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Facet importance and job satisfaction : another look at Locke's value theory

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**FACET IMPORTANCE AND JOB SATISFACTION:
ANOTHER LOOK AT LOCKE'S VALUE THEORY**

A Thesis

Presented to

The Faculty of the Department of Psychology

San Jose State University

In Partial Fulfillment

Of the Requirement for the Degree

Masters of Science

By

Johanna Inga Magdalena Wallin

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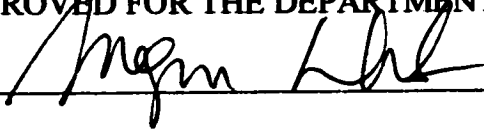
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ABSTRACT

FACET IMPORTANCE AND JOB SATISFACTION: ANOTHER LOOK AT LOCKE'S VALUE THEORY

by Johanna I. M. Wallin

Using 52 employees in the high technology industry, the present study examined their job satisfaction levels using Locke's range-of-affect hypotheses. It was hypothesized that (a) perceived have-want discrepancies would predict facet satisfaction and that (b) perceived discrepancy would moderate the relationship between facet satisfaction and the amount of change desired. Hypothesis 1 was supported for all of the 16 job facets measured in the present study. More specifically, the perceived have-want discrepancies were significant predictors of facet satisfaction for all 16 job facets. Hypothesis 2 was supported in five out of the 16 facets. More specifically, Hypothesis 2 was partially supported in that five out of the 16 facets produced a significant increment in R^2 for the interaction term at step 3 in the hierarchical regression analyses. Discussion focused on theoretical and practical implications of the study.

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Introduction

Job satisfaction is one of the most widely researched variables in organizational behavior (Cranny, Smith, & Stone, 1992). Because high levels of job dissatisfaction are often associated with a variety of negative work outcomes (e.g., intention to quit, voluntary turnover, absenteeism, low levels of worker commitment, employee theft) (e.g., Greenberg & Baron, 2000), a considerable amount of attention has been devoted to identifying the individual and workplace characteristics that influence job satisfaction (e.g., Locke, 1976).

One of the individual characteristics that has been shown to influence job satisfaction is an individual's values. According to Locke (1969), all values have two attributes. These attributes are *content*, what is wanted or valued, and *intensity*, how much is wanted or valued. Locke (1969) has proposed that emotional responses such as job satisfaction reflect this dual value judgment of content and intensity such that any emotional response consists of the discrepancy between how much the individual perceives themselves getting and what they want. The perceived discrepancy is the result of a psychological comparison process in which employees assess their current job situations against their wants and desires (McFarlin et al., 1995).

Locke (1969) has asserted that two factors function as the critical determinants of satisfaction with a job facet: (a) the perceived discrepancy for the facet and (b) the degree of importance of the facet. This dual value judgment is central to Locke's range-of-affect hypothesis in which he argues that have-want discrepancies and facet importance determine the potential range of affect (i.e., satisfaction) that can be elicited by a

particular job facet. According to the range-of-affect hypothesis, facet satisfaction will be greatest when the amount individuals receive matches the amount they desire for facets that are highly important to them. However, facet dissatisfaction will be greatest when the amount individuals receive falls short of the amount they desire for facets that are highly important to them. Conversely, when a job facet is low in importance, the range of affect (i.e., satisfaction or dissatisfaction) will be small, regardless of the size of a perceived discrepancy. In other words, Locke's range-of-affect hypothesis suggests that more important values will lead to greater overall variability in affect (i.e., satisfaction) than less important values. Thus, Locke's range-of-affect hypothesis proposes that have-want discrepancies predict job satisfaction and that importance moderates the relationship between have-want discrepancies and job satisfaction.

Previous Research

A number of studies have found some support for Locke's range-of-affect hypothesis (e.g., McFarlin & Rice, 1992; Mobley & Locke, 1970; Rice, Gentile, & McFarlin, 1991; Rice, Markus, Moyer, & McFarlin, 1991). For example, Mobley and Locke (1970) found significantly stronger relationships between facet descriptions (i.e., have-want discrepancies) and facet satisfaction for workers who rated the facet high in importance than for workers who rated the facet low in importance.

However, McFarlin and Rice (1992) have argued that previous studies do not allow one to draw unequivocal conclusions about Locke's hypotheses, especially regarding the role of facet importance. According to McFarlin and Rice (1992), previous studies seem to support the hypothesis that have-want discrepancies predict job

satisfaction, however, these same studies have either failed to examine (Rice et al., 1989) or found divergent results regarding the moderating role of facet importance (Butler, 1983).

For example, Butler (1983) examined whether importance would moderate the value fulfillment and satisfaction relationship for three different samples. Short forms of the MSQ (Minnesota Satisfaction Questionnaire) (Weiss, Dawis, England, & Lofquist, 1967) were used to measure intrinsic and extrinsic factors of job satisfaction, and the Work Values Inventory (Super, 1970) was used to measure two or three dimensions of value fulfillment and importance. The number of dimensions differed depending upon the sample because of results of factor analysis. Using 15 job facets, the questionnaires were administered to the three different samples that consisted of (a) 106 administrators of a government office, (b) 137 employees of a national bank, and (c) 63 cadets at the US Navy.

Results showed that value importance did not moderate the relationship between value fulfillment and satisfaction for the administrators at all. However, value importance moderated the relationship between value fulfillment and satisfaction for social intrinsic satisfaction, but not for task intrinsic and organization satisfaction factors for the bank employees. Finally, value importance moderated the relationship between value fulfillment and satisfaction for the cadets for both intrinsic and extrinsic satisfaction.

However, more recently, McFarlin and Rice (1992) examined the interactive effect of facet importance on the relationship between perceived discrepancy and job satisfaction. Consistent with the range-of-affect hypothesis (Locke 1976), they

hypothesized that (a) perceived have-want discrepancies would predict facet satisfaction, and that (b) facet importance would moderate the relationships between perceived discrepancies and satisfaction such that those who view a job facet as having high personal importance would be more satisfied with a small perceived discrepancy and more dissatisfied with a large discrepancy than workers who view the facet as having low personal importance.

McFarlin and Rice tested these hypotheses using two different samples. In one sample, participants consisted of 366 college students who were employed part time in entry-level positions such as food service workers or clerks. In another sample, participants consisted of 675 employees of a mid western bank and most of them held entry level positions such as clerks or tellers. The following eight job facets were included in both samples: (a) *pay level*, (b) *promotion opportunities*, (c) *conversation with boss*, (d) *customer/client contact*, (e) *freedom to work own way*, (f) *learning opportunities*, (g) *decision-making amount*, and (h) *mental effort required*. For each facet, participants were asked to indicate (a) how they felt (job satisfaction), (b) how important it was to them, and (c) the degree of perceived have-want discrepancy. Results from both samples showed support for the first hypothesis that perceived have-want discrepancies would be significant predictors of facet satisfaction. More specifically, both samples showed that the perceived have-want discrepancy was a predictor of satisfaction for all of the eight job facets.

In addition, results showed support for the second hypothesis which predicted that facet importance would moderate the relationship between a have-want discrepancy and

facet satisfaction. It was found that workers who viewed a job facet as having high importance were more satisfied with a small perceived have-want discrepancy and more dissatisfied with a large discrepancy than workers who viewed the facet as having low importance. Specifically, in the first sample, five out of eight job facets (i.e., *promotion opportunities, conversation with boss, customer/client contact, freedom, and decision making*) produced significant interaction effects, and in the second sample six out of the eight job facets (i.e., *promotion opportunities, conversation with boss, freedom, learning opportunities, decision making, and mental effort*) produced significant interaction effects.

