). The job satisfaction scale for this study's research instrument yielded an alpha correlation coefficient of  $r = .69$ , an adequate reliability correlation. The item with the lowest inter-item correlation, item three, "There is possibility of

Table IV-6

Inter-Item Correlations for Job Satisfaction Internal  
Consistency Reliability, N = 136

ITEM#	ITEM	AVERAGE ITEM CORRELATION
9.	I like my job	.166
10.	I like position more now	.252
11.	Possibility of job advancement	.106
12.	Prefer another position in agency	.153
13.	Prefer another agency	.252
14.	Supervisor appreciates what doing	.292
15.	Co-worker appreciate what doing	.256
16.	Really do make a difference	.271

Note. r = .691

Table IV-7

Ranked Responses to Job Function Variable, Column A, "JOB FUNCTION" ("I DO THIS")

RANKING			# YES	% TOTAL
ITEM#	ITEM		RESPONSES	RESPONSES
1	32	Work cooperatively with fellow employees regarding services	119	88%
2	18	Determine immediate needs of client	99	73%
3	19	Interview new clients	98	72%
4	28	Provide client with information	94	69%
5	33	Discuss with client purpose and need for referral	90	66%

job advancement for me in this agency," with  $r = .106$ , was deleted to determine whether this item deletion would improve the alpha coefficient. The result from the item removal was minimal ( $r = .706$ , a difference of .015), so item three was not removed.

After the determination of a total job satisfaction reliability coefficient, each item was then tested for independence between specific items. The Chi-square test of independence was the statistic used to analyze the relationship between agency type and job satisfaction (see Table IV-4). There were no significant relationships at the  $p = .05$  level. However, the cross-tabulation between job satisfaction item 14, "My supervisor appreciates what I'm doing here," and agency type was  $\chi^2 (8, N = 136) = 15.44$ ; not significant (N.S.); statistical significance occurs with an additional 0.067 value ( $\chi^2 (8, N = 136) = 15.51, p = .05$ ; just 0.067 higher).

The last operation for the job satisfaction analysis was the elimination of the last option, "strongly disagree" from the three Chi-square cross tabulations of agency type with job satisfaction. This elimination from the analysis was necessary because there were zero responses in this cell for all three agency types, a response pattern which invalidates the use of the Chi-square statistic. The three eliminated items were "I like my job," "My co-workers appreciate what I'm doing here," and "I really do make a difference here."

#### Research Question Nine

Is there a significant relationship between agency type and job functions?

As with the demographic and job satisfaction sections, cross-tabulations were also utilized to analyze the three "agency type" categories for independence from the 23 "job function" items (see Table IV-5).

Since multiple comparisons were being made, the required values were adjusted to determine the value for the set of comparisons. After adjustments were made from a per comparison alpha to a familywise alpha, the statistical analyses showed seven of the 23 job functions to have significant, uni-directional interactions with agency type at the  $p = .05$  level. Inspection of the data indicated that the statistical significance of six analyses was due to response differences between private agencies in contrast to non-profit or public agencies. Significantly fewer private agency respondents performed these six functions than did non-profit and public agency respondents. One significant analysis was due to a difference between non-profit agency respondents and the other respondents (see Table IV-5).

Significant Chi-square results obtained for seven of the 23 job functions led to the conclusion that these job function variables were a function of agency type. Item 20, "Obtain written permission from client for services and written information releases" (see Table IV-5), is an example of the

influences of agency type upon job functions. Thirty-one percent of private agency respondents performed this job function, but 72% and 66% of non-profit and public agency respondents performed the function ( $\chi^2(2, N = 136) = 12.27$ ,  $p < .05$ ;  $\phi^2 = .09$ , a medium effect. This pattern of response difference between private agency respondents and non-profit and public agency respondents was repeated with five additional job functions: For "Maintain an agency list of community agencies and programs," private agency affirmative responses were 30%, non-profit responses were 72%, and public responses were 71% ( $\chi^2(2, N = 136) = 15.81$ ,  $p < .05$ ;  $\phi^2 = .12$ , a medium effect. For "Provide the client with information about community services, activities, transportation, etc.," private responses were 41%, non-profit were 69%, and public were 81% ( $\chi^2(2, N = 136) = 15.37$ ,  $p < .05$ ;  $\phi^2 = .11$ , a medium effect). For "Act as a liaison person between own agency and other agencies," private responses were 30%, non-profit were 79%, and public were 64% ( $\chi^2(2, N = 136) = 15.58$ ,  $p < .05$ ;  $\phi^2 = .12$ , a medium effect). For "Discuss with client the purpose and need for referral to another agency," private responses were 26%, non-profit were 83%, and public were 77% ( $\chi^2(2, N = 136) = 27.35$ ,  $p < .05$ ). With a Phi prime of  $\phi^2 = .21$ , this relationship indicated a large effect. Lastly, for "Make referral of client to another agency," private responses were 26%, non-profit were 70%, and public were 72% ( $\chi^2(2, N = 136) = 18.95$ ,  $p < .05$ ;  $\phi^2 = .14$ , a medium effect).

The solitary exception to this uni-directional pattern was the directional shift in job function item 31, "Provide personal counseling (group) to client." On this item, private responses were 22%, non-profit were 72%, and public were 32% ( $\chi^2(2, N = 136) = 18.62, p < .05; \phi^2 = .14$ , a medium effect). An interpretation of this statistically significant result is that human service workers in non-profit agencies do group counseling as one of their job functions significantly more than workers in private or public agencies.

#### Research Questions 10, 11, and 12

10. What job functions are most liked as perceived by respondents? 11. What job functions are most important as perceived by respondents? 12. What job functions are most important to their supervisors as perceived by respondents? These questions are presented together because of the similarity of response patterns for these data. These three questions were represented in the study by research instrument items 17-39, Columns B, C, and D (see Tables IV-8, IV-9, and IV-10).

The statistical analyses for research questions 10-15 were conducted on the revised sample population of 105 respondents from public and non-profit agencies as was explained in the statistical analysis section of Chapter Three. A frequency distribution of the 131 Inventory items with the revised sample population of 109 respondents is presented in Appendix G. These data on demographic variables,



job satisfaction, and job functions performed were also presented in Tables IV-3, IV-4, and IV-5, incorporated into Chi-square tables displaying three agency types.

Inspection of the data indicated that the majority of respondents perceived the job functions they most liked to also be most important, both to themselves and to their supervisors. Tables IV-8, IV-9, and IV-10 show the highest-ranking job functions for each of the three columns, based on total number of "yes" responses. All functions with 60 or more "yes" responses were compared (see Appendix G for frequency distribution of entire databank).

The criterion used to further analyze the data was actual total numbers of responses rather than percentages, because percentages were deemed to be misleading. For example, 89% of the respondents who perform the job function "Arrange job training for client" (research instrument item number 25) responded in Column B, "I like doing this." This high percentage might imply that this is a meaningful job function to human service workers. However, considering that only eight percent of the respondents performed this function, although the statistic was "89%," it was decided that actual numbers of responses, rather than just percentages, would be more important for analyses of practical meaningfulness.

A job function with 60 or more "yes" responses would mean that at least half, 55% or more, of the total number of 109 respondents performed that function and either liked

performing it, perceived it to be important, or perceived it to be important to their supervisors.

Inspection of the response pattern in Tables IV-8, IV-9, and IV-10 shows that, in most cases, all three of the above options were true, i.e., "yes" options. Of the 23 job functions listed on the research instrument, only 12 received 60 or more "yes" responses for all of the three columns: "I like doing this" (Column B), "Doing this is important to me" (Column C), and "My supervisor thinks this is important" (Column D). The top nine ranked functions were identical for all three columns, showing a highly consistent response pattern. While nine of the 12 functions were repeated for all three columns, one function was repeated for two of the columns (item 22, "Verify information supplied by client by contacting other agencies used by client," and item 17, "Schedule client for initial services"). Two job functions had 60 or more "yes" responses for only one variable. These job functions were "Obtain written permission from client for services and written information releases" (item 20), and "Provide personal counseling (individual) to client" (item 30). An interpretation of this data would be that 75% (nine out of twelve) of the job functions most liked were also perceived as most important to self and supervisor.

All four columns A, B, C, and D had the same item ranked number one: "Work cooperatively with fellow employees regarding services to client" (item 32) with a total of 285

Table IV-8

Ranked Responses to Job Function Variable, Column B, "JOB LIKING" ("I LIKE DOING THIS")

RANKING			TOTAL YES	% TOTAL
	ITEM #	ITEM	RESPONSES	RESPONSES
1	32	Work cooperatively with fellow employees	96	88%
2	33	Discuss with client need for referral	80	73%
3	28	Provide client with information	78	71%
4	19	Interview new clients	77	70%
5.5	18	Determine urgent needs	73	67%
5.5	23	Discuss client's needs with involved parties	73	67%
7	34	Make client referral	71	65%
8	29	Act as liaison person	67	61.5%
9	27	Maintain an agency list	66	60%
10	17	Schedule client for initial services	61	56%

Note. Table includes all items representing 55% or more of the total respondents.

Table IV-9

Ranked Responses to Job Function Variable, Column C, "JOB IMPORTANCE" ("DOING THIS IS IMPORTANT TO ME")

RANKING			TOTAL # YES	% TOTAL
	ITEM #	ITEM	RESPONSES	RESPONSES
1	32	Work cooperatively with fellow employees	97	89%
2.5	33	Discuss with client need for referral	80	73%
2.5	28	Provide client with information	80	73%
4	19	Interview new clients	79	72.5%
5	23	Discuss client's needs with concerned parties	75	67%
6	34	Make referral of client	70	64%
7.5	27	Maintain agency list	69	63%
7.5	18	Determine whether client has urgent needs	69	63%
9	29	Act as liaison person	64	59%
10	30	Provide personal counseling	63	59%
11	22	Verify client information	62	56%

Note. Table includes all items representing 55% or more of the total respondents.

