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ABSTRACT

EMPLOYEE JOB SATISFACTION, RETENTION, AND TURNOVER IN THREE PUBLIC CHILD WELFARE PROGRAMS IN THE CENTRAL SAN JOAQUIN VALLEY OF CALIFORNIA

Due to the shortage of social workers in public child welfare agencies in California, this researcher chose to study employee job satisfaction, retention, and turnover in three public child welfare programs in the Central San Joaquin Valley. These variables are not the only variables involved in this issue; however, these are key factors in resolving this problem.

Homans's Social Exchange Theory, Herzberg's 2-Factor Motivation Hygiene Theory, and Maslow's Hierarchy of Needs Theory form the conceptual framework used to examine the relationships between the identified variables. Public child welfare staff from three counties were surveyed using an instrument based on the framework. It is hypothesized that as employee job satisfaction increases employee turnover behavior decreases and retention behavior increases.

This hypothesis was confirmed and recommendations for increasing employee job satisfaction based on the researcher's conceptual framework and findings are offered.

David Alexander Weikel-Morrison
May 2002

EMPLOYEE JOB SATISFACTION, RETENTION, AND

TURNOVER IN THREE PUBLIC CHILD WELFARE

PROGRAMS IN THE CENTRAL SAN JOAQUIN

VALLEY OF CALIFORNIA

by

David Alexander Weikel-Morrison

A thesis

submitted in partial

fulfillment of the requirements for the degree of

Master of Social Work

in the College of Health and Human Services

California State University, Fresno

May 2002

UMI Number: 1410161

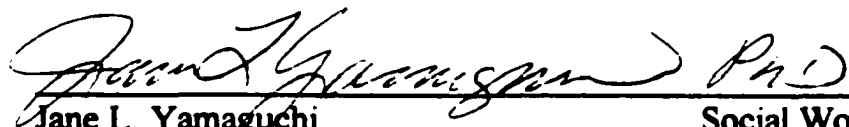UMI®

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ACKNOWLEDGMENTS

I would like to thank my mother, Susan Carol Weikel and my two children, Ashley and Jared, for their support and inspiration.

I would also like to acknowledge and thank the Child Welfare Services staff at Merced, Fresno, and Kings counties.

Lastly, I would like to thank and acknowledge my thesis committee, Dr. James Aldredge, Dr. Jane Yamaguchi, and Howard Himes for their support and guidance through this thesis project.

This thesis project is dedicated to the children of the State of California.

"Our lives are remembered by the gifts we leave our children"

-- D. Hahn, *Atlantis: The lost empire.*

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Chapter 1

INTRODUCTION

The State of California has a chronic shortage of Child Welfare Services (CWS) workers. As stated in the Summary Finding of a state hearing on the shortage of social workers, held on February 5, 2001 by, Assemblywoman Dion Aroner, in Alameda County:

> In the ten largest county child welfare agencies, there are 7,500 social workers, 790 vacancies (10.5% vacancy rate), ...It is estimated that 3,400 new social workers are needed among the largest 10 counties, 50% more than the number they currently have. Among the 15 smallest county child welfare agencies, turnover is as high as 50%. (O'Neill, 2001, p. 5)

Two of the primary factors that contribute to the shortage in county CWS agencies are the high rate of employee turnover and low rate of employee retention. The counties in California are unable to maintain adequate numbers of social workers to meet the staffing needs required to provide the minimum level of services required by the State of California and the Federal Government. To examine these issues, the California State Senate authorized the study of workload factors for social workers in county Child Welfare Services agencies that contribute to employee vacancy and turnover.

The Child Welfare Services Workload Study was funded and implemented per authorization of California State Senate Bill (SB) 2030. The study found that double the numbers of new qualified county social workers in public child welfare are needed to meet the current State of California minimum social services standards (Edwards et al., 2000). As reported on the National Association of Social Workers Website (2001), "13,762 workers are needed to meet minimum

state standards." Further, "17,984 [4222 more than the 13,762] are needed to meet the optimal level of service to children and families."

In addition to the low numbers of social workers currently employed, child welfare governmental authorities are reporting difficulties in retaining child welfare social workers. The California Social Work Education Center reported that the public CWS in California have a turnover rate of approximately 12%, annually (Perry, Limb, Rogers, & Dickinson, 1998). A student researcher, from California State University, Fresno, asserted that the low numbers of workers in California's public child welfare agencies affects the number, severity, and type of child abuse cases that county agencies investigate (Rangel, 2000).

Magnitude of the Problem

On February 9, 2001, Assemblywoman Dion Aroner held a state hearing on the shortage of social workers in California. National Association of Social Workers (NASW) journalist O'Neill (2001) reported that the hearings found that not only are there significant vacancies in CWS services but the workers that are in public child welfare are largely inexperienced. Further, the production of a sufficient pool of replacement workers to fill the current vacancies is insufficient due to the inadequate rate of new graduates from Bachelor of Social Work and Master of Social Work programs. O'Neil also reported that this is because the demand for services has increased but the production of social workers has not increased to meet the demand. Further, the number of graduates from each graduating class that choose to go into public child welfare is quite low. As reported by Coley and Gardner (2000):

> California's 21 Schools of Social Work annually graduate approximately 900-1000 MSWs, who join a total of 6000 child welfare workers statewide. Of these graduates approximately 200-300 work in public child welfare agencies at the county level. MSW's make up only about 30% of the total

child welfare professional work force in California. So if it were possible to immediately triple the number of MSW's going into CWS jobs, it would still mean that almost two thirds of all child welfare workers would be non-MSW's. (p. 3)

The shortage of social workers in California is self-perpetuating because high workloads, due to the existing vacancies, contribute to the low morale, high staff turnover and low staff retention that leads to more vacant CWS social worker positions (O'Neill, 2001). In the State Hearings held by Assemblywoman Aroner, it was speculated that to meet the demand for public child welfare workers, California counties might start looking to other professions, such as nursing, to meet the demand (O'Neill, 2001). Dr. Midgley of UC Berkeley suggested that filling employment positions that are specifically designated for social workers with other professionals might not be necessary. He reasons that California's schools of social work could simply increase their output of social workers to meet the state's demand for social workers (Theriot & Midgley, 2001). Theriot and Midgley (2001) reported that California's schools of social work produce about 1,800 graduates per year. O'Neill (2001) reported that the 10 largest county welfare offices need 3,400 social workers immediately.

Mace and Wong (2001) reported that California has one of the lowest production rates of professional social workers in the nation. The researchers found that although the quality of these social workers is rated very high nationally, it does not meet the demand for social workers in the state. They also found that the number of social workers tend to be concentrated in urban areas. However, because of the lack of available social workers and the high demand for social workers, these same urban areas have the most employment vacancies.

Another reason for the high vacancy rate is the small pool of potential employees under age 30. This was reported to be the smallest pool of potential entry-level employees in decades. As reported in Olesen (1999) "The United

States has the smallest entering workforce this year since 1929. Births have gone down 35 percent since 1965, yet GNP has gone up 96 percent in the same period..." (p. 49). This suggests that long-term solutions to the shortage of social workers cannot rely on the pool of employees under age 30 as a sufficient source of new social workers. Further, public child welfare agencies may need to consider retention instead of early retirement bonuses for those social workers that are approaching retirement age. In addition, it may be necessary to provide re-hire incentives to social workers that have recently retired from public child welfare.

If social work cannot meet the demand for workers in CWS, it could be costly to the profession of social work because other professionals could take employment positions that are currently designated solely for social workers.

<p style="text-align:center;">Research Area and Variables</p>

The specific area of the social worker shortage in California examined by this study includes the variables of employee turnover, retention, and job satisfaction.

Turnover

High turnover is costly for the public and agencies. "Studies have found that the cost of replacing lost [employees] is 70 to 200 percent of that employee's annual salary" (Kaye & Jordan-Evans, 2000, p. 29). The public also receives reduced services because an untrained employee cannot provide the quality and quantity of work that a seasoned social worker can. Large numbers of vacancies in agencies lead to more cases for each employee. This, in turn, contributes to burnout that in turn contributes to a higher rate of employee turnover due to high levels of stress and low job satisfaction (Azar, 2000). "Turnover often causes employee morale to diminish, resulting in even higher levels of turnover" (Daly,

Dudley, Finnegan, Jones, & Christiansen, 2001, p. 6). Ultimately, these factors result in the reduction in quality and quantity of services the agency provides as in the case of Child Welfare Services. At CWS, the number of child welfare cases investigated in a timely manner reduces and the possibility that more children will be abused and neglected by their parents or legal guardians for longer periods increases. In the worst case scenario, this can lead to greater risk for the death of a child due to longer exposure to undetected severe abuse and neglect.

Retention

Retention of CWS social workers is an issue of great concern in California due to the shortage of social workers statewide. There are many variables identified with the low retention rate of social workers in public child welfare. Among these are employee burnout, workplace conditions, job satisfaction, low rate of pay, lack of training, unsatisfactory supervision, low or no peer support, high caseloads, and lack of a sufficient pool of qualified social workers to fill the current vacancies. Skidmore (1995) suggests that while factors such as low pay and high caseloads affect employee retention rates, opportunities for achievement, recognition for achievement, advancement, psychological growth, and competent supervision can counter these effects. The interpersonal relationships amongst peers and supervisors and ongoing training have a significant positive effect on staff retention. As noted by Rangel (2000) "Overall, employee retention and perception of work climate and working conditions are a combination of not only compensation, but also other factors relating to workplace interpersonal exchanges, employee interpretation and physical environment considerations" (p. 8). Rangel touched on many significant extrinsic variables that may influence retention in his study but did not include many of the important intrinsic variables

in his study. The intrinsic variables deal more with the subjective interpretation and emotional experiences of the activities that occur in the work environment. Many researchers studying employee retention in public CWS have only covered a few aspects of what is involved in producing high rates of employee retention.