Furthermore, McFarlin, Coster, and Cooper (1995) conducted a study to examine whether Locke's theory would generalize to employees in other countries. Their study took the first important step toward investigating its generalizability by using a sample of South African employees. In addition, unlike the previous studies, their study was unique in that it utilized two alternative methods of assessing value fulfillment: (a) a direct method which measured perceived have-want discrepancies and (b) an indirect method which measured facet amount. The perceived have-want discrepancy measure required individuals to directly compare the amount of a job facet they currently perceived to receive to the amount they wanted to receive. On the other hand, the facet amount measure asked participants about the amount of a facet their job provided (i.e., "How much opportunity for promotion do you have in your present job?"), but did not include a comparison with an individual's wants.

The study consisted of 122 employees of a large South African corporation. The

12 job facets that were examined in the survey included (a) *taking action on own*, (b) *freedom to work own way*, (c) *setting performance goals*, (d) *learning opportunities*, (e) *suggesting new ideas*, (f) *promotion opportunities*, (g) *solving problems*, (h) *mental effort required*, (i) *performance feedback*, (j) *authority*, (k) *responsibility*, and (l) *customer/client contact*. Results showed strong support for Locke's (1969, 1976, 1984) theory. The perceived have-want discrepancy measure (i.e., direct method) resulted in significant interactions between facet importance and perceived discrepancy for all but one job facet (*solving problems*). Each of these interactions demonstrated the pattern that was predicted by the range-of-affect theory. In contrast, while the facet amount measures (i.e., indirect method) also produced results consistent with the range-of-affect hypothesis, this measure did not produce results as strong as those found with the direct measures (perceived discrepancy measure). From the facet amount measures (indirect method), seven out of 12 interaction effects were significant. Specifically, the interaction effects were significant for the facets (a) *taking action on own*, (b) *freedom to work own way* (c) *learning opportunities*, (d) *suggest new ideas*, (e) *solving problems*, (f) *responsibility*, and (g) *customer/client contact*.

Evaluation of Previous Research and the Present

Although more recent studies seem to provide (e.g., McFarlin et al., 1995; McFarlin & Rice, 1992) support for Locke's model (1976), they are not without limitations. First, previous studies (e.g., McFarlin & Rice 1992; McFarlin et al., 1995) examined a relatively small number of job facets and failed to include job facets that are important. More specifically, McFarlin and Rice (1992), and McFarlin et al. (1995)

included eight and 12 facets, respectively. Neither of these studies included a more comprehensive set of job facets that have been identified as important components of job satisfaction. The present study selected 16 job facets from the 20 job facets that are measured in the Minnesota Satisfaction Questionnaire (Weiss, et al., 1967).

The 16 job facets included in this study and their definitions are: *ability utilization* (the chance to do something that makes use of one's abilities), *achievement* (the feeling of accomplishment one gets from the job), *advancement* (the chances for advancement on this job), *authority* (the chance to tell other people what to do), *company policies and practices* (the way company policies are put into practice), *compensation* (one's pay and the amount of work one does), *co-workers* (the way one's co-workers get along with each other), *creativity* (the chance to try one's own methods of doing the job), *independence* (the chance to work alone on the job), *moral values* (being able to do things that don't go against one's conscience), *recognition* (the praise one gets for doing a good job), *responsibility* (the freedom to use one's judgment), *security* (the way one's job provides for steady employment), *social service* (the chance to do things for other people), *supervision – hr/technical* (the way one's boss handles his or her people and the competence of one's supervisor in making decisions), and *variety* (the chance to do different things from time to time).

It should be noted that McFarlin and Rice (1992), and McFarlin et al. (1995) did include a few facets similar to job facets included in this study. For example, McFarlin and Rice (1992) included the job facet *conversation with boss* related to *supervision* in the present study. However, *conversation with boss* does not tap directly into how a

supervisor manages his or her employees. It is not known whether Locke's model will also support the above mentioned job facets. Therefore, one purpose of the present study was to test Locke's model using a more comprehensive set of job facets. Second, previous studies (i.e., McFarlin & Rice 1992; McFarlin et al., 1995) used a single item to measure a job facet. The use of a single item measure for each facet is arguably less reliable than using multiple items per facet to measure satisfaction, importance, and, a perceived discrepancy. Thus, another purpose of the present study was to test Locke's model by using psychometrically more sound scales than those used in the previous studies. Specifically, the present study used at least three items per job facet as opposed to only one item per facet as in the previous studies (McFarlin & Rice, 1992; McFarlin et al., 1995). Thus, the present study is assumed to have measures that are psychometrically more sound than the previous studies. Finally, although McFarlin et al. (1995) demonstrated that Locke's theory (1976) was applicable to employees in South Africa, they emphasized the need for future research to try and replicate their results not only using other job facets, but also using employees representing different job types, industries, and countries.

McFarlin and Rice (1992) tested Locke's theory using working students who mostly held the types of jobs one would expect of working students, such as food service worker, cashier, or clerk. McFarlin et al. (1995) used employees of a South African corporation who were part of either the systems analysis or computer services department. While their study used a sample of individuals with professional or managerial positions, and specified the departments these employees worked in, the study

did not specify the exact nature of the industry within which the employees were working. Thus, the last, but not the least important, purpose of the present study was to examine Locke's theory using employees in high technology companies located in Silicon Valley. Workers from high technology companies in the Silicon Valley is clearly a sample set that is different from the prior studies. High technology companies in the Silicon Valley are known for their faster pace, and, generally speaking, attract career-oriented employees with university level educations or more. Thus, it is important to examine if Locke's range-of-affect hypothesis also applies to professional and career-oriented individuals.

Thus, given the limitations of the previous studies, the present study was designed to extend support for Locke's range-of-affect hypothesis, by using (a) psychometrically more sound measures, (b) a broader set of job facets, and (c) professional and career-oriented workers in a high technology industry. Based on Locke's model, the following hypotheses were tested:

Hypothesis 1: Perceived have-want discrepancies will be significant predictors of facet satisfaction.

Hypothesis 2: Facet importance will moderate the relationship between facet satisfaction and perceived have-want discrepancies.

Method

Participants

Participants were employees from five Silicon Valley-based high technology companies. These companies ranged from large, established, mature Fortune 100

companies to relatively young start-up companies. These companies were selected because a contact person (an acquaintance of the author) was available in each company and agreed to have the survey sent out to a group of employees in each of their respective companies. Questionnaires were sent electronically via e-mail to a total of 151 individuals. These individuals were selected because the author had access to distribute the questionnaire to these individuals. A total of 52 individuals responded to the questionnaire (34% response rate).

Therefore, the final sample consisted of 52 individuals. Table 1 presents demographic information of the participants. As can be seen in the table, of the total sample, 41 were men (78.8%) and 11 were women (21.2%). The majority of them were Whites (75%, $n = 39$), followed by Asian/Asian Americans (9.6%, $n = 5$), Hispanics/Hispanic Americans (7.7%, $n = 4$), and African Americans (2 %, $n = 1$). Participants ranged in age from 20 years to 51 years ($M = 32$).