Table IV-10

Ranked Responses to Job Function Variable, Column D,  
"SUPERVISOR JOB IMPORTANCE" ("MY SUPERVISOR THINKS THIS IS  
IMPORTANT")

RANKING			TOTAL # YES	% TOTAL
	ITEM #	ITEM	RESPONSES	RESPONSES
1	32	Work cooperatively with fellow employees	92	84%
2	19	Interview new clients	77	70%
3	33	Discuss with client need for referral	76	70%
4	28	Provide client with information	75	69%
5	18	Determine whether client has urgent needs	72	66%
6	23	Discuss client needs with involved parties	71	65%
7	34	Make referral of client	70	64%
8	27	Maintain an agency list	68	62%
10	29	Act as liaison person	65	60%
10	22	Verify client information	65	60%
10	20	Obtain written permission	65	60%
12	17	Schedule client for services	62	57%

Note. Table includes all items representing 55% or more of the total respondents.

Table IV-11

Ranked Responses to Job Function Variable of "TRAINING  
NEEDS" ("I NEED MORE TRAINING IN THIS")

RANKING			TOTAL # YES	% TOTAL
ITEM #	ITEM		RESPONSES	RESPONSES
1	30	Provide individual counseling to client	32	29%
2	31	Provide group counseling to clients	23	21%
3.5	23	Discuss client needs with involved parties	20	18%
3.5	28	Provide client with information	20	18%
5	29	Act as liaison person	18	16.5%
6.5	27	Maintain agency list	17	16%
6.5	32	Work cooperatively with fellow employees	17	16%
8	19	Interview new clients	14	13%

"yes" responses. Item 33, "Discuss with client the purpose and need for referral to another agency," ranked second or third in columns B, C, and D; fifth for Column A, with 236 total "yes" responses. Item 28, "Provide the client with information about community services, activities, transportation, etc." ranged from second to fourth in ranking, with 233 total "yes" responses. This was also the ranking for "yes" responses to item 19, "Interview new clients to obtain background information," ranging from second to fourth ranking. Item 23 was the fourth highest-ranking item, "Discuss client's needs with involved parties in order to determine whether special services are needed." This item yielded 219 "yes" responses, and ranked between fifth and sixth on all three variables.

#### Research Question 13

What job functions require more training (training needs) as perceived by respondents?

The highly consistent response pattern found with the job function variables in the columns B, C, and D did not continue with the job function variable represented in Column E, "I need more training in this" (see Table IV-11). The criterion used in the previous analyses, 60 or more "yes" responses and 55% or more of the total number of respondents, could not be used in this analysis because there were no data with that high a number of responses in Column E. The only item which attained even one-half of the "60 or more" responses used as

criterion for the other job function columns was item 30, "Provide personal counseling (individual) to client." With a total of 32 respondents indicating "Yes, I need more training in this," this item represented 29% of the total respondents. The only other ranking where this function appeared was in Column C, job importance, where it was ranked tenth with 63 "yes" responses representing 59% of the total respondents.

The second highest ranking item for job function training needs, Column E, did not appear at all within the variables of job liking or job importance. This was item 31, "Provide personal counseling (group) to client" with 23 "yes" responses; 21% of the total respondents. The item ranking highest with all the other job function columns, "Work cooperatively with fellow employees regarding services to client," was ranked sixth and one-half with 17 "yes" responses; 16% of total respondents. Other highest-ranking items for the job training needs variable are displayed in Table IV-11.

#### Research Question 14

Are there any significant relationships among the job functions and job satisfaction as a function of agency type? Analysis of this research question required generation of a revised alpha coefficient due to reduction of the sample population to 105 respondents. The revised alpha coefficient obtained for all eight items within the job satisfaction section was  $r_{xx} = .701$  (see Table IV-12). This alpha



indicated slightly higher internal consistency than existed with inclusion of the private agency responses ( $r_{xx} = .691$ ); the correlation was very slightly improved with the difference of .01. As stated earlier in the chapter, this reliability correlation coefficient value indicates sufficient internal consistency, given the nature of this study's research instrument. Because these data had already been examined item by item with cross-tabulations for research questions eight and nine, an additional, more powerful statistic was utilized to examine the data for possible inter-relationships, analysis of variance (ANOVA).

Two analyses of variance were computed to obtain and analyze information on possible relationships. First was the analysis of any possible relationships among the five job functions, columns A-E, and the two levels of agency type, non-profit agencies and public agencies (see Table IV-13). This analysis indicated there were neither overall differences between agency types ( $F(1) = 3.78$ , N.S.) nor any differences between the pattern of responses to the job function variables by agency type ( $F(4) = 0.22$ , N.S.). However, test results indicated an overall difference between the responses to the various job functions ( $F(4) = 178.26$ ;  $p < .001$ ). An Omega squared was used to test for the strength of the relationship, independent of sample size. The result of  $\omega^2 = .63$  is a large effect.

A summary of this statistically and practically

significant difference is that the job functions which respondents do, like doing, think are important, and think are important to their supervisors are not perceived to require more training. That is, while most respondents like what they are doing, and think what they are doing is important to themselves and their supervisors, very few respondents think they need more training on any job function.

A second analysis of variance was performed to determine any relationships between agency type and job satisfaction total scores (see Table IV-14). The level of job satisfaction of non-profit agency respondents was found to be significantly higher than the job satisfaction level of public agency respondents ( $F(1) = 7.89, p < .01$ ). With  $\eta^2 = .06$ , this result was considered to have a medium effect.

A summary of this result is that non-profit agency human service workers are significantly more satisfied with their jobs than are public agency human service workers. These resulting data were used to supplement research question eight ("Is there a significant relationship between agency type and job satisfaction?"). While the Chi-square test of independence showed no significant relationships at the  $p = .05$  level with three agency type groups, the more "robust" ANOVA, with two levels of agency type, did show a significant difference between means.

#### Research Question 15

Are there any significant relationships between the job

Table IV-12

Revised Inter-Item Correlations for Job Satisfaction  
Internal Consistency Reliability, N = 105

ITEM #	ITEM	AVERAGE ITEM CORRELATION
9.	I like my job.	.235
10.	I like position more now.	.245
11.	Possibility of job advancement	.125
12.	Prefer another position in agency	.172
13.	Prefer another agency	.255
14.	Supervisor appreciates what doing	.274
15.	Co-worker appreciate what doing	.243
16.	Really do make a difference	.262

Note.  $r = .701$

Table IV-13

ANOVA: Job Functions as a Function of Agency Type

AGENCY TYPE	MEAN ( $\bar{X}$ )	N
Non-profit	1.716	28
Public	1.666	77

JOB FUNCTION	MEAN ( $\bar{X}$ )
I do this	1.531
I like doing this	1.892
Doing this is important to me	1.914
My supervisor thinks this is important	1.933
I need more training in this	1.181

SOURCE	SUMS SQUARED	DEGREES FREEDOM	MEANS SQUARED	F	SIGNIFICANCE
Agency	.254	1	.254	3.78	N.S.
Functions	35.651	4	8.913	178.263	$p < .001$
Agency X Functions	.044	4	.011	.22	N.S.

Note. Number of Subjects = 105; private agencies removed.

Table IV-14

ANOVA: Job Satisfaction as a Function of Agency Type

AGENCY TYPE	MEAN ( <u>X</u> )	<u>N</u>
Non-profit	33.036	28
Public	30.247	77

SOURCE	SUMS SQUARED	DEGREES FREEDOM	MEANS SQUARED	SIGNIFICANCE <u>F</u>
Agency	159.695	1	159.695	7.888 <u>P</u> < .01
Job Satisfaction				
X				
Agency	2085.27	103	20.245	

Note. Number of Subjects = 105; private agencies removed.

Table IV-15

Multiple Linear Regression: Partial Correlation between Job Satisfaction and Job Functions

JOB FUNCTION	CORRELATION WITH JOB SATISFACTION	STANDARD ERRORS OF CORRELATION	SIGNIFI- CANCE <u>t</u> -RATIOS	
I do this	.051	.01	.468	N.S.
I like doing this	.168	.101	1.336	N.S.
Doing this is important to me	.047	.107	-.666	N.S.
My supervisor thinks this is important	.223	.103	2.492	$p < .02^*$
I need more training in this	.150	.098	1.449	N.S.

\* $t = 1.96$  is the minimum  $t$ -ratio required for significance at  $p = .05$ . The obtained  $t$ -ratio of 2.492 indicates a significant relationship between the job satisfaction variable and the variable of "job function importance to supervisor".

Table IV-16

Multiple Linear Regression: Overall Correlation between Job Satisfaction and Job Functions

SOURCE	SUMS SQUARED	DEGREES	MEANS	SIGNIFI-
	SQUARED	FREEDOM	SQUARED	<u>F</u> CANCE
Due to Regression	225.099	5	45.02	2.21 N.S.*
Residual	2019.96	99	20.4	
Total	2245.06	104		

Note. \*Approaches significance ( $F(5) = 2.3, p < .05$ )

functions and job satisfaction?

A multiple linear regression was performed with the five job function columns as the independent variables and the job satisfaction score as the dependent variable. The partial correlations derived from the beta weights (see Table IV-15) indicated one significant positive correlation between job satisfaction and the job function column of supervisor importance; "My supervisor thinks this is important" ( $t(99) = 2.49, p < .02$ ), showing a relationship between one aspect of job function and job satisfaction. In contrast to the significant statistical results derived from the partial correlation, the interaction effect among all the job function variables created a significant increase in the overall error. Consequently, the overall relationship between job satisfaction and job function showed no significant relationship ( $F(5) = 2.21, N.S.$ ). However, the overall regression results approached statistical significance; an additional  $F$  value of 0.09 would have yielded significant results ( $F(5) = 2.30, p < .05$ ).

#### Summary of Results

A synopsis of the results related to each research question provided a summary of the results.

1. The gender ratio of respondents is 75% females and 25% males, 3/1. An analysis of this ratio, using the Chi-square test of goodness-of-fit, showed strong statistical significance ( $p < .001$ ) for the ratio.



2. The ages of the respondents ranged across all adult categories, "under 18 years" to "over 47 years," with the modal category being "28-37 years."

3. The educational level of respondents ranged across all categories, from "no courses" to "10-more courses," with the modal category being "10 or more courses." Degrees attained ranged from "no certificate or college degree" to "master's or higher degree," with the two largest groups being bimodal; "no certificate or college degree" and a "bachelor's degree."

4. Respondent work experience also ranged across all categories from "less than 1 year" to "10-more years" with the modal group for number of years in the field of human services being "10-more years." The modal groups for number of years in present agency and present job position were identical, "1-3 years."