Job Satisfaction

Employee job satisfaction has been consistently shown to significantly influence employee turnover and retention (Hackman & Oldham 1974, 1980; Herzberg, Mausner, & Bloch-Snyderman, 1959; Mor Barak, Nissly, Levin, 2001; Vinokur-Kaplan, 1991; Vinokur-Kaplan, Jayarante, & Chess, 1994). Employee job satisfaction is obtained through the intrinsic and extrinsic variables an employer provides to the employee in the work environment (Herzberg, 1968). There have been several theoretical models used to explain employee job satisfaction, turnover, and retention. Two such models that identify the variables involved in the employee job satisfaction, retention and turnover process are offered by Daly et al. (2001) and Hackman and Oldham (1974). While these models identify factors that influence employee retention, they do not explain how or why these factors are influential. This study attempts to bring to light why this process works the way it does. This researcher proposes a theoretical conceptual model/framework to identify and explain those variables in the work environment that influence employee job satisfaction, retention, and turnover.

Theoretical/Conceptual Framework

Herzberg's 2-Factor Motivation and Hygiene Theory, Maslow's Hierarchy of Needs Theory and Homans's Social Exchange Theory are combined to form the theoretical framework in this study. Fredrick Herzberg (1959) developed a theoretical framework of Employee Motivation and Satisfaction that identified

categories of intrinsic and extrinsic needs that employees seek to have met by their employers. The extrinsic needs are identified in his Hygiene Theory. The intrinsic variables are identified in his Motivation Theory.

Herzberg (1968) asserted that both sets of needs must be addressed simultaneously for the employees to be satisfied with their overall-working environment. "Treat people as best you can so they have a minimum of dissatisfaction. Use people so they get achievement, recognition for achievement, interest, and responsibility and they can grow and advance in their work" (Herzberg, 1968, p. 55).

The independent variable of this study is the level of job satisfaction an employee experiences as defined by the level the employee's need the employee perceives is being met by the employer. The dependent variables are the rates of employee retention and turnover behavior. Higher levels of need satisfaction experienced by the employee are hypothesized to correlate with higher levels of retention and lower levels of employee turnover behavior.

From the author's conceptual framework, it is hypothesized that the factors leading to employee turnover are viewed by the employee as evidence that their relationship with their employer is an inequitable exchange in which the employees' costs in the relationship outweigh their gains. Therefore, to promote their well-being they must look elsewhere, to another source, for a more equitable means of exchanging their services for resources, services and benefits. The employees' and employer's physical work environment, expectations, experiences, and subjective perceptions are the context in which the processes of Exchange Theory and the exchange of labor and resources occur.

This study examined the relationship between employee job satisfaction, retention, and turnover as an exchange process, between employer and employee,

in which level of job satisfaction is viewed as a predictor of employee retention and turnover. Further, it identified categories of employee intrinsic and extrinsic needs that an employer must satisfy to promote higher levels of employee job satisfaction and retain employees at a significant rate. The primary need of the employer that was considered was employee retention.

Several tangible factors are significant to increasing employee job satisfaction, retention, and decreasing turnover in public child welfare settings. As identified by Daly et al. (2001), these factors include: team building to promote a sense of unity amongst employees and the agency, a screening process that gives priority to persons educated in social work and *closely* related fields (e.g., Nursing and Counseling), thorough orientation and initial training, competent and supportive supervision, supportive work environment, continuous staff development after the initial training and orientation period, manageable workload, and collaboration with local colleges to prepare students for work in public child welfare.

Research Hypothesis

The researcher hypothesized that as the level of employee job satisfaction increases the level of employee retention behavior increases and the level of the employee intent to turnover decreases. Further, increasing the quality and quantity of intrinsic and extrinsic factors which meet the expectations or needs of the employee, as outlined by Maslow's Hierarchy of Needs and Herzberg's 2 Factor Motivation/ Hygiene Theory, will reduce the employee turnover behavior, and increase employee job satisfaction and retention. Additionally, no one element, alone, will promote high levels of employee retention and job satisfaction; all factors must be present and effectively implemented by an agency's

management/administration or there will not be a significant rate of employee retention and job satisfaction. If the agency does not effectively implement these factors then the employee is not as likely to feel that their needs are being met by the agency and they may go somewhere else to get these needs met more satisfactorily. The researcher feels that this process is applicable to the public child welfare programs examined in this study.

Demographic variables that are considered to influence employee job satisfaction, retention and turnover in public child welfare include (a) the length of time an employee has been with an agency, (b) the amount of experience in public child welfare that employees have, (c) whether an employee did an internship at a child welfare agency, (d) whether an employee has had a formal education in social work, (e) the employee's level of education, (f) the age of the employee, (g) overtime pay, and (h) the type of domestic relationship the employee is in. However, this study will focus primarily on the relationships between employee job satisfaction, retention, and turnover.

<u>Purpose/Rationale for the Study</u>

The purpose of this research is to identify factors and categories of factors that will contribute to higher levels of employee retention and job satisfaction and lower turnover in public child welfare agencies in counties in California; and more specifically, the counties of Merced, Kings, and Fresno. Further, this study will propose strategies that can be used to retain CWS employees. This is important because of the chronic shortage of social workers in California's public child welfare agencies. As stated in Rangel (2000), "With low numbers of Child Welfare Employees on the job [retention/turnover], caseloads have been increased. These along with high stress levels and burnout have existed [low job

satisfaction], each relative to the other" (p. 2). CWS caseloads in the State of California have been reported as high as 100 cases or more. This is approximately five times the number of cases that the State of California has determined is necessary to meet the minimum service requirements established by State regulations for administering county Child Welfare Service (Edwards et al. 2000). According to Elizabeth Varney, the California State University, Fresno (CSUF) Title IV-E program Northern (California) Child Welfare Liaison/Representative, in her report on December 20, 2000 regarding the California State Senate Bill 2030 Workload Study Committee meeting in Sacramento, "In order for SWs [social workers] to meet the minimum requirements of Division 31 regulations, they should have a caseload of no more than 17 to 20 cases" (Varney, 2000, p. 2).

It has been speculated by some that level of pay and caseload sizes were the primary factors that influenced employee retention, job satisfaction, and turnover in CWS. In addition, Dickinson and Perry (1998) found that prolonged emotional exhaustion correlated highly with employees leaving California's county public child welfare agencies.

If the CWS agencies do not retain fully trained, competent, and highly satisfied CWS staff at significant levels, then they are contributing to the risk factors that jeopardize the safety of children. Factors contributing to staff turnover and low employee job satisfaction and retention include (a) inadequate initial and ongoing line staff and line supervisor training and development, (b) lack of supervisory competence, as perceived by line staff, (c) staff caseload size, and (d) level of employee wages (Dickinson & Perry, 1998; Rangel, 2000).

There are several factors identified by recent researchers that appear to affect employee job satisfaction; however, the process by which the factors affect retention and turnover is still unclear. It is important to increase employee

retention to obtain the required number of social workers needed to provide optimal services to California's children and families. Ideally, this will allow child welfare workers to intervene earlier in neglect and abuse case reported to county Child Protective Services.

The Department of Social Work at San Diego State University was commissioned by the California counties of Imperial, Orange, Riverside and San Bernardino, to research the current knowledge of employee retention and turnover as it applies to public child welfare services in California. These researchers released their findings and recommendations to the aforementioned counties in February of 2001. "They hypothesized that seven factors affect the probability of turnover: age, tenure, experience, internship, education, overtime and training" (Daly, Dudley, Finnegan, Jones, & Christiansen, 2001, p. 16). Additional factors identified by these researchers were team-building and staff development strategies that "align the organization and its employees" (Daly et al., 2001, p. 15). Other factors are flexible work hours, competent supervision, realistic workload, recognition and opportunities for growth.

In part, the current study is a follow-up study to an earlier study by Rangel (2000), in that it studies employee retention. Rangel was a student researcher from California State University, Fresno who studied employee retention in Fresno County's public Child Welfare services. Rangel's study had a small sample size (N=30) and sampled child welfare workers in the County of Fresno's Child Welfare Services who were currently employed and who recently left. Rangel's study focused on how employee retention was affected by work-climate and working conditions. As defined by Rangel (2000), work-climate and working conditions refer to " ...the prevailing atmosphere of the work place" and "...existing circumstances of the workplace such as: physical environment, wages

and employee to employer relationships" (p. 24). He also addressed employee training and development as a subset of the working condition category and the relationship between an employee and his or her immediate supervisor. Although Rangel's survey instrument contained items that addressed the intrinsic affective variables of the employee, he primarily focused on the extrinsic variables that affected employee retention. Therefore, another purpose of this study is to expand on the knowledge gained in the previous study by including the intrinsic variables and presenting a conceptual framework of how these variables affect employee retention.

Due to the severe shortage of social workers in California's Child Welfare Services in California, this researcher studied one of the primary areas of the phenomenon. This area involves employee job satisfaction, retention, and turnover. This researcher acknowledges that these are not the only factors or variables involved in the shortage. However, these are the variables examined by this study because they are significant in addressing the shortage (Mor Barak, Nissly, & Levin, 2001). This researcher asserts that employee job satisfaction, as perceived by employees, affects the employee retention and turnover rates in CWS agencies. Further, there are specific intrinsic and extrinsic variable that employers can manipulate in the work environment to affect employee job satisfaction, turnover, and retention. This study produced findings that support this concept and the study's hypothesis. The following chapter presents the major themes in the research literature that addresses the primary variables.

Chapter 2

LITERATURE REVIEW

There is a severe shortage of social workers in California's public child welfare agencies; including the programs of the public child welfare agencies in California's San Joaquin Valley. There are several issues involved in this shortage; among them is the high rate of employee turnover and low rates of job satisfaction and retention in these agencies. Research has shown that employee retention and turnover rates correlate with job satisfaction for social workers in public child welfare (Vinokur-Kaplan, Jayaratne, & Chess, 1994). For an employee to feel satisfied with their job they must have certain intrinsic and extrinsic needs met by their employer (Hackman & Oldham 1974, 1980; Herzberg et al., 1959; Hilgert & Leonard, 2001; Mor Barak et al., 2001; Vinokur-Kaplan, 1991; Vinokur-Kaplan et al., 1994). If these needs are satisfied by public child welfare agencies then this should help reduce the shortage of social workers in California by increasing employee retention. This researcher uses Maslow's Hierarchy of Needs and Herzberg's 2-Factor Theory to fit employee needs into categories of need. Homans' Social Exchange Theory is adapted to the work environment to illustrate and understand how this process works. Using these theories as a general framework we can see that, to meet these employee needs an employer must provide specific tangible, social, and cognitive resources to the worker as a part of their regular work environment (Herzberg, 1968; Herzberg et al., 1959). If the employee's needs are sufficiently met by the employer, then the employee will be more likely to meet the employer's need for high employee retention and low

employee turnover (Herzberg, 1968; Herzberg et al., 1959). As long as the two parties (employee and employer) feel that the benefits of the exchange outweigh the costs then the transaction will continue (Homans, 1961). In other words, as long as they feel their needs are being sufficiently met then the employee will remain working at an organization and an employer will continue to provide a satisfying work environment. As presented in this paragraph, this may appear to be a simple issue and process, however, reducing the shortage of social workers in California by increasing employee retention is quite complex.