Furthermore, educational attainments of participants were relatively high; 51.9% ($n = 27$) had a college degree, 40.4% ($n = 21$) had a graduate degree, and only 7.7% ($n = 4$) had a high school education. Participants held a variety of job functions, including administrative assistants (3.8%, $n = 2$), business development (1.9%, $n = 1$), technical writer (1.9%, $n = 1$), engineering (61.5%, $n = 32$), system administrator (5.7%, $n = 3$), web program manager (1.9%, $n = 1$), program/project manager (7.7%, $n = 4$), finance (5.7%, $n = 3$), and staffing (5.7%, $n = 3$). The sample also consisted of both managers (38.5%, $n = 20$), and non-managers (61.5%, $n = 32$).

The length of time participants had been in their current position ranged widely

from less than one month to 10 years ($M = 1.8$ year). Furthermore, participants had been with their current employers anywhere from 8 months to 26 years ($M = 3.9$ years). Finally, participants had been in the professional workforce anywhere from 3 months to 29 years ($M = 8.6$ years). Their participation was voluntary and confidential.

Measures

The long form of the MSQ (Weiss et al., 1967) was revised for the present study and used to measure (a) facet satisfaction, (b) facet importance, (c) amount of change desired. The MSQ is one of the most commonly used and psychometrically established measures of job satisfaction, and measures satisfaction with 20 different aspects of the work environment. This scale was selected for the present study because the MSQ taps into a broader number of job facets than other measures of job satisfaction (e.g., Job Descriptive Index) (Smith, Kendall, and Hulin, 1969).

The original long form of the MSQ includes a total of 100 items (5 items for each of the 20 facets). However, in the present study three items were used for each facet, with the exception of four items for one facet, in order to keep the length of the survey and time commitment for respondents as reasonable as possible in order to ensure a higher response rate. In total, the job satisfaction questionnaire in the present study consisted of 49 items.

Job facets. The present study used 16 out of the 20 facets. These 16 facets include *ability utilization, achievement, advancement, authority, company policies and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, supervision, and variety.* Each job

facet and its items are listed in Table 2. Three job facets in the MSQ, *activity*, *social status*, and *working conditions*, were not included because these job facets did not seem to be relevant to work experiences of the present sample. In addition, the two job facets, supervision – technical, and supervision – human relations, were combined into one facet in order to keep the questionnaire to a reasonable length and still include both components of supervision.

An internal consistency reliability estimate was computed for each facet and presented in Table 2. As can be seen in the table, with exception of authority ($\alpha = .67$) and achievement facets ($\alpha = .68$), most of the facets had high reliability estimates, including ability utilization ($\alpha = .91$), compensation ($\alpha = .90$), and recognition ($\alpha = .90$).

Facet satisfaction. Participants were asked to indicate the degree to which they were satisfied or dissatisfied for each item on a five point Likert type scale (1 = *very dissatisfied*, 5 = *very satisfied*). The scores were summed and averaged for each facet. The higher the score, the more satisfied participants were.

Facet importance. Participants were asked to indicate how important each item was on a five point Likert type scale (1 = *not important at all*, 5 = *very important*). The scores were summed and averaged for each facet. The higher the score, the more important the facet was.

Degree of change desired. Degree of change was measured by asking participants to indicate how much change they wanted for each item on a five point Likert type scale (1 = *no change at all*, 5 = *complete change*). Scores were summed and averaged for each factor. The higher the score, the larger the amount of change desired.

In the present study, perceived discrepancy was measured in terms of the degree of change one desired. This is because the amount of change individuals desired was assumed to be the same as the amount of have-want discrepancy that they perceived for a particular item (Tokunaga, personal communication, August 1999). That is, if there is a perceived discrepancy between what individuals want and what they desire for a particular job facet, it is expected that they would also want to change that facet. Thus, it is assumed that the amount of the discrepancy would be the same as the amount of the change desired.

Procedures

The survey questionnaire was included as an attachment in the e-mail that was sent to prospective participants to introduce the present research project and ask for their participation. The attachment included (a) instructions, (b) a consent form, (c) a job satisfaction questionnaire, and (d) a demographic information sheet.

Instructions provided them with a step-by-step procedure on completing and submitting the questionnaire. Participants were asked to read each statement carefully and then rate each item in terms of (a) satisfaction, (b) importance, and (c) amount of change desired. After completing the job satisfaction questionnaire, participants were asked to provide demographic information.

After completing the questionnaire, participants were provided with two options of submitting their responses. One option was to print the questionnaire and submit their anonymous responses back via mail to the author. The second option was to complete the questionnaire online and submit their responses back via e-mail directly to the

author's supervising professor at San Jose State University. In order to ensure the confidentiality of individual responses, names and/or any identifying information from e-mail addresses were removed upon receipt of each response.

Analyses

Hierarchical regression analyses were used to test the hypotheses in the present study. The dependent variable was facet satisfaction. On step 1, degree of change desired (i.e., perceived discrepancy) was entered, followed by facet importance on step 2. On step 3 a cross product term representing the discrepancy x facet importance interaction was entered.

Results

Descriptive Statistics

Table 3 presents the means and standard deviations for facet satisfaction, facet importance, and desired amount of change for each of the 16 job facets. As can be seen in Table 3, participants seemed to be most satisfied with the job facets of *moral values* and *co-workers*, followed by the *social service*, *achievement*, *ability utilization*, and *supervision facets*, and least satisfied with the *advancement* and *compensation facets*.

The job facets that were most important to participants included several of the facets that they rated as being most satisfied with. More specifically, participants thought that the *moral values* facet was most important, followed by the *ability utilization*, *co-workers*, *advancement*, and *achievement* facets. Participants also rated several other job facets as important including *compensation*, *creativity*, *responsibility*, and *variety*. The job facet *authority* was rated as least important. Results also showed that participants

desired the largest amount of change for *advancement* and *compensation* facets and the smallest amount of change for the *moral values*, *independence* and *social service* facets.

Tests of Hypotheses

Hypothesis 1 predicted that perceived have-want discrepancies would be significant predictors of facet satisfaction. This hypothesis was supported. There was a negative relationship between the amount of change desired and satisfaction levels in all of the job facets. That is, the more change participants desired, the less satisfied they were with each facet. As shown in Table 4, all of the beta weights were negative and statistically significant. Beta weights ranged from the smallest value of $-.24$ to the largest value of $-.72$.

Hypothesis 2 predicted that facet importance would moderate the relationship between facet satisfaction and the amount of change desired. Support for this hypothesis can be seen in the results on step 3 in the hierarchical regression analyses. This hypothesis was partially supported. Consistent with Hypothesis 2, only five out of the 16 facets produced a significant increment in R^2 for the interaction term at step 3. These five job facets were (a) *advancement*, (b) *authority*, (c) *company policies and practices*, (d) *moral values*, and (e) *supervision*. It should be noted that although only five out of 16 facets had statistically significant interaction effects, the majority of the facets showed the patterns of results that were consistent with Hypothesis 2.

To illustrate the exact nature of these interactions between facet importance and the amount of change desired, data were split at the mean for facet importance and the mean for the amount of change desired for each of the five facets. We then conducted a 2

(facet importance: low vs. high) x 2 (amount of change desired: small vs. large)

between-subjects analysis of variance for each facet. Table 5 presents the means of facet satisfaction levels as a function of facet importance and amount of change desired for the five job facets.