5. The job satisfaction levels, after correction for directionality, indicated that the majority of the respondents liked their jobs, liked their jobs more than when they started, believed there were possibilities for job advancement, felt appreciated by supervisors and co-workers, and believed they do make a difference in their agencies.

6. The five actual job functions most commonly performed by respondents were:

(a) "Work cooperatively with fellow employees regarding services to client."

(b) "Determine whether client has immediate urgent

needs."

(c) "Interview new clients to obtain background information."

(d) "Provide the client with information about community services, activities, transportation, etc."

(e) "Discuss with client the purpose and need for referral to another agency."

7. There were significant relationships between type of agency (agency type) and three demographic variables:

(a) Private agency respondents indicated having taken significantly fewer courses than non-profit and public agency respondents.

(b) Private agency respondents indicated having obtained significantly fewer degrees or certificates than non-profit or public agency employees.

(c) Private and non-profit agency respondents indicated having significantly fewer years of employment in present job agency than public agency respondents.

8. There were no significant relationships between the three agency types and job satisfaction as indicated with a Chi-square test of independence at the  $p = .05$  level.

However, using an analysis of variance statistic with private agency respondents removed, significant differences between agency type and job satisfaction were indicated. Non-profit agency respondents were significantly more satisfied with their jobs than were public agency respondents.

9. There were significant relationships between the three agency types and seven of the 23 job function variables. Non-profit and public agency respondents performed the following job functions significantly more than private agency respondents:

(a) "Obtain written permission from client for services and written information releases."

(b) "Maintain an agency list of community agencies and programs."

(c) "Provide client with information about community services, activities, transportation, etc."

(d) "Act as a liaison person between own agency and other agencies."

(e) "Discuss with client the purpose and need for referral to another agency."

(f) "Make referral of client to another agency."

Non-profit agency respondents performed the following job function significantly more than private and public agency respondents: "Provide personal counseling (group) to client."

10. The top six job functions most liked as perceived by respondents were:

(a) "Work cooperatively with fellow employees regarding services to client."

(b) "Discuss with client the purpose and need for referral to another agency."

(c) "Provide the client with information about community

services, activities, transportation, etc."

(d) "Interview new clients to obtain background information."

(e) The response rate was bimodal: "Determine whether client has immediate urgent needs," and, "Discuss client's needs with involved parties in order to determine whether special services are needed."

11. The top five job functions most important as perceived by the respondents were:

(a) "Work cooperatively with fellow employees regarding services to client" (the same as with "most liked").

(b) The response rate was bimodal: "Provide the client with information about community services, activities, transportation, etc.," and, "Discuss with client the purpose and need for referral to another agency" (the same as with "most liked").

(c) "Interview new clients to obtain background information" (the same as with "most liked").

(d) "Discuss client's needs with involved parties in order to determine whether special services are needed."

12. The top five job functions respondents perceived as most important to their supervisors were:

(a) "Work cooperatively with fellow employees regarding services to client."

(b) "Interview new clients to obtain background information."

(c) "Discuss with client the purpose and need for referral to another agency."

(d) "Provide the client with information about community services, activities, transportation, etc."

(e) "Determine whether client has immediate urgent needs."

13. The top three job functions requiring more training for respondents were:

(a) "Provide personal counseling (individual) to client."

(b) "Provide personal counseling (group) to client."

(c) "Work cooperatively with fellow employees regarding services to client."

14. The first ANOVA showed a significant difference between the pattern of responses to job function Columns A through D versus Column E. Respondents provided a significantly more affirmative response rate to what they do, like doing, think are important, and think are important to their supervisors (Columns A-D) than compared to the response rate regarding more training needs (Column E).

The second ANOVA showed the job satisfaction level of non-profit agency respondents to be significantly higher than the job satisfaction level of public agency respondents.

15. There was a significant positive correlation between job satisfaction and the job function variable "My supervisor thinks this is important." The overall correlation between job satisfaction and job functions was non-significant but

approached statistical significance; an additional  $F$  value of 0.09 would have yielded significant results ( $F(5) 2.30$ ,  $p < .05$ ).

Interpretations of these results are provided in Chapter Five.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter Five is divided into four sections: The "Summary of the Study" section reviews the perceived problem which created the need for the study, the purpose of the study, and the methodology. The "Conclusions" section relates study results, appendix data, and literature findings based upon the three instrument categories: demographics, job satisfaction, and job functions. The "Issues Raised by Results" (Issues) section discusses implications drawn from the combination of certain study results and conclusions. The "Recommendations" section includes recommendations both for implementation and further research.

#### Summary of the Study

This study addresses two concerns which result from the increased utilization of paraprofessionals in the field of human services. First, little is known about who these human service workers are, their level of job satisfaction, what they actually do on the job, their perceived training needs, and what relationships might exist among these variables. Second, this lack of information limits the ability of educators in human service training programs to evaluate the appropriateness of curricula.

The purpose of this study was to obtain information about human service workers: who they are, (demographics), how satisfied they are (job satisfaction), and what they do (job

functions). This information is intended to assist educators in improving paraprofessional training programs.

The methodology involved descriptive survey research with the experimentally accessible population within the western slope, El Dorado County, California, human service agencies. Test reliability was established with a separate sample group of human service workers in South Lake Tahoe, California.

### Conclusions

The Conclusions section discusses findings related to the study's research questions which are listed on pages 59-60. Conclusions regarding the 15 research questions are separated into the three main categories represented in the research questions and instrument: demographics (gender, age, educational level, work experience, and agency type), job satisfaction, and job function.

#### Gender (Research Question 1)

Conclusion: Most human service paraprofessionals are female, whereas most human service directors are male.

A statistically significant result from the gender data showed that three times as many females as males are employed as paraprofessionals within human service agencies. This result supports similar counseling-related studies in the literature (Ruderman, 1986; Vargas & Borkowski, 1983).

Additional support for the gender conclusion is derived from the gender differences between director versus paraprofessional employees. Whereas 75% of the



paraprofessionals responding to the study were female, only 8% of the agency directors participating in the study were female (see Appendix K).

#### Age (Research Question 2)

Conclusion: The majority of human service workers are of re-entry age.

A re-entry person is commonly defined as a person 25 years or older. Age-related results from the study show 70% of human service workers to be between 28-47 years old. This result occurred despite the fact that the mode of the American population is within the study's younger age range category of 18-27 years (US Bureau of the Census, 1987). Some implications of this result are discussed in the Issues chapter section.

#### Educational Level (Research Question 3)

First conclusion: Paraprofessional workers in human service agencies have two relatively distinct levels of education both in number of courses taken and degrees attained; one level of worker is untrained while the other level is highly trained.

Results show that most respondents chose the highest possible "number of courses" option, 10 or more. In contrast, the next largest category of responses was "no courses". Additional support from the study results for the above conclusion comes from the bimodal data for degrees attained by the respondents, "no certificate/degree" and "bachelor's

degree".

Second conclusion: Paraprofessional workers have more training than is minimally required for entry into many human service worker positions.

Information on paraprofessional job position requirements support this conclusion. Most human service agencies offer entry-level paraprofessional jobs with no required training or only a high school diploma (see Appendix K). All of the participating agencies had some paraprofessional positions requiring no more than an AA degree or equivalent. In contrast, over half of the respondents had a bachelor's or higher degree.

Additional support for this conclusion was provided by the directors participating in the study who indicated that applicants chosen for employment commonly had more advanced degrees than were required in the agency's written job descriptions.

#### Work Experience (Research Question 4)

Conclusion: There are more paraprofessional job changes within and between human service agencies than job changes in and out of the field itself.

Work experience results from the study support this conclusion. The mode both for number of years in present agency and present position is only 1-3 years. The mode for number of years in the human service field is 10 or more years. In addition, only 8% of respondents had been in their

positions the same length of time as in the human service field. Such a low percentage makes it unlikely that there are two work experience populations with one often changing jobs and the other rarely changing jobs. Workers apparently change jobs a number of times within the human service field.

Job Satisfaction (Research Question 5)

Conclusion: Human service paraprofessionals are highly satisfied with their jobs.

Ninety-six percent of the study respondents liked their jobs and liked their jobs more now than when they started.

Job Function (Research Questions 6, 10, 11, 12, 13, 14)

First conclusion: Paraprofessionals perform a diverse range of job functions within human service agencies.

Each of the 21 job functions presented in the questionnaire were performed by at least 5 of the respondents. The questionnaire contained a listing of all possible paraprofessional job functions as indicated both by the pilot group which established instrument validity and by the written material from which the research instrument was composed. Additional support came from the written comments by respondents which indicated the performance of a broad range of job functions for paraprofessional positions (see Appendix H).

Second conclusion: Counseling and working cooperatively are the job functions most emphasized by human service workers. Study results showed that of the 21 job functions in

the study, working cooperatively with employees was the most commonly performed, most liked, and most important to self and supervisor. Respondents also identified counseling and working cooperatively as the job functions for which they perceived the greatest training needs. Published findings support these study results; employers also listed skills in counseling and psychotherapy as most important skills (Cook, Berman, Genco, Repka, & Shrider, 1986).

Third conclusion: Human service workers perceive their level of job training to be adequate for most job functions.

Even for the job functions which received the most affirmative responses, only a minority of the respondents indicated training needs. While the prior conclusion showed individual counseling to be the job function with the highest indicated training need, this need was identified by only 29% of the respondents. In addition, this perception of job training adequacy existed across the large majority of respondents. Over 80% of the respondents perceived their training as adequate for over 90% of the job functions (see Table IV-11). The data supporting this conclusion are statistically significant.

Agency Type and its Relationships with Other Selected Study Variables (Research Questions 7, 8, 9, 14, 15)

A display of the study variable of agency type and its relationships with other selected study variables is presented in Figure V-1.

Figure V-1

Agency Type and its Relationships with Selected Study Variables

	AGENCY TYPES		
	PUBLIC	NON-PROFIT	PRIVATE
Total number of respondents:	79	30	27
Number para-professional job categories:	25	17	12
Educational level by degree:	no degree: 27%	no degree: 13%	*no degree: 37%
	masters/ higher: 24%	masters/ higher: 34%	*masters/ higher: 0
Educational level by number of courses:	no courses: 20%	no courses: 10%	*no courses: 33%
	10+ courses: 46%	10+ courses: 56%	*10+ courses: 0
Range of agency worker degree requirements:	none to doctoral intern	none to MA/MSW	none to AA degree equivalent
Work experience (1-3 years in present agency):	*42%	74%	70%
Job satisfaction:	high	*higher than other types	**lower than other types
Job function:	did all functions	*did more group counseling than other types	*did 6 func- tions less than other types

Note. Percentage in columns represents percentage of respondents within each agency type.