Employee Job Satisfaction, Retention, and Turnover Research

The research done in the area of employee job satisfaction, retention, and turnover in public child welfare, and related fields, has been quantitative and qualitative. Individual researchers, college and university staff, government agencies and contracted private sector entities have done it.

A major study review of the literature was conducted by San Diego State University and looked at articles concerning recruitment and retention as they might apply to public child welfare services. The California counties of Imperial, Orange, Riverside and San Bernardino commissioned the study. The review titled, "Staffing Child Welfare Services in the New Millennium" (SCWSNM) sought to answer the general question, "What strategies can public child welfare agencies use to effectively recruit and retain employees, especially social workers?" It "presented findings from various disciplines including business, human resources, and social work" (Daly et al., 2001, p. 11). The review included a systematic search of computerized databases, hard copy sources, and unpublished reports (Daly et al., 2001). The SCWSNM review initially examined over 100 articles. It narrowed the usable articles down to 33 in its final draft. "Additional information was

collected from telephone interviews and meetings with county staff (i.e., counties in our partnership)" (Daly et al., 2001, p. 2)

The findings of this literature review, in general, mirror the findings of the author of this thesis. The four common employee retention themes that Daly et al. (2001) found in their review of the literature were: employee job satisfaction, competent supervision, realistic workload, and employee compensation. The findings, include:

- The number of social work gradates from the schools that have formal social work programs, who choose Child Welfare Services as a career, is insufficient to meet hiring needs.

- A stable satisfied staff is the best recruitment tool.

- A key factor in employee retention and job satisfaction is competent and supportive supervision.

The recommendations include:

- Screening tools for hiring CWS staff should focus on the social work competencies and caseworker characteristics that are most likely to predict long-term job success (i.e., type formal education and prior work experience).

- To enhance job satisfaction, agencies should promote practices such as professional development, co-worker support, the authority to make professional decisions, and employee recognition.

There were other findings and recommendations; however, they related more to recruitment than retention. They are not included here because the focus of the current study is employee retention, job satisfaction, and turnover.

Daly et al.'s general employee retention recommendations are "shoring up of employee 'connectedness,' embracing a ' learning organization' orientation, investing significantly in training and creating a working environment where

training/learning is valued and supported, and surveying staff to pinpoint the best retention strategies" (Daly et al., 2001, p. 26). These agencies would be government agencies in the case of public child welfare services.

Daly et al.'s (2001) models for initial and long-term employee retention are reproduced on the following page (see Figures 1 and 2).

The government of the State of California conducted a major study of employee retention, turnover, and job satisfaction in public Child Welfare Services. The Senate Bill 2030 Child Welfare Services Workload Study addressed the high rates of employee vacancies in the Public Child Welfare agencies of California (Edwards et al., 2000). The study mainly evaluated how the nature of the job those public child welfare social workers performed and how governmental resource allocations affect employee retention and the quality of service delivery. To do this Edwards et al. (2000) stated that:

> a workload measurement and analysis process was conducted. All 58 counties participated with over 13,000 staff supplying workload study data for a 2-week period. Other study recommendations and results derive from reviews of laws and policies. Other qualitative data were gathered through focus groups held throughout the state and with participation of staff from most counties. (p. ii)

The study found that, because of inadequate resource allocation, high caseloads, low level of staff training/development and high staff turnover, child welfare social workers did not have the time or the resources to adequately perform their assigned duties. The study made specific recommendations for federal, state and local policy and administrative changes that would allocate the resources needed to remedy the aforementioned issues (Edwards et al., 2000). This translates into low employee job satisfaction, retention, and high employee turnover. Edwards et al. recommend aggressive employee recruitment and retention activities by public agencies be supported by a significant increase in

Agency
Image

Professional
Education

Recruitment
Plan

Selection
Process

Complete
Annual
Probation

Retention

Continuous
Staff
Development

Training &
Orientation

Supportive
Work
Environment

Realistic
Workload

Competent &
Supportive
Supervision
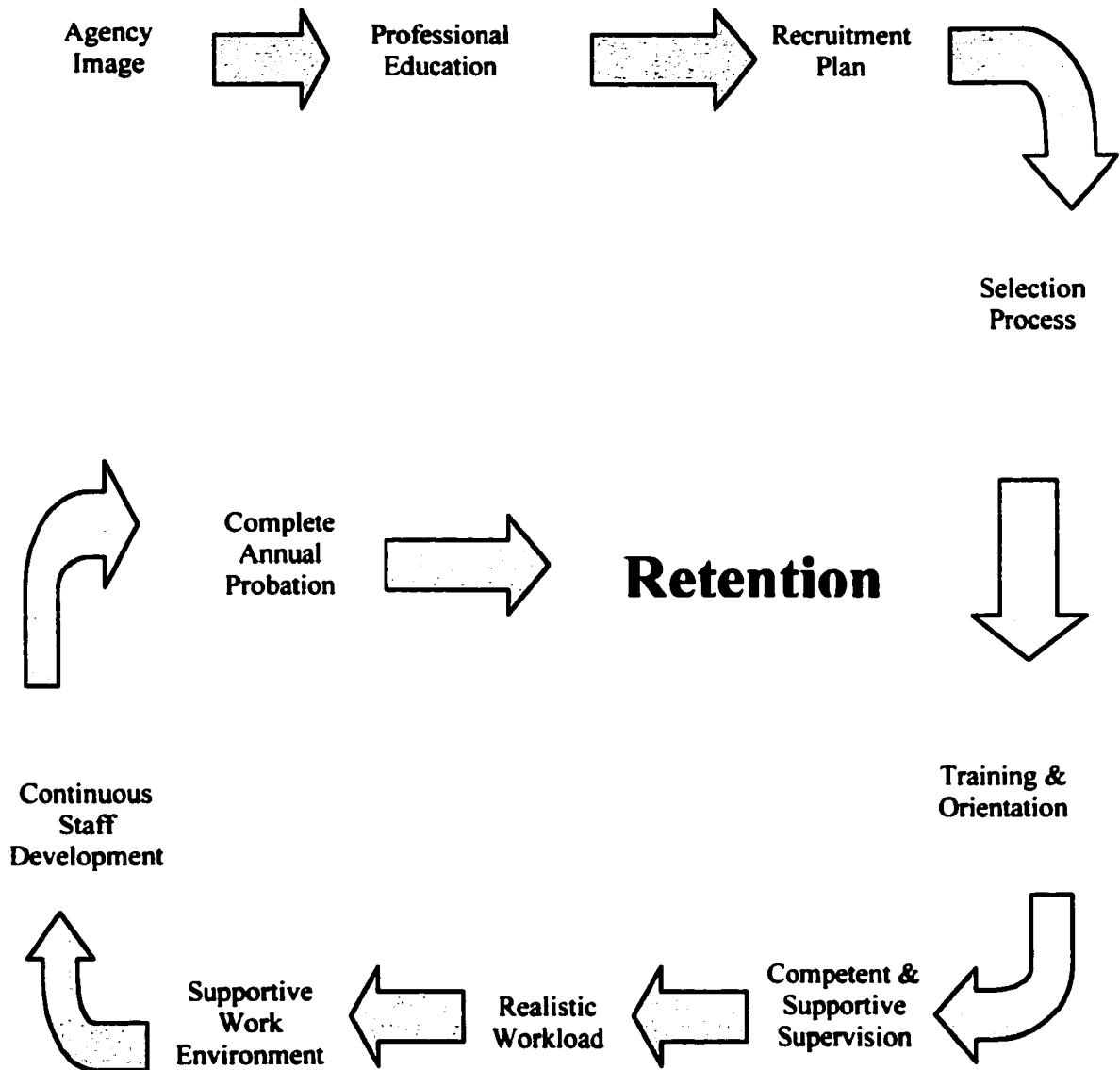
Figure 1. From Recruitment to Retention: One-Year Continuum