Figures 1 through 5 present graphic representations of an interaction effect between facet importance and the amount of change desired on job satisfaction for each of the five facets. Consistent with Hypothesis 2, the interaction patterns demonstrate that the relationships between the amount of change desired (i.e., perceived have-want discrepancy) and facet satisfaction was stronger when the facet was rated high in importance than when the facet was rated low in importance. In other words, as can be seen in Table 5, the regression lines were steeper when the importance was high than when it was low.

To illustrate, Figure 1 presents the interaction between job satisfaction and perceived amount of change on the *advancement* facet. When the facet was rated high in importance, the mean satisfaction level for individuals who desired a large amount of change was 2.46 and the mean satisfaction level for those who desired a low amount of change was 4.1. A slope for a regression line for the high importance group was 1.64. This slope is steeper than the corresponding slope for the low importance group (1.03). These results show that when a facet was high in importance, individuals were more satisfied with the facet with a small amount of change desired and more dissatisfied with a larger amount of change desired than when a facet was low in importance. Thus, the range of affect was larger when a facet was important than when it was not important.

In sum, the results of the present study provided partial support for Locke's theory. More specifically, although the degrees of change one desired (i.e., perceived have-want discrepancies) predicted job satisfaction for all the measured job facets, perceived importance moderated the relationship between the degree of change on desired and job satisfaction for only five job facets.

Additional Analyses

In addition, each of the job facets in the present study were categorized into either intrinsic and extrinsic dimensions using Herzberg's two-factor model (1966). According to Herzberg, motivators refer to factors associated with the work itself or to outcomes directly derived from it, and include factors such as nature of the job, achievement in the work, promotion opportunities, while hygiene factors refer to conditions surrounding the job and include conditions such as pay, working conditions, security, relations with others.

In order to enable examination of the job facets within intrinsic and extrinsic dimensions, each job facet was also categorized into one of these dimensions. Job facets that were defined as originating from or being significantly influenced by the job itself were defined as intrinsic and all other job facets were defined as extrinsic. The intrinsic job facets included *ability utilization, achievement, advancement, authority, creativity, independence, moral values, recognition, responsibility, social service, and variety*. The extrinsic job facets included *company policies and practices, compensation, co-workers, security, and supervision*.

T-tests were conducted to explore the job facets grouped within the extrinsic and

intrinsic dimensions across satisfaction, importance, and amount of change desired. The results showed that people were more satisfied with the intrinsic dimension of the job ($M = 3.94$, $SD = .70$ vs, $M = 3.53$, $SD = .68$), $t(49) = -6.99$, $p < .001$, and thought that it was more important ($M = 4.46$, $SD = .40$ vs. $M = 4.20$, $SD = .37$), $t(49) = -5.33$, $p < .00$, than the extrinsic dimension of their jobs. There was no significant difference between the intrinsic and extrinsic dimensions on the amount of change desired ($M = 2.36$, $SD = .87$ vs. $M = 2.32$, $SD = .85$, $t(49) = -.374$, $p > .05$.) Otherwise stated, people are satisfied more with intrinsic factors than with extrinsic factors, and thought that intrinsic factors were more important than extrinsic factors, but they did not differ on the amount of change they desired for intrinsic and extrinsic factors.

Discussion

Although a substantial number of studies tested Locke's range-of-affect hypotheses, only recent studies (e.g., McFarlin & Rice, 1992; McFarlin et al., 1995) seem to support such hypotheses. However, even these studies are not without limitations. These studies failed to examine a broader range of important job facets, tested the model using less psychometrically sound scales, and used employees of a limited range of job types and industries. Therefore, the present study was conducted to examine Locke's theory using (a) a psychometrically more sound measure, (b) a more comprehensive set of job facets, and (c) workers in the high technology industry.

Consistent with Locke's model (1969,1976), the findings of the present study provided strong support that a perceived have-want discrepancy was a significant predictor of facet satisfaction (Hypothesis 1). Results clearly showed that the more

change participants desired with a particular job facet, the less satisfied they were with that job facet. Hypothesis 1 was supported for all of the job facets that were measured.

Support for Hypothesis 1 was also obtained for job facets that were not included in the previous studies, including *ability utilization, co-workers, and creativity*. The present study shows that Locke's theory can be applied to a broad set of job facets. The job facets that were not included in McFarlin and Rice's (1992) or McFarlin et al.'s (1995) studies, but were included in this study, included: *ability utilization, achievement, company policies and practices, co-workers, creativity, independence, moral values, recognition, security, social service, supervision, and variety*. The job facets that were rated the highest in both satisfaction and importance were not the facets that were included in either McFarlin and Rice (1992) or McFarlin et al. (1995). Clearly, the job facets that were included in this study were relevant component of job satisfaction among professional people in the high paced technology industry of Silicon Valley.

In addition, the present study provided partial support for Locke's contention that facet importance moderates the relationship between perceived discrepancy and facet satisfaction (Hypothesis 2). Facet importance moderated the relationship between the amount of change desired and facet satisfaction in five out of 16 facets. However, it should be noted that although only five out of the 16 were statistically significant, the majority of the facets displayed patterns consistent with Hypothesis 2.

The interaction patterns revealed that the relationship between the amount of change desired and facet satisfaction was stronger for participants who rated a given facet high in importance than those who rated it low in importance. In other words, if an

employee desires the same amount of change for a compensation facet and a recognition facet, but they place much more importance on being recognized than being compensated, then that person's dissatisfaction with their current level of recognition would be more intense compared to their level of dissatisfaction with their compensation levels. Likewise, if two employees desire the same amount of change with compensation, but they differ on importance on this facet, one might be more dissatisfied with the facet than the other person.

Three out of the five facets (*company policies and practices, moral values, and supervision*) that we found an interaction effect included job facets that were not included in either the McFarlin and Rice (1992) or the McFarlin et al. (1995). As noted earlier, the interaction effect was found in the following job facets; *advancement, authority, company policies and practices, moral values, and supervision*. Thus, while this study only found significant interaction effects in five out of the 16 job facets, McFarlin and Rice's (1992) study found significant interactions for six out of the eight job facets examined, and McFarlin et al. (1995) found significant interactions in 11 out of 12 of the job facets examined.

One explanation for why this study did not find significant interactions for more facets may be due to the small sample size of the present study. Had we have a larger sample size, we would have found more interaction effects because of more statistical power.

Another explanation may be the way the perceived discrepancy was measured in the present study. Instead of directly asking participants to indicate the amount of have-

want discrepancies for each facet as other researchers have done (e.g., McFarlin & Rice, 1992; McFarlin et al., 1995), we asked them to indicate the amount of change desired for each job facet. It is possible that the way we operationalized perceived discrepancy might have contributed to the lack of interaction effect for many job facets. Have-want discrepancies might be a more sensitive measure in finding interaction effects than indirect measures such as facet amount (McFarlin et al., 1995) or the amount of change one desires in the present study. This interpretation is not unreasonable because when McFarlin et al. (1995) used have-want discrepancies they found interaction effects in 11 of the 12 facets, but when they used the facet amount, they found interaction effects on only 7 out of the 12 facets.

However, McFarlin and Rice (1992) and McFarlin et al. (1995) measured perceived have-want discrepancies differently by asking participants to compare their current work situations with what they wanted.