\* Statistically significant difference

\*\* Approached statistical significance

First conclusion: There are both a greater number and wider range of paraprofessional job positions available within public agencies than are available within other agency types.

Support for this conclusion comes from the data showing twice as many public agency respondents as non-profit agency respondents within the sampled geographic region and more than twice as many public as private agency respondents in the region.

Additional supporting data showed that the study's public agencies offered 25 types of paraprofessional positions with educational requirements ranging from none to doctoral intern. Compared to these public agencies, private agencies offered 12 types of paraprofessional positions with a narrower range of educational requirements, from none to an AA degree or equivalent. Non-profit agencies offered 17 types of paraprofessional positions with educational requirements ranging from none to master's degree.

Second conclusion: There are both fewer and less diverse paraprofessional job opportunities available in private agency employment.

In comparison to other agency types, private agencies participating in the study employed the fewest number of paraprofessional respondents within the narrowest range of job categories. Private agency respondents performed six job functions significantly less than other respondents, an additional indication of less job diversity. Private agency

respondents also performed fewer referral-related job functions.

Third conclusion: Non-profit and public agency human service workers have a higher educational level than private agency workers.

Evidence for this conclusion comes from the data showing that the largest category of non-profit and public agency respondents had 10+ courses. In contrast, none of the private agency respondents had 10+ courses. This difference is statistically significant. Also, the most common degree for non-profit agency respondents was a master's or higher degree; this was the second most common degree for public agency respondents.

Fourth conclusion: More non-profit and public agency paraprofessional positions require higher educational degrees than do private agency positions.

In support of this conclusion, 100% of the non-profit agencies had paraprofessional positions requiring a master's degree; 50% of public agencies had paraprofessional positions requiring this degree level. In contrast, none of the private agencies had educational requirements above an AA degree or equivalent.

Fifth conclusion: Public agencies tend to retain paraprofessional workers longer than do other types of agencies.

The results supporting this conclusion showed a

statistically significant relationship between agency type and work experience: Public agency respondents worked longer in their present agencies than other respondents did. This finding was supported by Cornfield, (1983) and Leventman (1981).

Sixth conclusion: Non-profit agency paraprofessionals have the greatest job satisfaction while private agency paraprofessionals have the least job satisfaction.

Support for this conclusion comes from study results related to both the job satisfaction and educational level variables. Non-profit agency respondents had statistically significantly higher job satisfaction than other respondents. Non-profit agency respondents also performed more group counseling which has been shown to contribute to job satisfaction (Marks, Mirvis, Hackett, & Grady, 1986).

Non-profit agency respondents also had the highest educational level of the respondents. In contrast, private agency respondents had the lowest educational level of the respondents. Other research findings indicate a positive relationship between job satisfaction and educational level (Mottaz, 1984; Glenn & Weaver, 1982; Blumberg & Murtha, 1977; Cooper, Foley, Morgan, & Kaplan, 1979; Quinn & Staines, 1977; O'Toole, 1977).

Results from the present study show job satisfaction to also be positively correlated with worker perceptions of job function importance to supervisor. Private agency



respondents perceived less supervisor appreciation than did non-private agency respondents. This difference approached statistical significance.

Seventh conclusion: Paraprofessionals employed in non-profit agencies have more opportunity to perform group counseling.

Support for this conclusion comes from study results showing that non-profit agency respondents indicated having done significantly more group counseling than did respondents in private or public agencies. Group counseling was the only job function performed significantly more by non-profit respondents than by other respondents.

#### Issues Related to Results

This section discusses implications drawn from the combination of certain study results and conclusions.

#### The Definition of Human Service Workers

Study results show that human service paraprofessionals incorporate a broad spectrum of age, work experience, job functions, and every educational level short of a doctorate. In order to generate the maximum amount of information possible from the participants in this study, a broad definition of human service worker was used. Data from this study should not be used as descriptive of less diverse populations; for example, paraprofessionals having exclusively only one type of degree/educational level. Interpretations from this study's results should be limited to workers as

defined in the study.

Given the breadth of definition and utilization of this category of worker within the literature, there is a possibility of multiple interpretations of the term "human service worker" by the directors who participated in the study. The directors participating in this study may have disseminated questionnaires to different employee populations depending upon their interpretation of the definition of "Human Service Worker" and instructions. That is, the directors' interpretations of the written instructions given to them by the researcher (see Appendix B) might have differed from director to director. Thus, despite the specific written and verbal instructions given to directors participating in the study, the population of respondents given the questionnaire by the directors might have differed from agency to agency. This issue was noted in the Scope and Limitations of the Study section in Chapter One.

Significant Gender Differences between Paraprofessional Positions and Director Positions in Human Services

While significant gender differences exist between paraprofessional and director job categories, the causes of the differences are beyond the scope of the study results. The study provides a very large volume of information on human service workers and provides gender information about human service directors, but no information is provided about job requirements for director positions. Information is also not

provided about human service supervisor positions, a possible intermediary position between paraprofessional and director.

More information on supervisors and directors would assist in assessing the relationship between gender and the different human service job categories. Recommendations for further research into this gender difference by employee category are made in the following section.

#### Upward and Horizontal Mobility

Study data suggest that upward mobility apparently is not extending into directorships for female paraprofessionals. Study data show no additional requirements for paraprofessional promotion to supervisory jobs. These data indicate that supervisory job opportunities are open to paraprofessional workers, most of whom are female. Because study results do not provide supervisory gender information, it is difficult to assess whether the female workers take advantage of promotional opportunities or whether these promotional opportunities are truly available. However, study results do provide information showing that most human service workers do not perceive a possibility for job advancement within their agencies. These data could mean that workers perceive advancement to supervisor or director jobs as a desired but blocked opportunity. Another interpretation is that workers choose to remain as paraprofessionals for any number of possible reasons.

Work experience study results show that most human

service workers change job positions/agencies every 1-3 years. This worker movement in and out of these positions/agencies probably creates job openings. However, this mobility might be either horizontal, from one paraprofessional job to another job with equivalent requirements, or it might be upward, to an advanced position. Since the study results indicate that most workers stay 10+ years within the human service field, the job changes would be either horizontal or vertical mobility within agencies rather than movement out of human services. These job openings possibly create job opportunities for the re-entry worker which is discussed in the following section.

Two study conclusions may have been influenced by this worker movement between jobs every 1-3 years: (a) public agency workers having more work experience in their present agency, and (b) the greater diversity of paraprofessional job positions within public agencies. Public agencies apparently have both more and a broader range of job opportunities, many of which become available every 1-3 years. Possibly public agency workers stay within their agencies significantly longer because greater horizontal or upward job mobility exists right within their own agency, minimizing the necessity of leaving their agency to attain job mobility.

A second possibility is that there is a difference in salaries and employee benefits among the different agency types. The influences of these variables cannot be assessed with the data gathered in this study.

### Re-entry Opportunities

The combined information from several study conclusions implies that re-entry job opportunities exist within the field of human services. This combined information shows: (a) the age of most human service workers was within the same age range typical of many re-entry students, 28-47 years; (b) most workers were female; (c) many re-entry students are females, possibly returning to work after child-rearing; (d) a majority of the human service agencies in the study had some job positions with little or no educational or experiential requirements.

### Incongruity between Worker Job Satisfaction and Worker Underemployment

Study data and conclusions show paraprofessional workers to have more education than is minimally required for many human service worker positions. Literature review citations show underemployment leads to greater job dissatisfaction. Underemployment is defined as "the utilization of workers at less skilled tasks than their training permits" (Webster, 1981).

Paraprofessional respondents reported high job satisfaction. This reported high level of job satisfaction implies that, despite workers having more education than is required for most paraprofessional job positions (underemployment), they remain satisfied.

One explanation of this incongruous satisfaction level is

that human services is an impacted field, that there are more trained applicants needing employment than there are job openings. Workers possibly remain satisfied because regardless of written job requirements, they perceive higher educational levels to be necessary for obtaining employment in such a competitive field. This perception of higher educational levels as, in fact, an employment necessity despite its appearance as underemployment would then show agreement between this study result and the literature on job dissatisfaction as related to underemployment.

A second explanation of this incongruous satisfaction level involves the geographic region incorporating the experimentally accessible population. The physical attractiveness/low density of this region is commonly perceived to provide a high quality of life. Due to this physical attractiveness/low density, job competition is high and regional jobs are difficult to obtain. Highly educated human service workers in the region may decide to be underemployed in an impacted field in order to obtain employment regionally. If the workers' decisions to be underemployed are self-determined, this may diminish job dissatisfaction due to the workers' personal control over the decision-making.

#### Paraprofessional Perceptions of Adequate Job Training

The human service workers' reported high level of job satisfaction may be supporting their perception of job

training as adequate for most job functions. The respondents' perceptions of high job satisfaction suggest that workers may be complacent regarding their needs for additional job training. Information from supervisors and directors on their perceptions of paraprofessional job training needs might assist educators in assessing the validity of paraprofessional perceptions regarding job training needs.

### Recommendations

Recommendations are made both to human service program educators for implementation within their programs and to investigators for further research.

#### Recommendations to Human Service Program Educators for Implementation

1. Include in program curriculum the information on the predominance of female paraprofessional workers in agencies.
2. Promote the advancement of females in human services as candidates for supervisory and director positions.
3. Develop and implement a recruitment program to encourage enrollment of male applicants into human service programs.
4. Develop and implement a recruitment program focused upon re-entry students.
5. Utilize study results for placement advising.
6. Emphasize attainment of degrees for employment in non-profit and public human service agencies. Also, present minimal educational degrees such as AA degrees as non-terminal

degrees.

7. Develop and implement human service degree programs at both the associate and baccalaureate degree level.

8. Include in program curriculum information on factors affecting job satisfaction, particularly as these relate to the influences of supervisors upon paraprofessional job satisfaction.