**Competent &
Supportive
Supervision**

**Continuous
Staff
Development**

Retention

**Realistic
Workload**

**Supportive
Work
Environment**
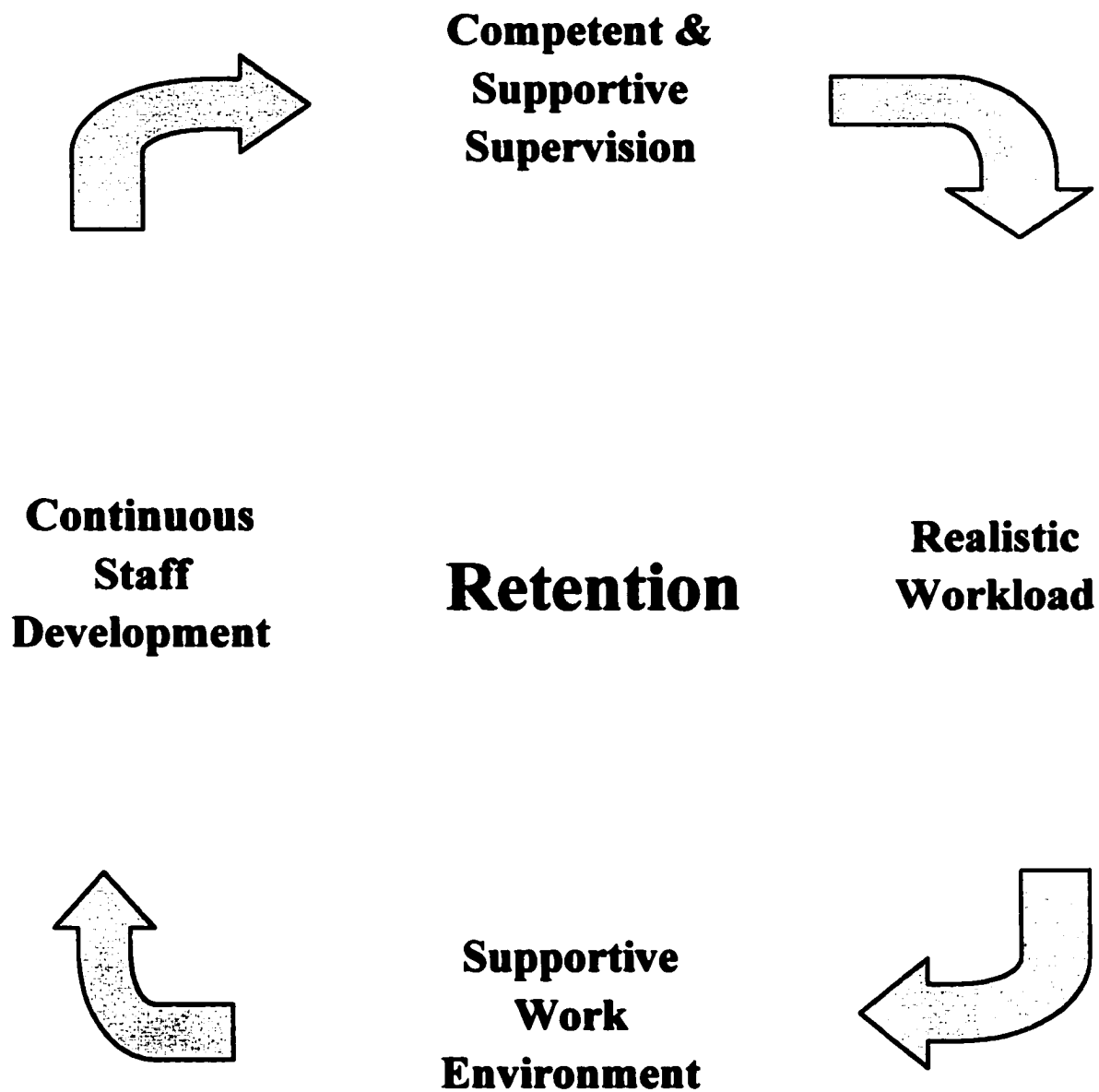
Figure 2. Retention: A Continuous Process

government funding to these agencies. It identifies intensive staff training and development as crucial in retaining employees, especially in the 1st year of employment. To improve services to the public, it recommends an increase in the number of public child welfare social worker positions as a means to lower the caseload per worker ratio to allow more worker time for each case. Senate Bill 2030 concludes that higher rates of employee retention can be facilitated by lower caseloads and higher rates of staff training/development. Again, this suggests that, by increasing employee job satisfaction, employee retention should be increased and employee turnover should be decreased.

Some studies focused specifically on demographic factors involved in employee retention in public child welfare agencies and include very little information on employee turnover and job satisfaction. For example, Cicero-Reese and Clark (1998) distributed questionnaires "to all 70 members of a central Pennsylvania child welfare agency. Fifty of the questionnaires were returned, of which 38 met the criteria of sustaining employment at the agency beyond two years" (p. 1). They also conducted "Individual interviews with 11 of the respondents" (p. 2). The information gained from the interviews supported the questionnaire data. "A profile of stayers includes mature women (mean age 42 years) with children of their own who have an educational background in social work or a social work-related discipline" (p. 2). There was no comparison group. The results of the study further suggest long-term employee retention is more influenced by "internal factors and personal fulfillment than by external job variables (e.g., benefits) and job market issues (Cicero-Reese & Clark, 1998, p. 3). The authors of the study recommend "in-services training programs" as a means of increasing the ability and skills of the social workers and indirectly increasing the level of personal fulfillment as a means of long-term retention. The authors also

assert that "peer and supervisor support appear to be of importance in reducing job stress and indicate the need for child welfare agencies to systematically create a caring work environment for their staff" (Cicero-Reese & Clark, 1998, p. 3). The authors state that if their recommendations are followed, staff turnover in public child welfare agencies could be reduced.

A recent review and meta analysis of research studies addressing the antecedents to employee retention, turnover, and job satisfaction among child welfare workers found the same themes and patterns in the body of research of this topic as the author of the current study. Mor Barak et al. (2001) reviewed "The literature related to intention to quit and turnover among child welfare, social work, and other human service employees. Using meta analysis statistical methods" they analyzed and synthesized "the empirical evidence on causes and antecedents to turnover in order to identify reasons for employee turnover, major groups of such reasons, and their relative importance in determining employee actions" (p. 626). The empirical findings of the study report that

> Three major categories of turnover antecedents emerge from empirical studies of human services workers: (1) demographic factors, both personal and work-related; (2) professional perceptions, including organizational commitment and job satisfaction; and (3) organizational conditions, such as fairness with respect to compensation and organizational culture vis-à-vis diversity. (Mor Barak et al., 2001, p. 629)

The authors sampled all studies published in academic journals in psychology and related fields, published between 1980 and 2000, from the comprehensive computer database, PsychInfo. The authors also solicited unpublished articles from colleagues and the authors of the some of the articles they identified in their database review. "In total, 55 articles were reviewed"... "but only 25" were "included" in the metanalysis (Mor Barak et al., 2001, p 633). The "average sample size is 523 participants" with the range being "from 42 to

5,008" (Mor Barak et al., 2001, p. 648). The authors found that "All the main

categories and subcategories are significant predictors of intentions to quit, and

most of them are significant predictors of actual turnover, with the exception of

professional commitment, value conflict, and physical comfort" (Mor Barak et al.,

p. 651). The categories were (a) demographics, (b) professional perception, and (c)

organizational conditions. Further,

> the best predictors of intention to quit (based of degree of association) are
> organizational commitment, professional commitment, burnout, and job
> satisfaction. The strongest single predictor of actual turnover is intent to
> leave followed by employment alternatives, job satisfaction, and burnout.
> Intent to leave is consistently the best predictor of turnover. (Mor Barak et
> al., p. 652)

Lack of support from peers and supervisors was noted as a significant

factor contributing to employee turnover, as was lack of experience and

competency. Mor Barak et al. (2001) recommend stress management training,

greater job autonomy, providing additional instrumental and social support,

reducing caseload size, increasing workforce size, providing for peer support

groups, periodic monitoring of employees' feelings of job satisfaction and

organizational commitment, investment in training and job related education that

increase worker-related knowledge and employee self-efficacy, and

comprehensive new employee orientation programs as a means by which

administrators and managers might reduce staff turnover.

The subjects of the studies this author reviewed were current employees of

public child welfare agencies. The general research hypothesis in most of these

studies was that employers must make certain intrinsic and extrinsic variables

available to employees to maintain a high rate of employee retention, job

satisfaction, and low rates of employee turnover. Many of the studies directly

surveyed and interviewed employees of public child welfare agencies that

provided direct services to clients. In addition, the research comprised meticulous literature reviews that included quantitative, qualitative, and descriptive studies.

Most studies found that several intrinsic and extrinsic factors, when present in the work environment, correlated with high rates of employee retention and job satisfaction, and low rates of turnover in public child welfare. An apparent gap in the literature is an explanation of how and why all of the factors must be present. Further, the same factors are not consistently identified throughout the literature.

These problems will be addressed through the conceptual framework of this study. This framework incorporates Herzberg's 2-Factor Theory, Maslow's Hierarchy of Needs, and Homans's Social Behavior Exchange Theory. Employee retention, job satisfaction, and turnover appear to be significantly related to each other in the work environment. This study's researcher offers a conceptual framework and model that attempts to explain how and why the employee retention, job satisfaction, and turnover process works the way it does. It is hoped that the conceptual framework can be utilized as a model to implement job redesign strategies that will improve employee retention, job satisfaction and lower turnover in public child welfare.

Maslow's Hierarchy of Needs Applied to Employee Job Satisfaction, Retention, and Turnover in the Work Environment

As applied to the work environment, Maslow's Hierarchy of Needs addresses the personal needs that an employee seeks to have met through their interactions with an employer. The employee's need satisfaction motivates employees to behave in certain ways. The theory states "that people are motivated to satisfy certain well-defined and more or less predictable needs" and "these needs range from lower-level needs to higher level needs in ascending priority"

(Hilgert & Leonard, 2001, p. 97). Further, "people attempt to satisfy these needs in the order in which they are arranged in the hierarchy" and "until the lowest-level or most basic needs are reasonably satisfied, a person will not be motivated strongly by the other levels." In addition, "as one level of need is satisfied to some extent, the individual focuses on the next level, which then becomes the stronger motivator of behavior" and "once a lower level of [need is] reasonably satisfied, it no longer [will] motivate behavior, at least in the short term." The levels in Maslow's Hierarchy, ranging from lowest to highest, are biological (physiological), security (safety), social (belonging), self-respect (esteem), and self-fulfillment (self-actualization).

The first level addresses a person's needs for food, clothing, shelter, rest, recreation, and other biological needs. The employer meets these needs through means of payment for the work that an employee does for the organization. This provides the employee with the resources to purchase or obtain the resources to meet their first level needs.

After people have adequately satisfied their physiological needs their needs for a sense of security become salient as the primary focus of their need acquisition drive. These involve the "desire for protection against life's uncertainties" to obtain a "sense of security or control over their future" (Hilgert & Leonard, 2001, p. 98). Employers usually meet these needs through salary and health and life insurance benefits packages.

The next level of need that a person will seek to have met is his or her social needs. The author acknowledges that most people do not meet all of their social needs at their place of employment; however, there are social needs that can only be met through a person's interaction with his or her work environment. These needs encompass the desire for affiliation with something worthwhile

(Hilgert & Leonard, 2001). If employees feel that they are working in isolation and are not receiving any recognition for the work they do then they will be less likely to maintain a high level of production and will be less motivated to remain with a company. The need for affiliation is one of the most fundamental human needs. It is based on our greatest survival strength as a species; socially coming together to problem solve. While it may be true that some people may prefer to work alone, all people have the need to feel like they are a part of something greater than they are that is meaningful. To address needs at this level, the employer can do team building activities and interpersonal skills training for line staff and all levels of management.