Theoretical Implications

The present study demonstrated support for the first hypothesis of Locke's range-of-affect-hypothesis. As expected, perceived have-want discrepancies were significant predictors of facet satisfaction. Furthermore, this was true for all of the job facets measured in the present study, which shows that this hypothesis extends to a broad set of job facets. However, significant interaction effects were found only for five out of the 16 job facets. These findings might suggest that Locke's theory might be true only for certain facets, and not true for other facets. If that is the case, we need more research identifying which job facets are important in producing an interaction effect and

understanding why. However, this assertion needs to be interpreted with caution because, as stated earlier, the lack of interaction effects with other facets might be due to the small sample size. In addition, as mentioned earlier, the lack of interaction effects might be due to the way a perceived discrepancy was measured.

Practical Implications

There are several practical implications from the present study that are relevant to how companies can influence job satisfaction of their employees. The findings of the present study illustrate that improved job satisfaction will result only when managers or companies can provide employees with the desired amounts of the job facets important to their employees. By reducing the gap between what employees have and what they want, satisfaction will increase. The challenge is that not all the job facets are equally important to everyone. While some employees may value compensation, other employees may value independence. To maximize the job satisfaction of the overall workforce, the company will have to understand what job facets individual employees feel are important. It is only by keeping in mind what individual employees feel is important that a manager or human resources professional can influence that employees job satisfaction. This means that companies should make sure that a wide variety of components of job satisfaction are addressed and provided in the workplace.

Limitations and Future Research

While this study adds to the existing body of literature, the present study is not without limitations. First and foremost, the present study had a relatively small sample ($n = 52$). The lack of interaction effect for many facets might be due to this small

sample size. Thus, future study should use a larger sample size.

In addition, future studies are needed to explore the extent to which these findings can be found using participants with lower educational levels and from different ethnicities. The present study primarily included participants with higher educational levels and the majority of them were Whites. Thus, the results of the present study do not allow for any conclusions regarding the extent to which the findings generalized across different educational levels or different ethnic groups.

In sum, despite the limitations of the present study, it successfully accomplished what it set out to do and in doing so provides several contributions to the current body of research on Locke's model. By expanding the number of job facets, this study demonstrated the generalizability of Locke's theory across a broader range of job facets. By using employees in high technology Silicon Valley based companies, this study showed that Locke's theory was supported among high technology workers. Furthermore, this study is set apart from previous studies, in that it included more than one item to measure each job facet. Based off of well-known MSQ using at least three questions per facet, this study found support for Locke's theory in a more reliable manner and using a more robust measurement tool than previous studies have done.

Table 1

Demographic Information

Variable	Category	n	%
Gender	Female	11	21.2
	Male	41	78.8
Ethnicity	Caucasian	39	75
	Asian/Asian American	5	9.6
	Hispanic	4	7.7
	African American	1	1.9
Education	High School	4	7.7
	College	27	51.9
	Graduate/Professional	21	40.4
Management	Management	20	38.5
	Non-Management	32	61.5

Table 2

Job Facets, Items and Reliabilities

Job Facet	Items	α
1. Ability Utilization	The chance to do work that is well suited to my abilities.	
	The chance to do something that makes use of my abilities.	.91
	The chance to make use of my abilities and skills.	
2. Achievement	Being able to see the results of the work I do.	
	Being able to take pride in a job well done.	.68
	The feeling of accomplishment I get from the job.	
3. Advancement	The opportunities for advancement on this job.	
	The chances of getting ahead on this job.	.87
	The chances for advancement on this job.	
4. Authority	The chance to tell other workers how to do things.	
	The chance to supervise other people.	.67
	The chance to tell people what do do.	
5. Company policies and practices	The policies and practices toward employees of this company.	
	The way employees are informed about company policies.	.83
	The way company policies are put into practice.	

Table 2 (continued)

6. Compensation	How my pay compares with that for similar jobs in other compari	
	My pay and the amount of work I do.	.90
	How my pay compares with that of other workers.	
7. Co-workers	The spirit of cooperation among my co-workers.	
	The friendliness of my co-workers.	.81
	The way my co-workers get along with each other.	
8. Creativity	The chance to try out some of my own ideas.	
	The chance to do new and original things on my own.	.82
	The chance to try my own methods of doing the job.	
9. Independence	The chance to work by myself.	
	The chance to work alone on the job.	.83
	The chance to work independently of others.	
10. Moral Values	Being able to do the job without feelign it is morally wrong.	
	Being able to do things that don't go against my conscience.	.74
	The chance to do the job without feeling I am cheating anyone.	
11. Recognition	The way I get full credit for the work I do.	
	The recognition I get for the work I do.	.90
	The praise I get for doing a good job.	

Table 2 (continued)

12. Responsibility	The chance to make decisions on my own.	
	The freedom to use my own judgement.	.70
	The responsibility of my job.	
13. Security	My job security.	
	The way my job provides for steady employment.	.70
	The way layoffs and transfers are avoided in my job.	
14. Social Service	The chance to be of service to others.	
	The chance to help people.	.88
	The chance to do things for other people.	
16. Supervision	The way my supervisor and I understand each other.	
	The technical "know-how" of my supervisor.	
	The way my boss manages his/her employees.	.81
	The competence of my supervisor in making decisions.	
17. Variety	The variety in my work.	
	The chance to do different things from time to time.	.81
	The chance to do many different things on the job.	

Table 3

Mean Satisfaction, Mean Facet Importance, and Mean Desired Change for Each Job Facet

Job Facet	Facet Satisfaction		Facet Importance		Desired Change		N
	M	SD	M	SD	M	SD	
Ability Utilization	3.68	1.01	4.38	.44	2.46	1.09	51
Achievement	3.69	.80	4.35	.50	2.28	1.07	52
Advancement	3.06	1.01	4.36	.65	2.95	1.24	52
Authority	3.38	.64	3.09	.82	1.95	.90	52
Company policies and practices	3.28	.93	4.03	.58	2.42	1.08	52
Compensation	3.23	1.05	4.23	.55	2.71	1.24	50
Co-workers	3.96	.86	4.38	.48	2.00	1.01	52
Creativity	3.51	.89	4.22	.45	2.26	1.00	52
Independence	3.63	.78	3.34	.83	1.67	.81	52
Moral Values	4.30	.73	4.40	.62	1.40	.80	52
Recognition	3.35	.97	4.11	.58	2.30	1.27	52
Responsibility	3.58	.76	4.22	.57	2.22	.95	52
Security	3.57	.92	4.00	.70	2.06	1.15	52
Social Service	3.71	.84	3.66	.99	1.65	.94	52
Supervision	3.68	.91	4.33	.53	2.34	1.08	52
Variety	3.63	.84	4.26	.52	2.29	1.08	52