9. Emphasize interpersonal skills within educational training programs.

#### Recommendations for Further Research

1. Investigate the relationship of gender with three human service job categories: Paraprofessional, supervisor, and director. Is there also a majority of females within supervisory positions such as exists within paraprofessional positions, or does the gender of supervisors reflect director positions which are dominated by males? What information can research provide as to the causes of significant gender differences among these human service job categories?

2. Investigate the differences between degrees required for supervisor and director positions versus degrees required for paraprofessional positions. Does a supervisor or director job track require a minimal degree level, or can these positions be attained without degrees?

3. Gather and investigate similar data on job satisfaction and job functions as were gathered in the present study but with a sample population of agency supervisors and



directors rather than paraprofessionals. What similarity is there between paraprofessional perceptions about their own jobs in contrast to the perceptions about paraprofessional jobs by these two other human service employee categories? Do supervisors/directors perceive paraprofessionals to need more training? Do supervisors/directors perceive paraprofessionals to be satisfied with their jobs?

4. Investigate the mobility of human service workers. Is the frequent movement of human service workers within their field horizontal mobility or upward mobility? To what degree does upward mobility extend into supervisory and director positions?

5. Encourage further clarification of the the terms "human service worker" and "human service paraprofessional."

Further research into these recommended areas is intended to support the purpose of the study by assisting human service educators in improving paraprofessional training programs.

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## HUMAN SERVICES WORKER INVENTORY

Dear El Dorado County Human Services Worker,

Thank you for taking your time to help me, and ultimately our local college and community, with this project. As coordinator and instructor of the Placerville Cosumnes River College Human Services Degree program, I am requesting feedback from employed workers so that I can improve both my program and student placement into the program. Because the purpose of the program is to prepare students to work effectively in agencies similar to yours, your feedback is very important.

Important: Please be assured that the recommendations you provide are strictly confidential. Please note that your name is not requested, and that there is an attached stamped envelope addressed directly to me. Any information going to agency supervisors will be general statistical results without any reference to specific agencies. This confidentiality is provided so as to maximize the candor of your responses. Completion of the Inventory takes only 15 minutes; it is important to respond to every item.

I very much appreciate your assistance in providing information which will improve the quality of your community programs at our college in Placerville. Please place the Inventory in the stamped envelope, and mail it as soon as it is completed.

Thank you very much,

Sarah Pender  
Coordinator/Instructor/Counselor, Human Services Degree Program,  
Cosumnes River College, Placerville

Doctoral Candidate, University of the Pacific

I. DESCRIPTIVE INFORMATION: Please circle correct letter in each item.

1. Gender

- a) female
- b) male

2. Age

- a) under 18 years
- b) 18-27 years
- c) 28-37 years
- d) 38-47 years
- e) over 47 years

3. Academic concentration--  
approximate number of  
college courses in a human  
services area (counseling,  
psychology, social work, etc.)

- a) no courses
- b) 1-3 courses
- c) 4-6 courses
- d) 7-9 courses
- e) 10-more courses

4. Highest educational level:

- a) no certificate or college degree
- b) certificate
- c) associate's degree
- d) bachelor's degree
- e) master's or higher degree

5. Total number of years employed  
in the field of human services:

- a) less than 1 year
- b) 1-3 years
- c) 4-6 years
- d) 7-9 years
- e) 10-more years

6. Type of agency in which presently employed:

- a) private (convalescent hospitals)
- b) non-profit (New Morning, Wimbledon  
House, Wo/Mens Center, Council on Alcoholism)
- c) public agencies (county, schools, government)

7. Number of years employed in present agency:

- a) less than 1 year
- b) 1-3 years
- c) 4-6 years
- d) 7-9 years
- e) 10-more years

8. Number of years employed in present job position  
in agency:

- a) less than 1 year
- b) 1-3 years
- c) 4-6 years
- d) 7-9 years
- e) 10-more years

## II. JOB SATISFACTION

Please check correct space for each item.

	strongly agree	agree	neutral	disagree	strongly disagree
9. I like my job.					
10. I like working in this position more now than when I started.					
11. There is possibility of job advancement for me in this agency.					
12. I'd rather work in another position in this agency.					
13. I'd rather work in another agency.					
14. My supervisor appreciates what I'm doing here.					
15. My co-workers appreciate what I'm doing here.					
16. I really do make a difference here.					

III. JOB FUNCTIONS (JOB RESPONSIBILITIES): It is important to answer the remaining items this way:

1. Answer every item in COLUMN A. Circle either "yes" or "no".
2. If answering "yes", continue circling answers for COLUMNS B, C, D, & E in that row.
3. If answering "no", go on to next item; do not answer other columns in that row.

	COLUMNS				
	A I do this	B I like doing this	C Doing this is import- ant to me.	D My supervi- sor thinks this is important.	E I need more training in this.
17. Schedule client for initial services.	yes/no	yes/no	yes/no	yes/no	yes/no
18. Determine whether client has immediate urgent needs.	yes/no	yes/no	yes/no	yes/no	yes/no
19. Interview new clients to obtain background information.	yes/no	yes/no	yes/no	yes/no	yes/no
20. Obtain written permission from client for services and written information releases.	yes/no	yes/no	yes/no	yes/no	yes/no
21. Schedule clients for examinations (placement, psychological, physical)	yes/no	yes/no	yes/no	yes/no	yes/no
22. Verify information supplied by client by contacting other agencies used by client.	yes/no	yes/no	yes/no	yes/no	yes/no
23. Discuss client's needs with involved parties in order to determine whether special services are needed.	yes/no	yes/no	yes/no	yes/no	yes/no
24. Search for immediate job possibilities for client.	yes/no	yes/no	yes/no	yes/no	yes/no

Circle correct responses

	COLUMNS				
	A	B	C	D	E
	I do this.	I like doing this.	Doing this is import- ant to me.	My supervi- sor thinks this is important.	I need more training in this.
25. Arrange job training for client.	yes/no	yes/no	yes/no	yes/no	yes/no
26. Discuss educational needs with client, and provide appropriate career and educational materials.	yes/no	yes/no	yes/no	yes/no	yes/no
27. Maintain an agency list of community agencies and programs.	yes/no	yes/no	yes/no	yes/no	yes/no
28. Provide the client with information about community services, activities, transportation, etc.	yes/no	yes/no	yes/no	yes/no	yes/no
29. Act as a liason person between own agency and other agencies.	yes/no	yes/no	yes/no	yes/no	yes/no
30. Provide personal counseling (individual) to client.	yes/no	yes/no	yes/no	yes/no	yes/no
31. Provide personal counseling (group) to client.	yes/no	yes/no	yes/no	yes/no	yes/no
32. Work cooperatively with fellow employees regarding services to client.	yes/no	yes/no	yes/no	yes/no	yes/no
33. Discuss with client the purpose and need for referral to another agency.	yes/no	yes/no	yes/no	yes/no	yes/no



Circle correct responses

	COLUMNS				
	I do this.	I like doing this.	Doing this is import- ant to me.	My supervi- sor thinks this is important.	I need more training in this.
34. Make referral of client to another agency.	yes/no	yes/no	yes/no	yes/no	yes/no
35. Maintain systematic contact with client after conclusion of services for evaluation purposes.	yes/no	yes/no	yes/no	yes/no	yes/no
36. Do typing for agency.	yes/no	yes/no	yes/no	yes/no	yes/no
37. Do data/word processing for agency.	yes/no	yes/no	yes/no	yes/no	yes/no
38. Authorize and oversee agency expenditures.	yes/no	yes/no	yes/no	yes/no	yes/no
39. Do filing/bookkeeping	yes/no	yes/no	yes/no	yes/no	yes/no

IV. ADDITIONAL INFORMATION: please add here any explanation of your choice of responses that you would consider to be helpful, and any additional information you feel would be useful for assessment of a human services training program. Thank you very much.


Appendix B:

Letter to Agency Directors to Establish Inventory Validity

Director's Name

Agency Name

Agency address

Date

Dear Director

:

I understand that you utilize interns from the Human Services AA degree program at American River College, Sacramento. I supervise and instruct a similar program at the Placerville Campus of American River College. I have created a Human Services Worker Inventory which will be given to paraprofessional employees in human services agencies in western El Dorado county. My goal is to better coordinate the skills of my graduates with those skills most recommended by paraprofessional workers employed within agencies such as yours. I would appreciate your feedback to attain this goal.

The results of the Inventory will be used as data for my doctoral dissertation. I would like to develop the instrument's validity by having skilled agency directors such as yourself examine the Inventory. Please examine the Inventory format and each item for redundancy, clarity, and comprehensiveness. Please also critique test length (about 15 minutes), unnecessary questions, omission of concepts, and please feel free to give any additional suggestions. Your assistance is greatly appreciated. If you would like a copy of the revised, final instrument, please just let me know.

Sincerely,

Sarah Pender

Human Services Coordinator/Instructor, AA degree program;  
Counselor

Doctoral Candidate, University of the Pacific

## Appendix C

### Introductory Letter to Appropriate Agency Directors, Including Criteria for Respondent Participation

Director's Name  
Agency Title  
Agency address

Date

Dear Director

:

I am the coordinator of the Human Services AA degree and Certificate program at Placerville American River College. I am doing a study which will hopefully improve appropriate student placement into my program which trains paraprofessionals for placement in agencies such as yours. I would like feedback from paraprofessionals, or human service workers, employed in western slope El Dorado County human services agencies regarding certain job perceptions and certain demographic variables. Students with similar ratings as present human services paraprofessional employees could receive recommendations for program entrance. I believe this would benefit your agency by producing graduates and potential agency applicants with training based on the expressed training needs and recommendations of your employees and other county human services workers.

I am aware that because of your very busy schedule, your willingness to participate in this study may depend upon the time commitment involved. The following proposal excerpt explains the degree of your agency's involvement:

The introductory letter will explain that the agency director will be telephoned for an appointment in two weeks. Appointments will be made with the director of each participating agency. At the appointment, the purpose of the study will be reviewed. This will include emphasizing the importance of maximizing feedback to training institutions from paraprofessionals working in agencies where human services interns may eventually seek employment. The presentation of the study to each director will follow a predetermined format in an effort to maximize standardization of verbal information. The directors who agree to participate in the study will then be asked to assess the number of eligible employees as determined by the guidelines within the

Appendix C, cont.

agency to whom the respondent criteria applies. That determined number of questionnaires will then be left with each director. The written instructions encompassed in the Inventory include directions that each respondent mail the confidential questionnaire directly to the investigator. Her address on a stamped envelope will accompany each questionnaire.