Self-esteem (self-respect) needs are tied to social needs because it is only through our interactions with others that we gain the third person perspective that allows us to realize a sense of positive self worth. These needs include the "desire for recognition, achievement, status, and a sense of accomplishment" (Hilgert & Leonard, 2001, p. 98). Supervisors and leaders should provide "variety and challenge in work tasks and recognize good performance. Something as simple as saying 'good job' to someone can keep that person doing good work."

The highest level of human needs, according to Maslow, is the need for self-fulfillment or self-actualization. This is the "desire to use one's abilities to the fullest extent" (Hilgert & Leonard, 2001, p. 98). Many jobs prevent the fulfillment of this need because they become boring and monotonous after the worker has learned all of the essential tasks. This can cause a worker to look elsewhere to get these needs met and can eventually lead to them leaving the organization for another organization that appears better able to meet their needs. Supervisors should, as stated in Hilgert and Leonard (2001):

provide opportunities for self-fulfillment on the job by assigning tasks that challenge employees to use their abilities fully. The supervisor's problem is to make individual fulfillment a result of doing a good job. The key for the supervisor is to recognize where each employee is in the hierarchy so that the supervisor can determine what needs are currently driving the employee. The essence of motivation is what individuals feel and do in relation to his or her own particular needs. A good supervisor structures the work situation and rewards system in such a manner that employees are motivated to perform well because good work performance leads to satisfaction of their particular needs. The key to long term, positive motivation [and retention] of employees resides in better satisfying their higher level needs (social, self-respect, and self-fulfillment). Just giving employees more money, better benefits, and better working conditions will not bring about excellent work performance. Conditions that do not bring about the fulfillment of a person's needs will ultimately result in dissatisfaction and frustration. Thus, when their needs are not satisfied on the job, many employees resort to behavior patterns that are detrimental to their job performance and the organization. (pp. 98-101)

Herzberg's 2-Factor Motivation-Hygiene Theory Applied to Employee Job Satisfaction, Retention, and Turnover in the Work Environment

The 2-Factor Motivation-Hygiene Theory is closely related to Maslow's theory. Developed by Dr. Fredrick Herzberg, the theory states that [extrinsic] "factors in the work environment primarily influence the degree of job dissatisfaction, while intrinsic job content factors influence the amount of employee motivation [and satisfaction]" (Hilgert & Leonard, 2001, p. 102). This theory primarily focuses on how the employer in an organization can meet an employee's needs. As outlined by Maslow's Hierarchy of Needs these needs are, ranging from lowest to highest, (a) biological (physiological), (b) security (safety), (c) social (belonging), (d) self-respect (esteem), and (e) self-fulfillment (self-actualization). The hygiene factors can *roughly* be related to Maslow's first three need levels; whereas, motivation factors can be related to levels 4 and 5. The author acknowledges that the factors from the two theories can be arranged differently because the factors apply differently depending on how they are conceptualized. For example, relationships with peers and supervisors affect both

one's sense of social belonging and self-esteem, via the feedback or lack thereof that a person receives from these people. Table 1 provides a breakdown of how these theories fit together.

The Hygiene factors are taken from Herzberg et al. (1959) and Herzberg (1968) and Maslow's Levels are taken from Hilgert and Leonard (2001). Salary refers to all types of compensation that an employee receives for the performance of his job. Working conditions refers to the physical work environment of the employee. These include wages and salary increases. Company Policy and Administration involves the adequacy of a company's organization and management. It includes the clarity of the scope and responsibilities of an employee's job. Supervision-technical refers to the perception of a supervisor's competence and fairness carrying out his or her duties and whether they are available for consultation regarding difficult employee assignments. Relationship with superiors includes, teaching employees, training them, and delegating of authority to them. Status refers to an employee actually perceiving a gain from changes in the conditions of his or her employment. Job Security includes a person's tenure with a company, the stability of a company to remain a viable entity, and employee health and life insurance benefits. Relationship with supervisor, peers, and subordinates refers to the quality and quantity of the interactions between these types of people and an employee. Conflict between personal life and work demands includes the affect of a person's employment on their life outside of their work environment, and the affect of their personal life on their job performance.

Table 1.

Herzberg's Factors as They Relate to Maslow's Categories of Need

Hygiene Factors	Maslow's 1, 2 & 3
• Salary • Working conditions	1) Physiological
• Company policies and administration • Supervision-technical • Status • Job Security	2) Security
• Relationship with supervisor • Relationship with peers • Conflicts between personal life and work demands • Relationships with subordinates	3) Social
Motivation Factors	Maslow's Levels 4 & 5
• Recognition for accomplishments • Responsibility for work • Challenging or interesting work or the work itself • Achievement or accomplishment • Opportunity for growth • Opportunity for advancement	4) Self-Esteem 5) Self-Actualization

Hilgert and Leonard (2001) stated that:

The factors that employees [complain] about the most [are the aforementioned] conditions in their work environment... These [factors] are very important but they serve primarily to maintain a reasonable level of job satisfaction, not to increase it [or job performance]. (p. 102)

Herzberg's employee motivation factors are elements that are intrinsic in the job and promote performance. Achievement factor includes "successful completion of a job, solutions to problems, vindication, and seeing the results of one's work" (Herzberg et al., 1959, p. 45). Recognition is "some act of recognition to the person speaking [of] us" (Herzberg et al., 1959, p. 44). This includes positive and negative recognition but does not entail the quality or type of interaction the person experienced with another person. It is simply that their presence was acknowledged (Herzberg et al., 1959).

The work itself refers to the positive or negative feelings evoked in a person as they carry out their work-related tasks/duties. This includes whether or not they could complete a task or only a portion of a task or duty (Herzberg et al., 1959). Responsibility and authority factors include "those sequences of events in which the person speaking reported that he [or she] derived satisfaction from being given responsibility for his [or her] own work or for the work of others or being given a new responsibility" (Herzberg et al., 1959, p. 47). Advancement refers to the change of a person's status at a place of employment and does not include simply changing job classifications (Herzberg et al., 1959). Possibilities for growth include increases in skill level and status at a person's place of employment.

These factors are all related to outcomes associated with the content of the job being performed. [Further, they are] the major factors that make work motivating and meaningful. To obtain better performance, the supervisor should implement strategies that target the motivation factors. One of the supervisor's strategies should be to "catch people doing something right" and

"give them credit when credit is due." (Hilgert & Leonard, 2001, pp. 102-103)

Again, effective supervision gives employees opportunities to fulfill their needs because of good job performance, which, in turn, meets the company's needs of a stable workforce that is productive.

Some of the key processes uncovered by Herzberg's research are that there are two distinctly different processes occurring between employee job satisfaction and employee turnover and retention. He asserted that his Hygiene Factor (Maslow's first three levels) is the factor that will cause an employee to be dissatisfied or not dissatisfied, and influence employee turnover behavior. He stated that, from his research, in the employee job satisfaction, retention, and turnover process, the opposite of job dissatisfaction is not satisfaction, but not job dissatisfaction. He stated that his Hygiene Factor would influence a person's motivation to leave and agency but not their motivation to remain with an agency. Herzberg asserted that employees derive job satisfaction from his Motivation Factor. He stated that, according to his research and theory, the opposite of job satisfaction, for his Motivation Factor, is not job dissatisfaction but lack of job satisfaction, and further, that his Motivation Factor influenced employee retention behavior but not turnover.

Herzberg stated that there are two distinctly different processes influencing whether an employee remains at an agency. One influences an employee to leave the agency (turnover) and this involves employee job dissatisfaction and Herzberg's Hygiene Factor (Maslow's first three levels). The second process influences an employee's motivation to remain with an agency (retention) and employee job satisfaction. Herzberg asserted that this is why, if an employer wishes to obtain high employee retention, productivity, and job satisfaction and low employee turnover and job dissatisfaction, the employer must meet the

employee's needs of both his Hygiene and Motivation Factors. In other words, if the employee's needs, which are represented by both factors, are not sufficiently met, the employer will not achieve the desired outcomes of high employee retention and productivity and low absenteeism, because the employees will either become dissatisfied with their job or they will not be satisfied with their job. This will either increase their motivation to leave (turnover) the agency or lower their motivation to remain with the agency (retention), so the employee will either be pushed or pulled away from the agency. The bottom line is that people are more likely to remain working for a company and be highly productive when their needs are being met.

Exchange Theory Applied to Employee Job Satisfaction, Turnover, and Retention in the Work Environment

Exchange theory encompasses the needs of people being met through their interactions with other people. From the organization/employer and employee interaction context, it can be deduced that the needs of the employer are employee retention and productivity. The employee's needs are the five categories of needs outlined by Maslow's Hierarchy Theory and Herzberg's 2-Factor Theory. The interactions in the work environment are where the exchange process takes place. Norlin and Chess's (1997) interpretation of the Homans's (1958) Exchange Theory states that:

1. Human social behavior can be understood as an exchange among people of things possessing value. These "things" can be material or symbolic, for example, goods, services, or sentiments.

2. The provision of something of value from one person to another, when accepted by the other (the initiation of a relationship), creates an obligation to reciprocate. The provision of something of value in return completes the first cycle of the exchange transaction.

3. The exchange process, once initiated, tends toward a balance —the things exchanged possess similar value as perceived by those involved in the exchange. In short, the balance in terms of relative value becomes the central force in maintaining the equilibrium of the social interaction. Social organization is formed and maintained through such a process.

4. An exchange always involves both a cost and a reward to each person. Derived from this is the related assumption that the relationship will be continued as long as the perceived costs of the exchange over time do not exceed its rewards, or that a more advantageous alternative is not available.