Table 4

Results of Moderated Regression Analyses Predicting Facet Satisfaction

Job Facet	Step 1		Step 2		Step 3	
	Perceived Dcrepancy		Importance		Perceived Discrepancy X Importance	
	Beta	R ²	Beta	Δ R ²	Beta	Δ R ²
Ability Utilization	-.64***	.55***	.00	.00	-.13	.01
Achievement	-.52***	.48***	.20	.01	-.16	.01
Advancement	-.63***	.60***	.35	.05	-.22*	.03**
Authority	-.24*	.11**	.21	.07	-.34*	.09*
Company policies and practices	-.63***	.54***	.23	.02	-.39**	.08***
Compensation	-.69***	.68***	.13	.00	-.15	.01
Co-Workers	-.64***	.56***	.45	.06	-.19	.01
Creativity	-.55***	.39***	.21	.01	-.06	.00
Independence	-.33*	.12**	.35	.13	.11	.01
Moral Values	-.45***	.25***	.30	.07	-.94***	.18***
Recognition	-.72***	.64***	.09	.00	-.22	.01
Responsibility	-.58***	.53***	.25	.04	-.22	.01
Security	-.59***	.54***	.01	.00	-.10	.01
Social Service	-.41**	.21**	.25	.09	-.19	.04
Supervision	-.66***	.63***	.25	.02	-.35*	.04*
Variety	-.47***	.37***	.31	.04	-.17	.02

Notes: * p < .05, ** p < .01, *** p < .001

Table 5

Mean Satisfaction Levels and Beta Weights as a Function of Levels of Importance and Amount of Change for the Five Significant Facets

Facet	Importance	Amount of Change Desired	Mean Satisfaction	Beta
Advancement	High	Large	2.46	1.64
		Small	4.10	
	Low	Large	2.60	1.03
		Small	3.63	
Authority	High	Large	3.18	0.52
		Small	3.70	
	Low	Large	3.24	0.17
		Small	3.41	
Company Policies and Practices	High	Large	2.58	1.69
		Small	4.27	
	Low	Large	2.76	0.89
		Small	3.65	

Table 5 (continued)

Moral Values	High	Large	3.50	1.27
		Small	4.77	
	Low	Large	3.77	0.29
		Small	4.06	
Supervision	High	Large	3.01	1.62
		Small	4.63	
	Low	Large	3.12	0.90
		Small	4.02	

Figure 1

An Amount of Change Desired by Importance Interaction for Satisfaction with Advancement

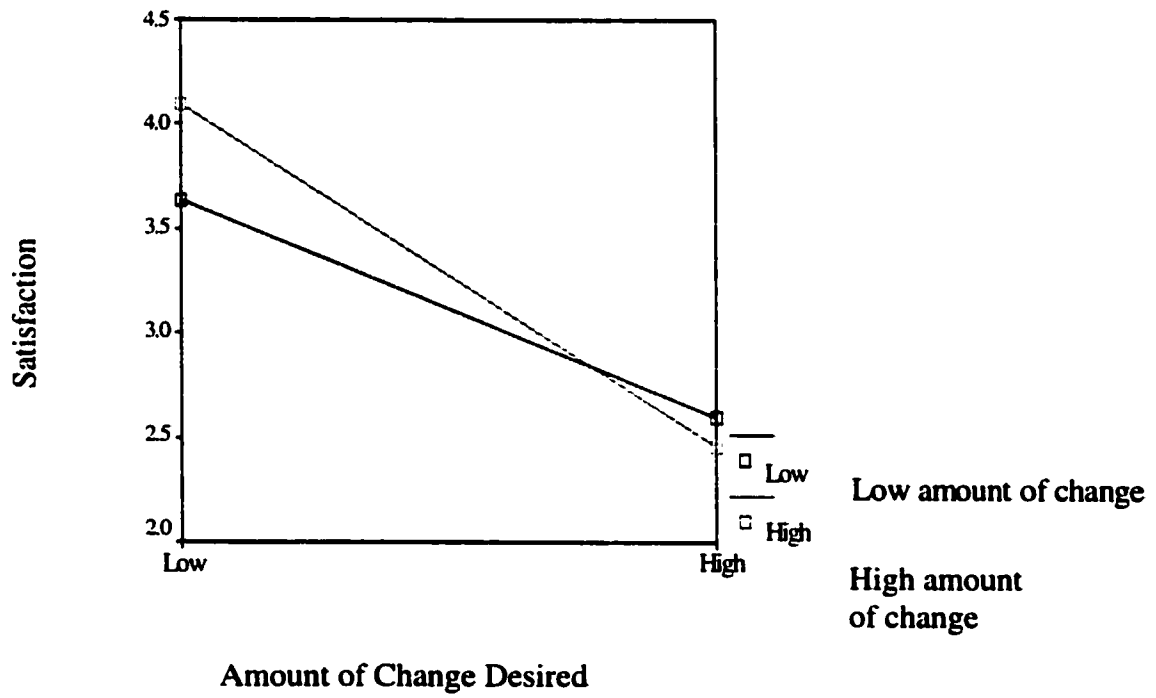


Figure 2

An Amount of Change Desired by Importance Interaction for Satisfaction with Authority

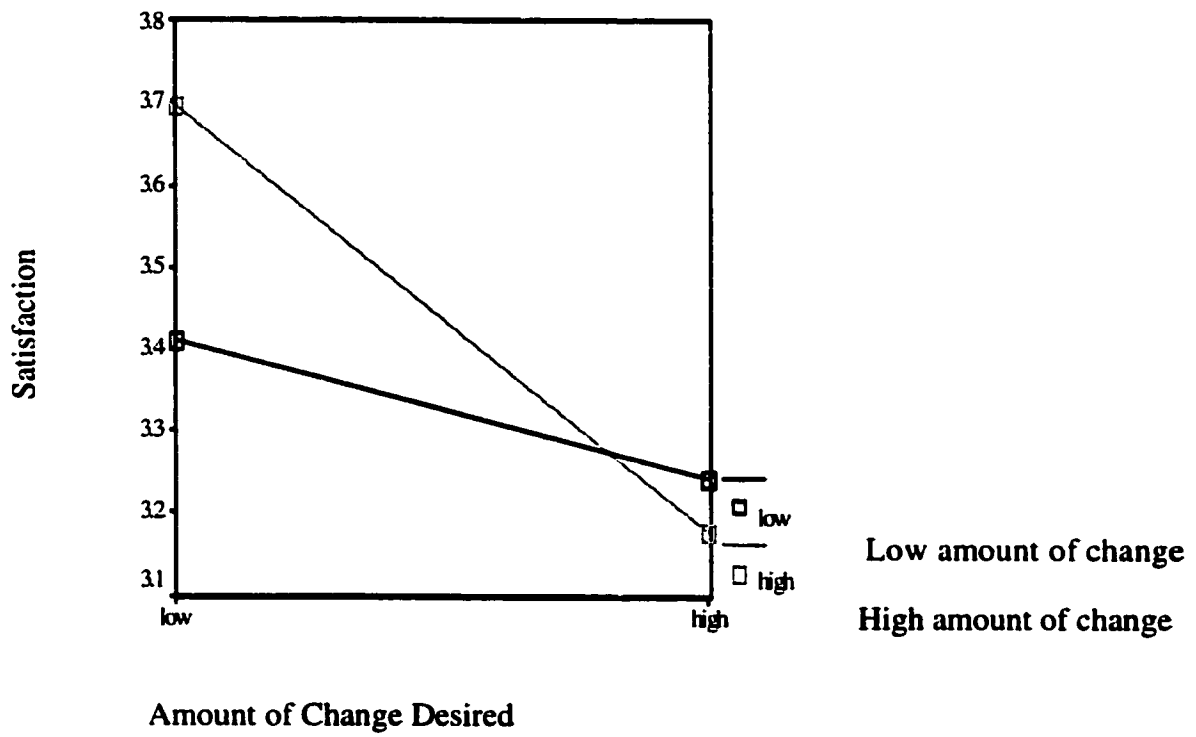


Figure 3

An Amount of Change Desired by Importance Interaction for Satisfaction with Company