After a two week period, those agency directors whose ~~appropriate employees have not all returned the~~ questionnaires, as evidenced by the color-coding of the returned Inventories, will be contacted. A follow-up letter for each of the original respondents from that agency will be taken to the director for dissemination to each participating employee. The follow-up letter will be identical for all agencies.

The "eligible employees" targeted as respondents for this study are human services paraprofessionals, or human services workers. The study's definition for this level of human service worker is:

Technical level practitioner who performs a variety of service-oriented tasks under supervision...by a professional or a service team...Human service workers perform as front-line direct care providers or as assistants to professionals...Their skills are often "generic" in that they can be applied to a range of client or consumer needs and include interveiwing, observing, outreach, advocacy, skill building, teaching, personal care-giving, case management, referral, counseling, and case planning and supervision (NCHSW, 1983, p. 1). References in the literature to educational or training level of human service workers ranged from no formal preparation to any education level less than a doctorate degree (American Psychological Association, 1981).

Here are the guidelines for determining which of your employees are appropriate respondents:

1. Basic or advanced communication skills is an intrinsic part of the respondent's job. For example, if an employee functioned solely as clerical staff, she/he would not be an appropriate respondent. However, if this clerical position included receiving clients in a crisis center and involved crisis counseling requiring empathetic responding to the clients/residents and/or their family/loved ones she/he would be an appropriate paraprofessional respondent to the questionnaire.

Appendix C, cont.

2. Respondent is under direct or indirect supervision by a professional/professionals.

3. Respondent is a paid employee (in contrast to an intern or volunteer).

I hope the above information makes the goals of this study clear. The results of the Inventory will be used as data for my doctoral dissertation. Your participation in this study will hopefully provide feedback resulting in better trained applicants for your agency. As mentioned above, I will be phoning you in two weeks to make an appointment. Thank you for your time in assisting to further improve our communities' programs.

Sincerely,

Sarah Pender

Human Services Instructor/Coordinator, AA degree program;  
Counselor  
Doctoral Candidate, University of the Pacific

Appendix D:

Letter to Appropriate Agency Directors from Investigator's  
Doctoral Dissertation Committee Chairperson

January 27, 1986

Dear :

It is my hope that you will be able to help Sarah Pender, a doctoral student in the Department of Educational and Counseling Psychology at the University of the Pacific, with the research project which she has described in her letter. Her doctoral research is designed to contribute to the training of paraprofessional employees in human services agencies. Your support of her efforts would be of significant help and would be greatly appreciated.

If, after talking with Ms. Pender, you have further questions, please feel free to contact me. My office number is (209) 946-2167.

Sincerely,

Mari G. Irvin, Ed.D

Associate Professor and  
Dissertation Chairperson  
for Sarah Pender

Appendix E:

I. Follow-up Letter to Agency Directors and Experimentally  
Accessible Population

I. FOLLOW-UP LETTER TO AGENCY DIRECTOR:

Date

Director Name  
Agency Name  
Address

Dear

I am both pleased and impressed with the large percentage of questionnaires which have been returned by your Human Services employees whom you designated as appropriate respondents for my study. I believe the Human Services AA degree program will ultimately produce better-trained graduates due to your efforts to provide this feedback. Unfortunately, all the questionnaires from your agency have not been returned. As I would like to receive as much feedback as possible, could you possibly give the enclosed reminder to each of the original respondents to encourage the remaining few who have not sent me their questionnaires to do so?

Again, I very much appreciate your assistance,

Sarah Pender

Coordinator/Instructor, Human Services AA degree program;  
Counselor  
Doctoral Candidate, University of the Pacific

Appendix E:

II. Half-Page Follow-up Reminder Given to Each Respondent

DATE: February 19, 1986

TO: El Dorado County Human Services Workers

FROM: Sarah Pender, Coordinator/Instructor, Human Services

AA degree program; Doctoral candidate, University of the Pacific

SUBJECT: Unreturned questionnaires

Dear Human Services Worker, I very much appreciate your assistance in responding to the questionnaire you were given. Many of you have already conscientiously returned the questionnaires (Thank you!), but there are still a number missing. Could you take just 10 minutes to fill it out and send it to me if you have not already done so?

Thank you very much.



Appendix F

Cover Letter to Reliability Sample to Establish Inventory  
Test-Retest Reliability

HUMAN SERVICES WORKER INVENTORY

Dear South Lake Tahoe Welfare Office Human Services Worker,

Thank you for taking your time to help me, and ultimately our human services agencies in El Dorado County, with this project. As coordinator and instructor of the Placerville Cosumnes River College human services degree program, I am requesting feedback from employed workers so that I can improve both my program and student placement into the program. Employees in the Placerville area with job positions similar to yours have completed the questionnaire and returned it to me. However, I need your help in establishing test/retest reliability. This would require your completing this attached questionnaire two times, which should take a total of about 20 minutes.

Important: Please be assured that your responses are strictly confidential. Both times you will be mailing the completed Inventory directly to me. The information you provide is for statistical results; no names or job positions will even be recorded. It is very important to respond to each and every item.

I very much appreciate your assistance in providing information which will hopefully improve the quality of our human services program at Cosumnes River College, Placerville.

Thank you very much,

Sarah Pender

Coordinatory/Instructor/Counselor, Human Services Degree  
Program  
Doctoral Candidate, University of the Pacific

# Appendix G:

## Frequency Distribution of Responses to 132 Research Instrument Items by 109 Respondents from Non-Profit and Public Agencies

<u>ITEM #</u>	<u>ITEM</u>	<u>FREQUENCY</u>
1.	<u>GENDER</u>	
	female	76
	male	32
	Missing Cases = 1	
2.	<u>AGE</u>	
	18	0
	18-27	7
	28-37	43
	38-47	35
	47	24
3.	<u>NUMBER OF COLLEGE COURSES</u>	
	none	19
	1-3	15
	4-6	16
	7-9	5
	10	54
4.	<u>HIGHEST EDUCATIONAL LEVEL</u>	
	none	26
	certificate	7
	associate's degree	14
	bachelor's degree	32
	master's degree	29
5.	<u>NUMBER OF YEARS EMPLOYED IN HUMAN SERVICES</u>	
	1	2
	1-3	14
	4-6	21
	7-9	20
	10	51

Missing Cases = 1

Appendix G, cont.

6. TYPE OF AGENCY IN WHICH PRESENTLY EMPLOYED

non-profit	30
public	79

7. NUMBER OF YEARS EMPLOYED IN PRESENT AGENCY

less than 1	20
1-3	35
4-6	22
7-9	14
10	18

8. NUMBER OF YEARS EMPLOYED IN PRESENT JOB POSITION

less than 1	28
1-3	39
4-6	21
7-9	11
10	10

9. I LIKE MY JOB

strongly agree	55
agree	47
neutral	4
disagree	2
strongly disagree	0

Missing Cases = 1

10. I LIKE THIS POSITION MORE NOW THAN WHEN STARTED

strongly agree	38
agree	31
neutral	28
disagree	9
strongly disagree	2

Missing Cases = 1

11. THERE IS POSSIBILITY OF JOB ADVANCEMENT

strongly agree	11
agree	34
neutral	26
disagree	21
strongly disagree	13

Missing Cases = 4

Appendix G, cont.

12. I'D RATHER WORK IN ANOTHER POSITION

strongly agree	10
agree	9
neutral	19
disagree	40
strongly disagree	30

Missing Cases = 1

13. I'D RATHER WORK IN ANOTHER AGENCY

strongly agree	4
agree	5
neutral	26
disagree	47
strongly disagree	26

Missing Cases = 1

14. MY SUPERVISOR APPRECIATES WHAT I'M DOING HERE

strongly agree	41
agree	51
neutral	10
disagree	4
strongly disagree	0

Missing Cases = 3

15. MY CO-WORKERS APPRECIATE WHAT I'M DOING HERE

strongly agree	38
agree	60
neutral	8
disagree	1
strongly disagree	0

Missing Cases = 2

16. I REALLY DO MAKE A DIFFERENCE HERE

strongly agree	38
agree	52
neutral	12
disagree	6
strongly disagree	0

Missing Cases = 1

Appendix G, cont.

17. SCHEDULE CLIENT FOR INITIAL SERVICES

	yes/no
I do this	73/35
I like doing this	61/8
Is important to me	59/12
Is important to supervisor	62/7
Need more training	10/58

Missing Cases = 1

18. DETERMINE WHETHER CLIENT HAS URGENT NEEDS

	yes/no
I do this	82/24
I like doing this	73/6
Is important to me	69/6
Is important to supervisor	72/4
Need more training	13/61

Missing Cases = 3

19. INTERVIEW NEW CLIENTS TO OBTAIN BACKGROUND INFORMATION

	yes/no
I do this	85/21
I like doing this	77/3
Is important to me	79/3
Is important to supervisor	77/3
Need more training	14/65

Missing Cases = 3

20. OBTAIN WRITTEN PERMISSION FROM CLIENT

	yes/no
I do this	73/35
I like doing this	54/16
Is important to me	55/14
Is important to supervisor	65/3
Need more training	7/61

Missing Cases = 1

Appendix G, cont.

21. SCHEDULE CLIENTS FOR EXAMINATIONS

	yes/no
I do this	36/71
I like doing this	26/11
Is important to me	32/6
Is important to supervisor	33/3
Need more training	27/9

Missing Cases = 2

22. VERIFY INFORMATION SUPPLIED BY CLIENT

	yes/no
I do this	69/37
I like doing this	56/11
Is important to me	62/7
Is important to supervisor	65/1
Need more training	9/59

Missing Cases = 3

23. DISCUSS CLIENT'S NEEDS WITH INVOLVED PARTIES

	yes/no
I do this	77/31
I like doing this	33/1
Is important to me	75/0
Is important to supervisor	71/3
Need more training	20/51

Missing Cases = 1

24. SEARCH FOR IMMEDIATE JOB POSSIBILITIES FOR CLIENT

	yes/no
I do this	6/102
I like doing this	3/4
Is important to me	5/3
Is important to supervisor	5/3
Need more training	4/3

Missing Cases = 1

Appendix G, cont.