5. Dynamically, each person in the exchange seeks to maximize his or her return (reward less costs will equal the return). (p. 177)

From Exchange Theory, we can expect that factors leading to employee turnover and low productivity can be viewed as evidence that employees perceive that their relationship with their employer has become an inequitable exchange in which the employees' costs in the relationship outweigh their gains. Therefore, to promote their well-being and meet their needs they must look elsewhere, to another agency, for a more equitable means of exchanging their services for the resources and services of the agency. The employee's and employer's expectations, experiences, and subjective perceptions are the context in which exchange of "services" occurs. Turnover refers to a continuum between a person actually leaving a job for employment elsewhere and an employee feeling so positive about a job that they turn down job offers to remain employed at their current place of employment. Within these two extremes, employees either actively look for employment elsewhere, talk about looking for employment elsewhere, or just think about quitting. The more a person actually looks for work the more likely they are to obtain employment elsewhere.

This process, in some ways, is more equitable in the private sector than in the public sector because an employer is not as readily able to end the exchange transaction when the employer's needs for a productive and motivated workforce

are not being met. This is because of the type of job security provided by labor unions. This fact can be detrimental to employee performance in the public sector.

A broad model, which encompasses employee retention/turnover as one of five work outcomes, was developed by Hackman and Oldham (1974), of Yale University Department of Administrative Sciences, for the Office of Naval Research Manpower Administration. Hackman and Oldham's model suggests that personal growth need ultimately regulates how long an employee will remain with an employer. For example, some social workers are more than satisfied remaining at an agency in an entry-level position or bachelor's level social worker doing case management for their entire career, while others seek graduate degrees and aspire to macro practice positions in administrative and legislative bodies or advanced clinical positions.

This can be interpreted to mean that a person's growth needs (Maslow's self-actualization need) influence employee job satisfaction, turnover, and retention. However, according to Herzberg's and Maslow's theories, employees will not remain at an agency if their Hygiene Factor needs are not met first. This study's researcher chose to specifically examine the outcomes of employee job satisfaction, retention, and turnover due to the time constraints of his research. However, it is worth noting that Hackman and Oldham's research and model suggest that the variables that reduce employee turnover and increase employee retention and job satisfaction also increase employee productivity (qualitatively and quantitatively) and reduce employee absenteeism. Figure 3 is a replication of their model. Their study is not copyrighted.

The researcher of the current study offers a pictorial model of the retention process (see Figure 4). He asserts that, while Hackman and Oldham's model appears to contain the elements that affect employee turnover, retention, and job

satisfaction, their model is too linear and not does consider the employer's needs that, in his opinion, are key elements of the process they attempt to describe. The researcher of the current study feels that the interactions between the employee and employer are a collaborative effort in which both parties are seeking to meet needs. Hackman and Oldham's model does not reflect the employer's needs.

Employee Burnout

Burnout is the affective expression of low job satisfaction and high job dissatisfaction (Herzberg et al., 1959). It results from the intrinsic subjective interpretation and emotional experiences of the activities that occur in the work environment. Skidmore (1995) noted that burnout amongst social workers is increasing. He did not specify an area of specialization, but appeared to be referring to the field of social work in general. He noted several factors that, alone or in combination, can cause burnout. These factors were (a) emotionally stressful issues from their personal lives that affect their work lives, (b) large caseloads and long, irregular work hours, (c) rigidly defined job classifications, and (d) an ever increasing demand for accountability in services delivery from the public governmental bodies. These factors coupled with a high rate of vacancy leads to a cycle of emotional burnout and employee turnover.

Dickinson and Perry (1998) conducted an exploratory study of variables influencing burnout and turnover rates of master's-level social workers that had participated in the Title IV-E program. They stated that emotional exhaustion was among the primary factors that lead to employees leaving their Child Welfare positions. The variables that they identified as contributing to employee emotional exhaustion, burnout, and turnover were (a) providing crises services, (b) quality of peer relationships, and (c) how well their peer relationships helped them to cope

| Core Job Dimensions | → | Critical Psychological States | → | Personal & Work Outcomes |

Skill Variety
Task Identity
Task Significance
⟶ Experienced Meaningful-ness of the Work

High Internal Work Motivation

Autonomy ⟶ Experienced Responsibility For Outcomes of the Work

High Quality Work Performance

Feedback ⟶ Knowledge of the Actual Results of the Work Activities

High Satisfaction with the Work

Low Absenteeism & Turnover

Employee Growth Need Strength

Fig. 3. The Relationships Among the Core Job Dimensions, the Critical Psychological States, and On-the-Job Outcomes

Represents

Employer Meeting Employee's Needs
(Employee Job Satisfaction as Outlined by the combination of Maslow's Hierarchy and
Herzberg's 2-Factor Theories)

Employee   **Retention**   Employer
                Exchange
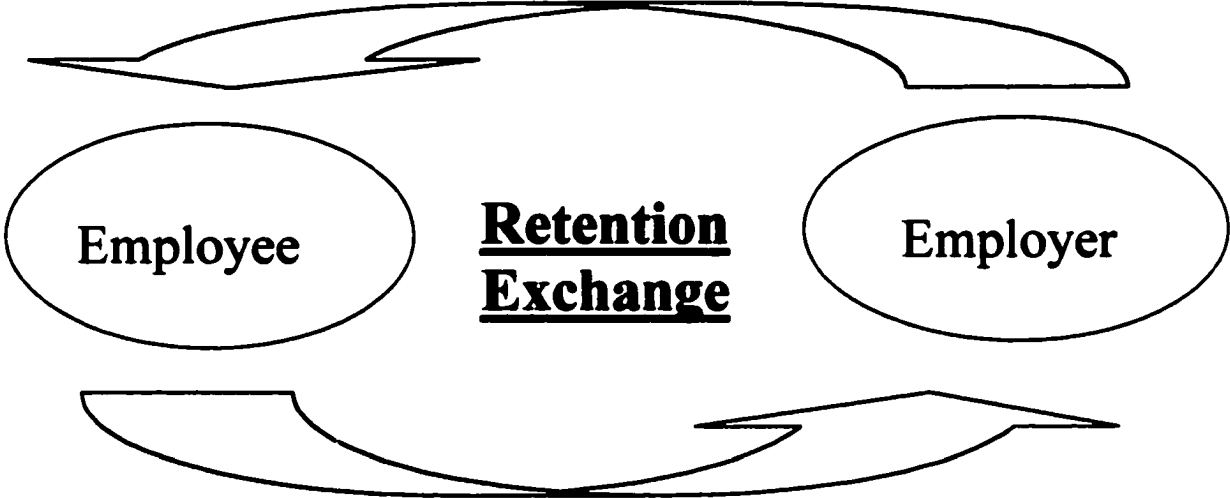
Represents

Employee Meeting Employer's Needs
(High Employee Retention and Low Employee Turnover)

Fig. 4. Model for Long Term Employee Retention

with work-related problems. The variables that they identified as promoting employee retention by alleviating emotional exhaustion and burnout were (a) high level of job satisfaction, (b) positive outcomes in client case plans, (c) significant support and assistance from supervisor in performing one's duties, and (d) whether or not they can meet the paperwork demands placed on them. Dickinson and Perry (1998) found that higher levels of burnout contribute to staff turnover. These findings could be affected by the sample being persons with a master's degree rather than a bachelor's degree because persons with the undergraduate degree tend to have fewer job opportunities than those with the graduate degree.

Cicero-Reese and Clark (1998) identified factors that contributed to Child Welfare staff retention. They were: (a) staff in-service training that promoted a high quality of job performance, and (b) a significant level of both peer and supervisor support. This study was conducted in Pennsylvania and it studied the reason social workers stayed in Child Protective Services rather than why they left. One of the primary criteria for inclusion in the sample was that a person must have remained with the agency for at least 2 years. The fact that the sample was not done in California can reduce its generalizablity to social workers in Child Welfare in California. However, similar studies in California with CWS workers draw the same general conclusions for their CWS social workers.

The State of California Senate Bill 2030 study suggests that new CWS workers in California need more training and smaller caseloads. In many counties, because of the shortage of social workers, new CWS workers are given minimum training before getting a full caseload to carry. This causes many caseworkers to quit, after a relatively short period of employment, because it promotes high levels of stress and burnout (Edwards et al., 2000).

Azar (2000) identified lack of initial and ongoing job training as a key issues in employee burnout. Weaver (2000) identified competent supervision as contributing to employee retention after he interviewed county CWS workers in Los Angeles County. This is probably because many line staff rely heavily on their supervisors as a resource of education and emotional support when they are implementing and carrying out services. Another key area in staff development that affects staff retention is the quality of interpersonal communication in line staff relationships with their peers and their supervisors (Vinokur-Kaplan, 1991).

It has been commonly believed that high caseloads and low pay were the primary independent variables that lead to staff turnover and high social worker position vacancy rates. This literature review has discovered other significant factors that contribute to the vacancy rate and staff turnover and retention.

Schools of Thought That Address Employee Job Satisfaction, Retention, and Turnover

Many recent social work researchers studying employee retention in the public sector turned to the business and administrative schools of thought because employee retention is a personnel management issue. Since these schools of thought specialize in this area, it seems logical to go to these areas for referencing ideas and models that could be applied to and adjusted to the public sector and Child Welfare Service. Historically, social work has drawn from many schools of thought in its quest to engineer functional human systems. The author of this study and many other social work researchers are now looking to other schools of thought for guidance on how to address the current issue rather than "reinventing the wheel." This author found models from the departments of administration, at Yale University, and psychology, at Western Reserve University, that can be easily applied to the current issue of employee retention in Public Child Welfare

Services. These models are Herzberg's 2-Factor Theory and Hackman and Oldham's Job Diagnostic/Job Redesign Tool/Model. The following ideas are primarily drawn from the schools of psychology, business and administration, because many of the "current" findings from researchers studying employee retention in Public Child Welfare Services are identical to findings from business and administrative researchers, which are decades old.

As was found by the business/private sector decades ago, agencies focusing on obtaining higher wages for their employees are neglecting other factors that may also retain employees. "Many execs identify retention as a priority, but are still skeptical that much can be done outside of [financial] compensation strategies" (Salopek, 2000, p. 22). While salaries have been shown to be significant in recruiting, it is not, alone, the only significant factor in retaining employees ("AMA Survey Finds," 1999).