Policies and Practices

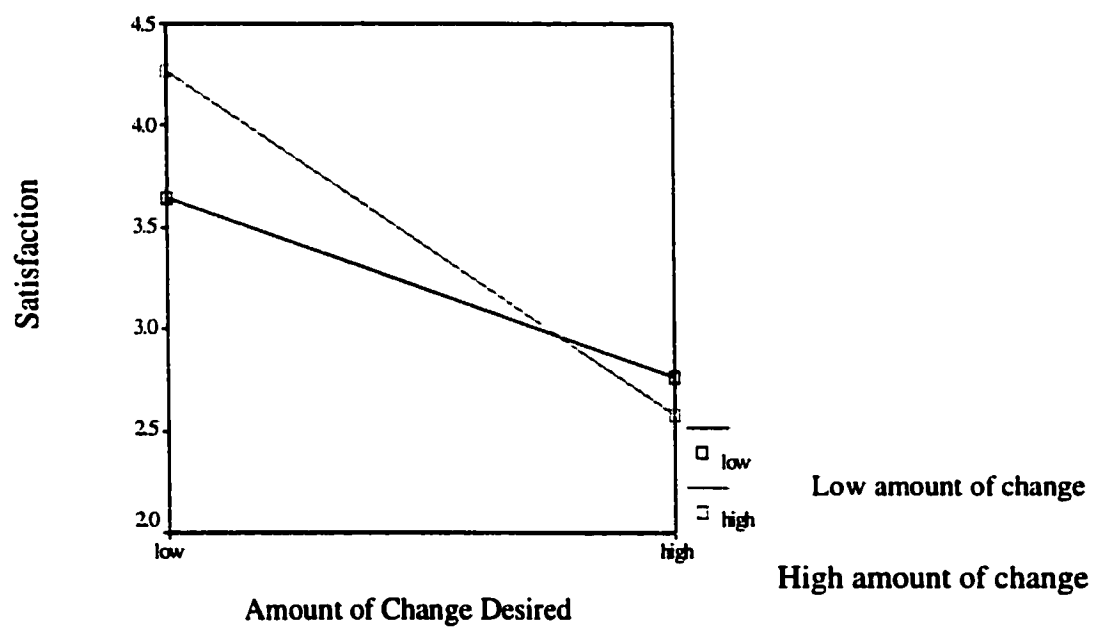


Figure 4

An Amount of Change Desired by Importance Interaction for Satisfaction with Moral Values

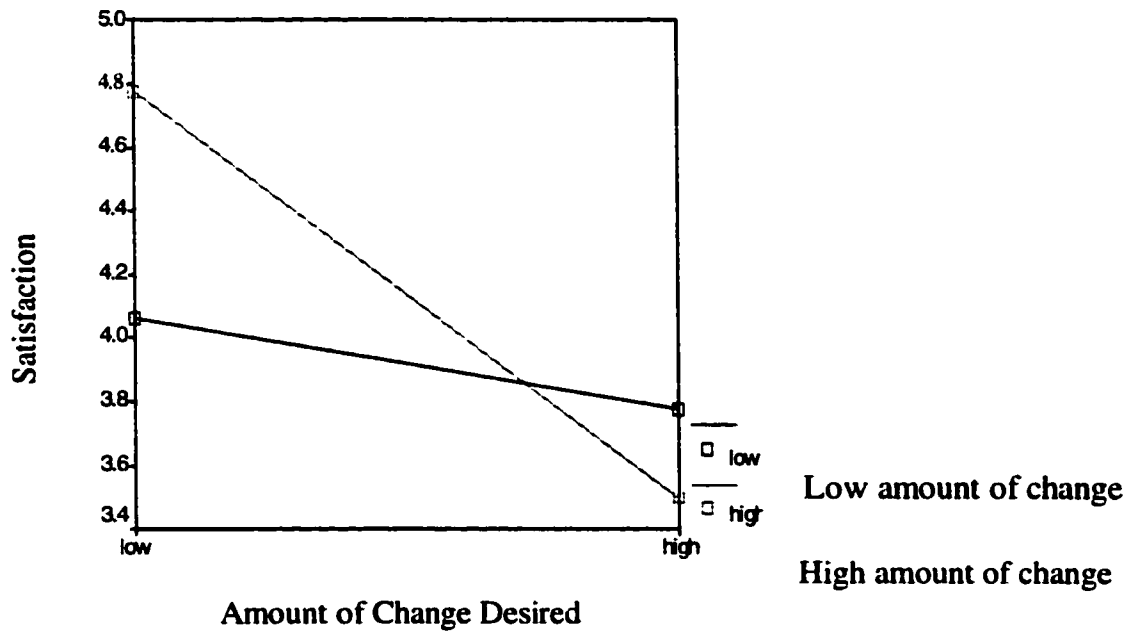
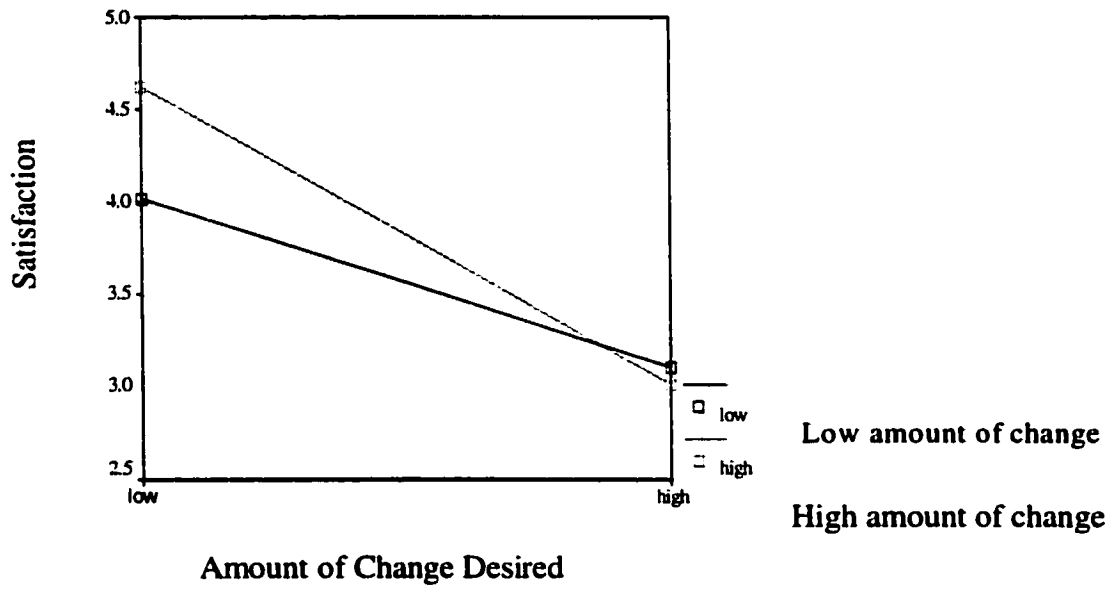


Figure 5

An Amount of Change Desired by Importance Interaction for Satisfaction with Supervision



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Appendix A

Instructions and Consent Form

Thank You For Your Participation !