25. ARRANGE JOB TRAINING FOR CLIENT

	yes/no
I do this	8/98
I like doing this	8/1
Is important to me	9/0
Is important to supervisor	9/0
Need more training	8/1

Missing Cases = 3

26. DISCUSS EDUCATIONAL NEEDS WITH CLIENT

	yes/no
I do this	22/84
I like doing this	21/0
Is important to me	21/2
Is important to supervisor	15/5
Need more training	11/10

Missing Cases = 3

27. MAINTAIN AN AGENCY LIST

	yes/no
I do this	74/30
I like doing this	66/8
Is important to me	69/7
Is important to supervisor	68/5
Need more training	17/56

Missing Cases = 5

28. PROVIDE CLIENT WITH INFORMATION

	yes/no
I do this	83/24
I like doing this	78/4
Is important to me	80/5
Is important to supervisor	75/6
Need more training	20/60

Missing Cases = 2

Appendix G, cont.

29. ACT AS LIAISON PERSON

	yes/no
I do this	72/33
I like doing this	67/3
Is important to me	64/6
Is important to supervisor	65/3
Need more training	18/49

Missing Cases = 4

30. PROVIDE INDIVIDUAL COUNSELING

	yes/no
I do this	64/40
I like doing this	63/0
Is important to me	63/0
Is important to supervisor	58/2
Need more training	32/31

Missing Cases = 5

31. PROVIDE GROUP COUNSELING

	yes/no
I do this	45/60
I like doing this	45/0
Is important to me	45/0
Is important to supervisor	42/2
Need more training	23/22

Missing Cases = 4

32. WORK COOPERATIVELY WITH FELLOW EMPLOYEES

	yes/no
I do this	83/23
I like doing this	96/0
Is important to me	97/0
Is important to supervisor	92/3
Need more training	17/76

Missing Cases = 2



Appendix G, cont.

33. DISCUSS NEED FOR REFERRAL

	yes/no
I do this	83/23
I like doing this	80/1
Is important to me	80/2
Is important to supervisor	76/3
Need more training	13/64

Missing Cases = 3

34. MAKE REFERRAL OF ANOTHER AGENCY

	yes/no
I do this	77/31
I like doing this	71/4
Is important to me	70/7
Is important to supervisor	70/4
Need more training	9/64

Missing Cases = 1

35. MAINTAIN SYSTEMATIC CONTACT WITH CLIENT AFTER SERVICES

	yes/no
I do this	20/89
I like doing this	18/1
Is important to me	20/0
Is important to supervisor	18/0
Need more training	9/64

36. DO TYPING FOR AGENCY

	yes/no
I do this	18/90
I like doing this	10/7
Is important to me	9/8
Is important to supervisor	11/5
Need more training	2/16

Missing Cases = 1

Appendix G, cont.

37. DO DATA/WORD PROCESSING

	yes/no
I do this	18/90
I like doing this	6/1
Is important to me	5/2
Is important to supervisor	4/2
Need more training	1/5

Missing Cases = 1

38. AUTHORIZE AND OVERSEE EXPENDITURES

	yes/no
I do this	16/92
I like doing this	12/3
Is important to me	13/2
Is important to supervisor	15/1
Need more training	4/11

Missing Cases = 1

39. DO FILING/BOOKING

	yes/no
I do this	43/65
I like doing this	18/22
Is important to me	22/16
Is important to supervisor	30/7
Need more training	3/35

Missing Cases = 1

Appendix H:

Inventory Section Five: "ADDITIONAL INFORMATION"

I. NON-PROFIT AGENCY RESPONSES

1. "I believe in empowering the clients I work with; therefore, I do not arrange appointments for the client with someone else, make referrals myself to another agency, etc - I discuss this with the client and encourage her to call another agency, etc. I do advocacy work and if the client agrees, I may work with another agency in assisting the client. I must have a release from the client before even telling someone outside our agency that the client has contacted us (except for cases of suspected child abuse or serious suicide)."

2. "The difficulty I find, is finding time and energy for crisis/client contact (info & referral) with secretarial and administrative support for 7 staff members - I have suggested dividing position into receptionist to screen & schedule clients, handle files, etc and secty/admin asst. to provide other typing, purchasing, and administrative duties."

3. "The column for training did not always fit my answer needs. Most frequently I did not need more training to do an adequate job. However, in most cases I and my clients would benefit from more advanced training."

4. "I would suggest that an assessment of socio-political activity measured by specific involvement in political and other special interest groups that have as their purpose the eradication of those conditions which tend to produce the problems human service providers are called upon to treat."

5. "Monitoring of client on a monthly basis - This way you can get in touch with them if you have seen them in awhile and they start coming back for counseling. Have a warm smile even when you feel bad - its important they know you care and want to help."

6. "I need more training in one on one counseling sessions."

7. "I feel your working relationships with your fellow employess must be strong and open. Any differences of opinion should be brought forth to that person. There is no way we can offer our clients proper care and services if we cannot be working together in one direction. This is a giving field of work. It takes patience and unique understanding of human nature and compassion and it is not

Appendix H, cont.

for everyone. I feel that some insight and reflection into ones nature and selfconfidence is necessary before attempting a career in social services. Everybody likes people but not everyone can work with them. \*A final note in this field I feel it is important for an individual to realize when she has reached a point where the work actually becomes a chore and another job. For it is at this point that the person is no longer having a positive effect on their clients. Burnout is a typical in this field and to admit it is ok, and a sincere move."

8. "Learn to write well!"

II. PUBLIC AGENCY RESPONSES

1. "I am now an emergency response person. My full-time experience ended in 1981. Responses are based upon that earlier work. Supervising staff hasn't changed. The dot responses reflect my present private practice situation. The CPS worker is truly overburdened and undersupported. The higher levels of supervisor are indifferent beurocrats. It is a terribly stressful agency to work for if you care about quality of srvcies."

2. "27, 28, & 29 answered 'yes' because I'm new to the area."

3. "My job is eligibility worker and limited to being involved in social aspects of clients - referrals are important as need arises -eligibility and services are separated at Welfare, however, there is a fine line between them and yet a great difference in their functions in working togethr. Personal satisfaction is in doing a fair and good job - maintaining compassion and still manage to do the job within the limits of the regulations correctly. Human Services jobs are demanding, somewhat stressful and rewarding to say the least. I personnaly feel I have grown and learned much in this job that I would never have done in a routine office job. Public contact requires many skills to do a good job. Training in interviewing is very important. The way a person conducts oneself in an interview can make all the difference in the results one gets."

4. "I am a foster home licensing worker (the only one in this county). I like my job, my fellow employees, supervisors, applicants and licensees. I have no complaints and no problems that I think I can't handle."

5. "As regards to column # 3. It is important to me to do a

Appendix H, cont.

good job. As to the clients, if human services help to make the transition to self-support, then it is important. However, if the services help to make the client permanently dependent on public support, then it is not important to me."

6. "Eligibility seems to be the forgotten program as far as training in social services - all training is technical (ie. rules & regulations) 95% of all clients are only interviewed by ~~eligibility staff~~ - we have little training in other areas that might be helpful to our clients."

7. "While I enjoy working with clients I think they should take it upon themselves to find out about community services & agencies. I think this is one of the best ways to make them start taking care of their needs. At this time over 50% of my clients depend on me instead of themselves. No wonder they are afraid to go to work."

8. "I am a supervisor responsible for training staff to identify the client needs and refer them to appropriate agencies. I am no longer directly involved in eligibility determinations or referral services. However it is essential that I stay abreast of all agency resources."

9. "I'm an eligibility worker & have been an EW Supervisor. Your premise seems to be service - eligibility does not do service, and makes few referrals as there are so few services available in this area. A potential Social Worker, and/or counselor will have the same problems. Marshall hospital will not admit drunk alcoholics unless they have a broken leg; Golden Sierra wants people with some job skills, the mentally ill are left to fend for themselves on the streets, etc. etc. If you can help students to see the reality of what they are facing, it would help. It isn't a matter of assessment & referral - it's a matter of what your agency is funded to do, and the limitations of your job. I don't know of a single agency where the S. W. can walk a person through all the hoops, or even spend a lot of time trying to motivate the client to walk through the hoops. I'd strongly recommend you bring in people who are in the field (at other than administrative levels) and let them share. Good luck - I've heard some very positive comments about your program, and I think this is what you are attempting to do."

10. "Local attitudes about human services are influenced by the source and amount of funding."

11. "Counseling skills are most important to this job. Good

Appendix H, cont.

clerical skills (filing, scheduling, light typing) are also important along with attention to detail."

12. "In my answers that reflect my supervisor thinks my jobs are important there is no way to reflect that he has no feelings that I am important. As long as the work gets done he's satisfied. Also, there is nothing on your questionnaire to reflect "burn-out" and the fact that this happens so easily to human services workers."

13. "My supervisor is not intimately involved in work of my program. Answers to column 4 don't necessarily mean much."

14. "Be compassionate to people's needs and be able to direct them to the place who could help them with their problems or circumstances in a professional and sincere way."

15. "Many responses are neutral rather than yes or no. Many training questions are more a question of keeping current rather than "training" per se."

16. "In the area of needing more training - there are some areas that more training is always beneficial."

17. "Funding in the human service field is limited and inadequate which results in one person doing a job that could easily accommodate 4-5 people. Heavy workload and low pay are common - pay is often personal rewards."

18. "Some of these work descriptions did apply to my position previously, but no longer are a part of my responsibilities. I am marking them to reflect the present."

19. "Any information or schooling would be gratefully excepted."

20. "As to training - there is always room for improvement! Some things in human services I really enjoy - others I dislike."

21. "Column C - It may be important to my job but not especially to me. A neutral column under B might be helpful - A person may not like or dislike a function but is willing to perform the function."

22. "I feel our agency does a great job with the kids while they are in our Hall - we make an impact. We are a talented staff & could function very well doing more treatment - i.e.

Appendix H, cont.

more involvement w/ family & more involvement with kids after they leave . It will take some department Head to "discover" this & begin a juvenile treatment center in El Dorado Co."