Employers must take an ongoing directly active role in retaining workers. Key factors that supervisors and employers must address to increase retention are promoting an emotionally healthy, and supportive work environment, nurturing effective interpersonal interaction between staff peers and their immediate supervisors, providing flexible work hours, recognition for work accomplishments and praise from employers, work performance bonuses, interpersonal skills development, mobility within the agency, and employee training and development.

Regarding supervisor-employee relationships, Dobbs (2001) quoted Beverly Kaye, president of training firms Career Systems International in Los Angeles, as saying, "People do not leave companies. They leave bosses" (p. 58).

Summary

This review has presented the different variables that researchers and authors have proposed as variables that affect employee job satisfaction and turnover and their concepts on how to reduce turnover through increasing job satisfaction. The author attempted to synthesize these ideas into a conceptual framework that can be used to understand the relationship of these variables and proposed viable ways, for public CWS to increase employee retention and job satisfaction and reduce turnover in an effort to sufficiently provide services that will provide for the safety of the children in California.

The theoretical framework of this study is based on extensive research and theories from researchers such as Herzberg et al. (1959), Herzberg (1968), Hackman and Oldham (1974, 1980), Edwards et al. (2000), Daly et al. (2001), Mor Barak et al (2001), and others listed in the bibliography of the current study. The themes and ideas addressing the issues and factors of employee retention are identical in the research literature from social work, psychology, and business administration. For example, employee retention has been positively correlated with increased job satisfaction. High levels of employee job satisfaction occur when an employer sufficiently meets all of the employee's personal and professional needs. This idea has been supported consistently throughout the social work and business administration literature. Of course, the models, ideas, and concepts cannot be applied in exactly the same way in the private sector, as they would be in the public sector; however, the general models and frameworks are applicable to both arenas.

The following chapter will present how the researcher examined the relationship between employee job satisfaction, retention, and turnover in public child welfare using the theoretical conceptual/framework of this study.

Chapter 3

METHODOLOGY

As previously stated, there is a chronic shortage of social workers in California's public child welfare agencies. There are several issues involved in this shortage; among them are the high turnover rate and low job satisfaction and retention of employees in these agencies. Employee retention and turnover rates have been shown to correlate with job satisfaction for social workers in public child welfare (Vinokur-Kaplan et al. 1994). For employees to feel satisfied with their job they must have certain intrinsic and extrinsic needs met by their employer, as outlined by Hilgert and Leonard (2001) using Maslow's Hierarchy of Needs.

To meet these needs an employer must provide specific tangible, social, and cognitive resources to workers as a part of their regular work environment (Herzberg et al. 1959; Herzberg 1968). If the employee's needs are sufficiently met by the employer, then the employee will be more likely to meet the employer's need for a stable and productive workforce (Herzburg et al. 1959; Herberg, 1968). As long as the two parties (employee and employer) feel that the benefits of this exchange outweigh the costs then the transaction will continue (Homans, 1961). In other words, as long as they feel their needs are being sufficiently met then the employee will remain working at an organization and an employer will continue to provide a satisfying work environment. The hypothesis of this study is that increasing employee job satisfaction will reduce the employee turnover and increase employee retention.

Demographic variables that are briefly examined, because they are considered to influence this relationship, include (a) the length of time an employee has been with an agency, (b) the amount of experience in public child welfare that employee's have, (c) whether an employee did an internship in a child welfare agency, (d) whether an employee has had a formal education in social, (e) the employee's level of education, (f) the age of the employee, (g) overtime pay, and (h) the type of domestic relationship the employee is in. This study's researcher acknowledges that an employer does not have direct influence on these demographic variables. However, these variables have been show to influence the relationships between the primary variables so they are briefly considered in this study.

Research Design

This study identifies malleable factors that influence higher levels of employee retention and job satisfaction and lower levels of turnover in public CWS agencies. The research design in this study will be a correlational, cross-sectional, modified cohort design using a self-administered questionnaire (Rubin & Babbie, 2001, p. 363).

The study also identifies correlational relationships between the independent (job satisfaction) and dependent (retention and turnover) variables of the study.

The information gathered by the survey was analyzed using reliability, regression, Spearman's rho, Pearson's r, and one-way ANOVA with post-hoc statistical analyses. The previous studies have shown that employee job satisfaction is significantly related to employee retention and turnover in public child welfare as well as other professions. Many of the studies have used surveys

in addition to structured interviews. This researcher did not utilize structured interviews due to the limited amount of time the researcher had to complete this study. Studies that have used only survey instruments to gather their information have shown results similar or identical to studies that used both surveys and interviews.

Respondents

The respondents were drawn from the Child Welfare Services workers of Kings, Fresno, and Merced Counties. The sample was a non-probability sample of available subjects in the identified subject pools. Because of the time constraints, a random sample of all child welfare workers in the 58 counties in California was impractical for this thesis project.

Instrumentation

The survey instrument (see Appendix A) gathered interval, nominal and ordinal scale quantitative data. The researcher used the survey instrument to test for significant relationships between employee retention, turnover and job satisfaction. The data were analyzed using the Statistical Package for Social Sciences software program (SPSS) 10.0 for Macintosh. Ordinal Likert data were summed to create scale values for regression, one-way ANOVA, Spearman's rho, Pearson's r, and reliability of scales to measure the relationships between the independent, dependent and demographic variables.

The data collection instrument was used to measure employee job satisfaction, turnover, and retention with their agency. The survey questionnaire that was used is drawn from five different sources. The demographic section is from Rangel (2000) and Balfour and Neff (1993). This section contains variables that might influence the relationship between the independent and dependent

variables. This section contains items such as age, ethnicity, level of education, and amount of monthly paid overtime and employee receives. Section 1, 2, and 3 are drawn from Hackman and Oldham (1974, 1980) and Vinokur-Kaplan et al. (1994). These sections were used to measure each employee's level of job satisfaction with their current job. The responses for all three sections were totaled to obtain a score for overall job satisfaction. Further, several items were grouped together to measure specific types of job satisfaction, such as amount of pay the employee received and the employee's satisfaction with his or her working environment. Section 5 is drawn from Vinokur-Kaplan et al. (1994) and measures the employees' intent to leave (turnover) their current job. It contained just one question which asked how likely the employee was to seek employment with a new employer. Section 4 is drawn from Cicero-Reese and Clark (1998) and is intended to measure the respondent's intent to remain at their current job (retention). This gave examples of reasons employees would remain in public child welfare and asked the respondent to rate each item as it related to their motivation to remain in pubic child welfare. The only sections of the instrument that was drawn from a standardized instrument, sections 1 and 2, are in the public domain. The rest are drawn from reports on studies, but not from the actual instruments of the studies.

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Reliability and Validity of the Instrument

</div>

Reliability

As mentioned earlier in this paper, the data-gathering instrument is a consolidation of ideas and items that have been drawn primarily from studies that deal with employee retention, employee turnover, and employee job satisfaction in public child welfare. Within this literature employee job satisfaction has been

shown to be related to employee retention and employee turnover. Employee job satisfaction comes from the employee's professional needs being met adequately. The studies that were used to construct the instrument generally assume this viewpoint. The instrument items were included because they were shown to be significant in understanding and describing the nature of the relationship between employee retention and job satisfaction. A Cronbach's alpha was calculated using the items on the instrument that make up the variable Overall Job Satisfaction to determine the level of internal consistency in measuring this variable.

Validity

This study's instrument demonstrated concurrent validity because its instrument contains test items of studies that measure the relationship between employee job satisfaction and employee retention, just as this study attempts to do.

Sections 1 and 2 of this study are from Hackman and Oldham's Job Diagnostic Survey and ask the respondents to identify how satisfied they are with certain aspects of his or her job. "Since originally published (Hackman & Oldham, 1974, 1975), the Job Diagnostic Survey has been used in numerous organizations and subjected to a variety of empirical tests" which have shown it to be a reliable measure (Hackman & Oldham, 1980, p. 313). Sections 3, 4, and 5 and the demographic section are drawn from studies that examine employee retention in CWS (Balfour & Neff, 1993; Rangel, 2000; Vinokur-Kaplan et al. 1994). This should add to the instrument's validity when it comes to its applicability to employees in public child welfare services.

Data Analysis

The *dependent variables* of this study are employee retention and turnover.

Retention is measured by the numerical sum of 11 items (section 4 , which ask about an employee's motivation to remain at their agency. Employees that report a higher level of motivation to remain should report higher levels of intrinsic need satisfaction as is applicable to their current job. The questions in this section ask for numerical responses based on a seven-point Likert scale. A larger total signifies a greater likelihood the employee will remain with the agency. Therefore, retention behavior, in the form of an employee's motivation to remain with their agency is measured rather than actual retention. This was done because the time limitations of this study make measuring actual retention impractical because to measure actual retention, this researcher would have to monitor the subject pools over the period of several years, possibly decades, to measure actual retention. However, this researcher feels that the retention variable is similar to the turnover variable in that the level of intent or motivation to behave in a certain manner is considered a significant predictor of the actual behavior (Mor Barak et al. 2001).

Turnover is measured by the response to a single item that asks, "Taking everything into consideration, how likely is it that you will make a genuine effort to find a new job with another employer within the next year?" The respondents were given five options for responses to this question: (a) Very Likely, (b) Likely, (c) Don't Know, (d) Unlikely, and (e) Very Unlikely.

See Appendix C (Survey Code Key) for further clarification of how the dependent variables are measured.

The *independent variables* of the study are the demographic variables listed on the first two pages of the survey instrument (see Appendix A) and employee job satisfaction, which was examined as a single variable, Overall Job Satisfaction,

and was broken down into sub-categories of job satisfaction, which were examined separately.

The demographic variables examined include age, relationship status, length of agency employment, level of education, social work education, length of time in child welfare, internship in child welfare, and amount of overtime pay.

Overall Job Satisfaction is measured by the numerical sum of the responses to 21 items (in sections 2 and 3) on the survey instrument (see Appendix A). These questions ask for numerical responses based on a seven-point Likert scale. The greater the total sum of the questions signifies greater job satisfaction. These questions relate to the employee needs identified by the conceptual framework of this study, which uses Maslow's Hierarchy of Needs and Herzberg's 2-Factor Theory to categorize the types of employee job satisfaction.