Please Review These Instructions Before Proceeding

Enclosed in this excel attachment you will find the following:

- Consent Form – For you to review
- Job Satisfaction Questionnaire – For you to complete
- Demographic Data – For you to complete

Please proceed in the following order:

1.) If you are submitting back your responses via email → Save the attachment on your computer so that you can save your responses and submit them back to the researcher.
If you are submitting back your responses via interoffice mail → Please print out all three worksheets and proceed from there.

2.) Open the "Consent Form" worksheet and review this information.

3.) Open the "Job Satisfaction Questionnaire" worksheet, enter your responses, and resave the attachment. When you open this worksheet you'll find statements about your present job. You will be asked to rate each statement on 3 dimensions:

- **Satisfaction** - what things you are satisfied with and what things you are not satisfied with
- **Importance** - what things you find important and what things you find less important
- **Amount of Change You Want** - the degree to which you would like to change the particular aspect of your job.

Read each statement carefully, and then rate each statement on Satisfaction, Importance, and Amount of Change. **PLEASE NOTE THAT EACH 5 POINT SCALE HAS DIFFERENT ANCHORS.**

4.) Open and complete the brief Demographic Data sheet and then (if you are completing the questionnaire softcopy) resave the attachment when you are done to be sure all your responses are saved.

5.) Submit your **CONFIDENTIAL** responses back to the researchers by Monday, June 26th. To ensure confidentiality of your responses please email your completed survey back to Dr. Megumi Hosoda at San Jose State University. The address is mhosoda@email.sjsu.edu. Again, names will be stripped from all the emails sent to Dr. Hosoda upon receipt.

Keep in mind your responses are confidential so please be frank and honest and answer all the questions. Give a true picture of your feelings about your present job.

You're all set. Please proceed and review the Consent Form-->

Consent Form

Please Review

This study is part of my Masters Thesis project I am working on under the supervision of Dr. Megumi Hosoda at San Jose State University. This study is about job satisfaction and designed to answer the questions such as what makes some people more satisfied with their jobs than others. If you agree to participate in the study, you will be asked to complete a job satisfaction and demographic questionnaire.

Participation in this study is on a voluntary basis; therefore, you have the right to withdraw your participation at any point in time. All of your responses to the questionnaires will be completely confidential. All the completed questionnaires will be sent directly via email to Dr. Hosoda at San Jose State University. Upon receipt, Dr. Hosoda will strip all questionnaires of names or id's that may be attached to the email. This will ensure that all responses will not be traced back to the individual.

The data from the study will be reported as group totals; no individual responses will ever be identified nor will the name of the organization. There are no anticipated risks involved in the study; probability and magnitude of harm or discomfort are no greater than encountered in daily life.

Any complaints about this research may be presented to Dr. Kevin Jordan, Chairperson, at the Department of the Psychology (408) 924 5600. Questions or complaints about research, participants' rights, or research-based injury may be presented o Dr. Nabil Ibrahim, Associate Academic Vice President for Graduate Studies and Research (408) 924 2480.

Details on completing and submitting back your responses are included in the Instructions. Thank you in advance to all of you who decide to support this project!

Appendix B

Job Satisfaction Questionnaire

Job Satisfaction Questionnaire

Satisfaction

1	2	3	4	5
Very Dissatisfied	Dissatisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied

Importance

1	2	3	4	5
Not Important At All	Not Important	Neither Important Nor Unimportant	Important	Very Important

Amount Of Change You Want

1	2	3	4	5
No Change At All		Some Change		Complete Change

There are 49 questions - 15-20 min max!
Indicate a # response for each column!

On my present job, this is how I feel about.....

	Satisfaction	Importance	Change
1. The chance to do work that is well suited to my abilities			
2. Being able to see the results of the work I do			
3. The opportunities for advancement on this job			
4. The chance to tell other workers how to do things			
5. The policies and practices toward employees of this company			
6. How my pay compares with that for similar jobs in other companies			
7. The spirit of cooperation among my co-workers			
8. The chance to try out some of my own ideas			
9. The chance to work by myself			
10. Being able to do the job without feeling it is morally wrong			
11. The way I get full credit for the work I do			
12. The chance to make decisions on my own			
13. My job security			
14. The chance to be of service to others			
15. The way my supervisor and I understand each other			
16. The technical "know-how" of my supervisor			
17. The variety in my work			
18. The chance to do something that makes use of my abilities			
19. Being able to take pride in a job well done			
20. The chances of getting ahead on this job			
21. The chance to supervise other people			
22. The way employees are informed about company policies			
23. My pay and the amount of work I do			
24. The friendliness of my co-workers			
25. The chance to do new and original things on my own			

Job Satisfaction Questionnaire

Satisfaction	1	2	3	4	5
	Very Dissatisfied	Dissatisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied
Importance	1	2	3	4	5
	Not Important At All	Not Important	Neither Important Nor Unimportant	Important	Very Important
Amount Of Change You Want	1	2	3	4	5
	No Change At All		Some Change		Complete Change

There are 49 questions - 15-20 min max!
Indicate a # response for each column!

On my present job, this is how I feel about.....

		Satisfaction	Importance	Change
26.	The chance to work alone on the job			
27.	Being able to do things that don't go against my conscience			
28.	The recognition I get for the work I do			
29.	The freedom to use my own judgement			
30.	The way my job provides for steady employment			
31.	The chance to help people			
32.	The way my boss manages his/her employees			
33.	The competence of my supervisor in making decisions			
34.	The chance to do different things from time to time			
35.	The chance to make use of my abilities and skills			
36.	The feeling of accomplishment I get from the job			
37.	The chances for advancement on this job			
38.	The chance to tell people what to do			
39.	The way company policies are put into practice			
40.	How my pay compares with that of other workers			
41.	The way my co-workers get along with each other			
42.	The chance to try my own methods of doing the job			
43.	The chance to work independently of others			
44.	The chance to do the job without feeling I am cheating anyone			
45.	The praise I get for doing a good job			
46.	The responsibility of my job			
47.	The way layoffs and transfers are avoided in my job			
48.	The chance to do things for other people			
49.	The chance to do many different things on the job			

Appendix C

Demographic Data Questionnaire

Demographic Data

You're almost done !!!! Just a few more questions....

Please Indicate Response in the Outlined Boxes

Age	Years	<input type="text"/>
Gender	F	<input type="text"/>
	M	<input type="text"/>
Ethnicity (ie African American, Asian, Asian American, Caucasian etc.)		<input type="text"/>
Continent of Birth	North America	<input type="text"/>
	Asia	<input type="text"/>
	South America	<input type="text"/>
	Africa	<input type="text"/>
	Other (Please Specify)	<input type="text"/>
Education (Check the highest level completed)	High School (Years 9 - 12)	<input type="text"/>
	College (Years 13 - 16)	<input type="text"/>
	Graduate or Professional School (Years 17 - 20)	<input type="text"/>
Present U.S. Department (Check one)		<input type="text"/>
* do not specify department or division		<input type="text"/>
Have you ever been employed by the U.S. Postal Service?	<input type="text"/> Yes	<input type="text"/> No
Length of time in current position	<input type="text"/> Years	<input type="text"/> Months
Length of time with current employer	<input type="text"/> Years	<input type="text"/> Months
Length of time in professional workforce	<input type="text"/> Years	<input type="text"/> Months