23. "There could have been a question regarding preparation of reports & client records."

24. "I primarily do psychotherapy with clients. I do other kinds of social service work when this is needed by a particular client but don't see this as my primary role and don't particularly enjoy it."

25. "Better on job training wuld be helpful."

Appendix I

Sample Job Announcement for Human Service Worker Position

# EL COUNTY OF EL DORADO

invites applications for

## Group Counselor II



APPROXIMATE MONTHLY SALARY: \$1518-\$1800

### The Position:

vacancy in the Probation Department's Juvenile Hall. To maintain the desired male/female ratio, the current vacancy is for a male only, however recruitment will establish a six month eligibility list which will be used in all future vacancies in the Juvenile Hall for both males and females. The incumbent receives and releases minors; supervises minors in all activities; instructs minors on the purpose, procedures and rules of the Juvenile Hall; assists on personal problems; observes and reports on attitudes, behavior and placement of minors; maintains firm but fair discipline; assists in the orientation and training of other counselors; prepares reports; may be required to assist in general housekeeping duties and meal preparation. This position may be required to work shifts, and may work on holidays.

**QUALIFICATIONAL REQUIREMENTS:** Must be 18 years of age and a citizen of the United States. Must meet the physical, emotional and mental standards of the Department, be of good moral character, and have a clear police record. Must be fingerprinted and submit to a thorough background investigation.

### Minimum Qualifications:

**EDUCATION/EXPERIENCE:** Equivalent to graduation from junior college. One year of experience related to the supervision of welfare and activities of a group of minors in an institutional setting. **KNOWLEDGE OF:** Statutes governing detention of minors in a Juvenile Hall; modern methods and techniques used in dealing with juvenile delinquents in an institutional setting; appropriate custodial procedures and disciplinary methods; psychological principles and techniques applicable to the care and rehabilitation of juvenile delinquents. **ABILITY TO:** Direct recreational, training and work activities of minors; apply effective counseling techniques; maintain fair and firm discipline; act promptly and effectively in emergency situations; assist in the orientation and training of other counselors. **LICENSE:** Possession of a valid California operator's license issued by the State Department of Motor Vehicles.

### Selection Procedure:

The closing deadline for this position is Monday, April 27, 1987 at 5:00PM. It is the responsibility of the applicant to arrive at the deadline.



# Appendix J:

## Databank of Total Score Means

Column 1 = Subject Number

Column 2 = Job Function Average, Column A, Function

Column 3 = Job Satisfaction Sum

Column 4 = Job Function Average, Column B, Job Liking

Column 5 = Job Function Average, Column C, Job Importance

Column 6 = Job Function Average, Column D, Job Importance  
to Supervisor

Column 7 = Job Function Average, Column E, Training Needs

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
1	1.52174	32	2	2	2	0
2	1.59091	30	1.69231	1.84615	2	1
3	1.69565	27	2	2	2	0
4	1.52174	28	2	2	2	1
5	1.6087	30	1.57143	1.92857	1.92857	1.5
6	1.56522	34	2	2	2	1.07692
7	1.65217	35	2	2	2	1.13333
8	1.56522	39	2	1.76923	2	1.38462
9	1.6087	34	2	2	2	1
10	1.6087	34	1.85714	2	2	1.14286
11	1.65217	36	2	1.86667	1.93333	1.13333
12	1.65217	33	2	2	2	1.13333
13	1.52174	34	2	1.961667	2	1
14	1.65217	35	2	2	2	1.33333
15	1.65217	37	2	2	2	1.66667
16	1.26087	27	2	2	2	1.8
17	1.91304	40	1.93333	1.93333	1.92857	1.72727
18	1.56522	26	2	2	1.83333	1.16667
19	1.69565	40	1.94118	1.94118	1.94118	1
20	1.52174	36	1.66667	1.91667	2	1.66667
21	1.6087	31	1.85714	2	2	1.30769
22	1.52174	30	1.91667	1.91667	1.91667	1.41667
24	1.08696	33	2	2	2	1
26	1.65217	35	1.73333	2	2	1.33333
27	1.6087	24	1.92308	2	2	1.15385
28	1.69565	26	1.82353	2	1.70588	1.41176
29	1.73913	30	2	2	2	1.11765
30	1.78261	21	2	2	2	0

Appendix J, cont.

31	1.13043	26	1.66667	1.66667	2	1
32	1.6087	30	1.92857	1.92857	2	1.07143
33	1.52174	33	1.91667	2	2	1.27273
34	1.17391	36	2	1.25	2	1
35	1.43478	33	2	2	2	1
36	1.65217	30	1.93333	2	2	1.2
37	1.47619	28	2	2	1.9	1.25
38	1.27273	36	2	2	2	1
39	1.56522	30	1.92308	1.92308	2	1.07692
40	1.69565	32	2	2	1.9375	1.1875
41	1.52174	28	1.91667	1.90909	1.91667	1
42	1.43478	33	1.9	2	1.44444	1.5
43	1.34783	35	1.5	1.5	2	1
44	1.56522	29	1.92308	2	2	1
45	1.30435	19	1.83333	2	2	1
46	1.30435	37	2	2	2	1
47	1.43478	24	1.7	2	2	1.1
48	1.36364	27	1.88889	1.44444	2	1
49	1.21739	28	1.6	1.4	1.8	1.2
50	1.47826	29	1.90909	1.8	2	1.25
51	1.30435	37	1.85714	1.85714	1.85714	1.42857
52	1.43478	27	1.8	1.8	1.4	1
53	1.6087	36	2	2	2	1
54	1.3913	28	2	2	2	1.5
55	1.61905	31	1.94444	2	2	1.61111
56	1.43478	30	1.8	1.8	1.7	1.1
57	1.30435	34	2	2	2	1
58	1.68182	20	1.972857	1.92857	2	1.06667
59	1.73913	33	1.75	1.64706	1.9375	1.17647
60	1.56522	27	1.69231	1.92308	2	1.38462
61	1.6087	34	2	2	2	1.07143
62	1.52174	31	1.58333	2	1.91667	1.08333
63	1.56522	36	1.92308	1.91667	1.91667	1.41667
64	1.65217	26	1.93333	1.46667	0	1.2
65	1.69565	37	1.9375	1.875	2	1.8125
67	1.52174	28	1.81818	1.72727	1.81818	1.36364
68	681.26087	28	0	2	2	0
69	1.5625	26	1.64286	1.64286	1.64286	1.53846
70	1.2381	32	1.8	2	2	1
71	1.52381	26	1.84615	1.84615	1.84615	1.85714
72	1.56522	29	1.92308	1.92308	2	1
73	1.73913	36	2	2	2	1.23529
74	1.26087	31	1.8333	2	2	1.16667
75	1.56522	29	1.66667	1.5	1.66667	1
76	1.82609	28	2	2	2	1.05263
77	1.47826	28	1.63636	1.72727	2	1.90909
78	1.33333	27	1.7	1.77778	2	1.22222
79	1.26087	33	2	2	2	1.33333
81	1.65217	27	2	2	2	1
82	1.34783	33	2	2	2	1

Appendix J, cont.

83	1.56522	37	1.92308	1.92308	2	1
84	841.6087	39	1.78571	1.78571	1.92308	1.07143
85	1.17391	33	2	2	2	1
86	1.34783	32	2	2	1.875	1.625
87	1.3913	38	2	2	2	1.44444
88	1.43478	20	2	1.9	1.9	1.2
89	1.47826	17	1.81818	1.9	1.5	1.5
90	1.30435	28	2	2	2	1
91	1.3913	29	1.77778	1.77778	1.77778	1
92	1.45455	29	2	2	2	1.1
93	1.59091	36	2	1.46154	2	1.06667
94	1.56522	37	1.92308	2	1.84615	1
95	1.3913	34	1.88889	1.88889	1.66667	1.22222
96	1.56522	34	2	2	1.92308	1.23077
97	1.78261	34	1.88235	1.88889	2	1.27778
98	1.35714	32	2	2	2	1
99	1.31818	35	2	2	2	1.5
100	1.69565	29	2	2	2	1.3125
101	1.56522	24	1.92308	1.84615	1.76923	1.07692
102	1.73913	33	2	2	2	1.61111
103	1.3913	29	1.77778	1.75	1.88889	1.77778
104	1.65217	30	2	2	1.86667	1
105	1.69565	28	2	2	2	1.125
113	1.26087	37	2	1.83333	2	1.66667
114	1.38095	29	1.5	1.55556	1.77778	1.41667
115	1.69565	29	2	2	1.8125	1.1875
117	1.65217	34	1.93333	1.93333	1.93333	1.06667

# Appendix K:

## Paraprofessional Employment Information from Directors of Experimentally Accessible Human Service Agencies

Column 1 = "How many categories of human service paraprofessionals does your agency have?"

Column 2 = "How many of these categories have a written job description?"

Column 3 = "What are the educational requirements for each category?"

Column 4 = "What are the experiential requirements for each category?"

Column 5 = "What are the additional requirements, if any, for a paraprofessional employee to be promoted to a supervisor?"

Column 6 = "Does the salary of a paraprofessional employee increase with additional education/degrees?"

Column 7 = Gender of Director as "m" or "f"

### PRIVATE AGENCIES:

COLUMN	1	2	3	4	5	6	7
4	all	diploma LVN RN	none 1 year 1 year	none	yes	M	
4	all	none LVN some college classes	required (amount: imprecise)	none	yes no	M	
4	all	diploma	required (amount: imprecise)	yes	no	M	

Appendix K, cont.

PUBLIC AGENCIES:

COLUMN 1	2	3	4	5	6	7
4	all	60 units (or 2 yrs. experience)	none other than in #3	none	no	M
5	all	none MSW	none	none	no	M
5	all	none	none	none	no	M
7	all	diploma AA BA MA/MSW doc. intern	none	none	no yes	M
1	all	AA BA	none	none	no	M
3	all	AA (or 60 units)	none	none	no	M

NON-PROFIT AGENCIES:

COLUMN 1	2	3	4	5	6	7
4	all	AA BA MA	required (amount: imprecise)	none	no	F
5	all	none MSW	required (amount: imprecise)	none	no	M
3	all	none BA MA	required (amount: imprecise)	N.A. (all terminal)	no	M
5	all	none MA	required (amount: imprecise)	none	yes	M