The *subcategories of overall job satisfaction*, which are: (a) Physiological, (b) Security, (c) Social, (d) Esteem, (e) Actualization, (f) Role Clarity, (g) Work Environment, (h) Public Image, and (i) Physical Safety will be calculated by adding the numerical responses to certain questions as specified in the following paragraphs. In section 2, the individual items ask for a response to the question "How satisfied are you with this aspect of your job?" The options for the responses are given on a seven-point Likert scale: (a) Extremely Dissatisfied, (b) Dissatisfied, (c) Slightly Dissatisfied, (d) Neutral, (e) Slightly Satisfied, (f) Satisfied, and (g) Extremely Satisfied. In section 3 the individual items ask for a response to the question "How much do you agree with this statement?" The options for responses to this question, concerning each item, are (a) Strongly Disagree, (b) Disagree, (c) Slightly Disagree, (d) Neutral, (e) Slightly Disagree, (f) Agree, and (g) Strongly Agree.

Physiological need, which addresses a person's needs for food, clothing, shelter, rest, recreation, and other biological needs and is met by the employer through means of payment and compensation for the work that an employee does for the organization, will be calculated by adding the numerical responses from section 2 numbers 2, 3, and 10, and section 3, number 5 and the total will represent the level of perceived need satisfaction. These items ask for the respondent's satisfaction with their pay and fringe benefits.

Security needs, which involve the "desire for protection against life's uncertainties" to obtain a "sense of security or control over their future," will be calculated by adding the numerical responses from section 2 numbers 1 and 12, and section 3 numbers 1, 3, and 4 and the total will represent the level of perceived need satisfaction (Hilgert & Leonard, 2001, p. 98).

Social needs encompass the desire for affiliation with something worthwhile (Hilgert & Leonard, 2001). This variable is the sum from the numerical responses from section 2 numbers 5, 8, and 13, and section 3 number 2 and the total will represent the level of perceived need satisfaction. These items ask about the employee's satisfaction with their social interactions with their co-workers.

Self-esteem needs include the "desire for recognition, achievement, status, and a sense of accomplishment" (Hilgert & Leonard, 2001, p. 98). They will be calculated by adding the numerical responses from section 2 numbers 6, 9, and 15, and section 3 number 6 and the total will represent the level of perceived need satisfaction. Self-actualization needs are the "desire to use one's abilities to the fullest extent" (Hilgert & Leonard, 2001, p. 98). They will be calculated thusly: Add the numerical responses from section 2 numbers 4, 7, 11, and 14 and the total will represent the level of perceived need satisfaction.

Role Clarity need, which is an employee's level of understanding as to what their job responsibilities are and what are clearly the responsibilities of other employees, will be calculated by adding the numerical responses to numbers 3 and 4 in section 3.

Work Environment need, will be represented by the numerical response to number 5 in section 3.

Public Image, which is how the employee perceives the public's understanding of the work performed by Child Welfare Service social workers, is represented by the numerical response to number 6 in section 3.

Physical Safety, which is the employee's sense of feeling safe while performing the employee's duties, will be measure by the numerical response to number 1 in section 3.

Data Collection Procedure

Upon approval from the agencies and the California State University, Fresno Department of Social Work Education's Human Subjects Committee research proposals were submitted to Merced, Kings, and Fresno Counties' Child Welfare Services for approval. After the research was approved, the research instrument was given to the subjects. The employees of Kings County completed the questionnaires anonymously and were given stamped, self-addressed envelopes in which to return the survey to the author. Merced County had one of its administrative staff members collect the surveys and they were returned to the author by one of the agency's line staff supervisors. Fresno County had its supervisors distribute the surveys to its employees and the employees returned the completed surveys anonymously to the researcher via that county's interoffice mail system.

Similar procedures have been used in many other studies that examine employee retention in public child welfare. The external validity should be the strongest for social workers in public child welfare in the Central San Joaquin Valley of California and will get weaker as the geographic and demographic variables vary or differ the population sampled in this study.

Protection of Human Participants

The participants of this study were expected to completely fill out the questionnaire and return it to a drop-off box, which was located in an administrative staff member's office, or mail it to the researcher using a provided pre-addressed and stamped envelope through the U.S. postal services or county interoffice mail.

Appendix B shows a copy of the Memorandum of Understanding signed by the author and Department of Children and Family Services that gave the author permission to survey the child welfare workers of Fresno County. The administrative staff of Merced County gave verbal authorizations to conduct the research in their counties after reviewing the research proposal of the author. The Director of Kings County Human Services E-mailed the author permission and a copy of the E-mail is included in Appendix B.

The study's questionnaires were completed anonymously. The survey instrument's instructions and cover letter make clear statements requesting that the respondents not write their names or any identifying information on the instrument, cover letter, or envelope for maintaining the anonymity of the respondents. The means of distribution of the instruments to the subject pools helped to ensure the participants' informed consent, voluntary participation and confidentiality. The researcher handled reactivity through the design of the

instrument. Because of its relatively short length, it is easily filled out in approximately 10 minutes. Further, because of the anonymous responses, the participants can be assured that their responses will not individually affect their employment status. The participants were informed in the cover letter of their right not to participate in the research and to withdraw from the research without consequences.

This researcher intends to fulfill his ethical obligations to the field of social work, public child welfare and society by making the results of this study readily available to those populations that could benefit from the information it contains.

Summary

This chapter presented the definitions and descriptions of the variables and concepts used to investigate the relationship between employee turnover, retention, and job satisfaction as it manifests itself in public child welfare. Further, it described the method the author used to gather the data that he analyzed to investigate the relationship between employee turnover, retention, and job satisfaction. In addition, the method of data analysis used in this study was presented. Also presented were the research approval process for obtaining access to the subject pool as well as the measures taken to protect the respondents. The following chapter will cover the results of the analysis of the data gathered from the subject pool, and conclusions regarding the proposed relationships and hypotheses.

Chapter 4

DATA COLLECTION

Results and Findings

Chapter 4 presents the results and findings of the data gathered from the survey distributed to the Child Welfare Services employees of Fresno, Kings and Merced counties. It presents analyses that address the research hypothesis, and the relationships between the dependent, independent and demographic variables presented in the previous chapter. This researcher's hypothesis, that employee job satisfaction is significantly related to employee turnover and retention in public child welfare agencies, was confirmed for this project's respondents.

Five hundred and nine surveys were distributed to the subject pools; 390 to Fresno County, 59 to Kings County, and 60 to Merced County. Two hundred and forty-three surveys were returned to the researcher. Of the surveys that were returned, only 209 were appropriately completed and could be used in this project's data analysis; 151 from Fresno County, 26 from Kings County, and 32 from Merced County. The response rate for each county was (a) Fresno 39%, (b) Kings 44%, and (b) Merced 53%; the overall response rate was 41%.

The respondent groups from each county were analyzed separately and together for this project's data analysis. The samples from the two smaller counties (Kings and Merced) were combined and analyzed separately from the larger county (Fresno) and then all three counties were combined and analyzed together. An interesting and, the author believes, significant finding was that the pattern of the results from the data analysis was the same when the data from the

small counties was analyzed separately from the large county and when the data from the larger county were combined with the smaller counties. In other words, the size of the agency or county did not appear to have an effect on the relationship between the relationships between employee job satisfaction, retention, and turnover.

The statistical data that are presented in the tables and figures below are those that represent the key variables examined in this study that directly relate to the research question and hypotheses presented in the first three chapters. These variables are employee turnover, job satisfaction, retention, and the individual categories of job satisfaction that make up the variable Overall Job Satisfaction. The demographic variables that are presented were identified in the literature as influencing the relationships between the aforementioned variables. They are: (a) Age, (b) Relationship Status, (c) Length of Time at Current County Agency, (d) Level of Education, (e) Education in Social Work, (f) Length of Time in Child Welfare Services, (g) Internship in a Child Welfare Agency, and (h) Monthly Hours of Paid Overtime.

The results from the data analysis will be presented in two sections. The first section will present the descriptive statistics for the data gathered The second section will present the results from the measures of association, tests of significance and a test of reliability for the subscales of overall employee job satisfaction.

Descriptive Statistics

The information that is presented in this section is reported in the order that it appears in the survey instrument. Table 2 summarizes the descriptive statistics of the demographic and work history data provided by the respondents.

Table 2.

Descriptive Statistics for the Variables of This Study (N=210)

Variable	Mean (Std.)[i]	Frequency (% of N)[ii]	% of Max Score (Max)[iii]	Missing[iv]
Age	37 (11)			15
Relationship Status				1
Single		49 (23%)		
Married		102 (49%)		
Partnered		4 (2%)		
Committed		16 (8%)		
Divorced		28 (13%)		
Widowed		3 (1%)		
Other		7 (3%)		
Years of County Service	5 (5)			0
Level of Education				1
High School		4 (2%)		
Some College		12 (6%)		
Junior College		12 (6%)		
Bachelors		122 (58%)		
Masters		51 (24%)		
Doctorate		3 (3%)		
Other		5 (2%)		
Field of Undergraduate Study				
Social Work		69 (33%)		
Social Work Related		29 (14%)		
Other		100 (48%)		
None		11 (5%)		
Field of Graduate Study				0
Social Work		40 (19%)		
Social Work Related		6 (3%)		
Other		20 (10%)		
None		144 (69%)		
Current Job Title				3
Social Worker		196 (93%)		
Other		11 (5%)		
Length of CWS Service				1
>1 Year		21 (10%)		
1-2 Years		61 (29%)		
3-4 Years		43 (21%)		
Over 5		84 (40%)		
CWS Internship				2
Yes		58 (28%)		
No		150 (71%)		
Monthly Hours of PAID Overtime	6 (9)			10
Overall Job Satisfaction	99 (18)		67% (147)	4

Table 2. (continued)

Physiological Need Satisfaction	15 (5)		54% (28)	2
Security Need Satisfaction	23 (5)		66% (35)	3
Social Need Satisfaction	21 (3)		75% (28)	2
Self-Esteem Need Satisfaction	18 (5)		64% (28)	2
Self-Actualization Need Satisfaction	21 (4)		75% (28)	3
Physical Safety Satisfaction	5 (2)		71% (7)	2
Peer Interaction Satisfaction	4 (2)		57% (7)	2
Role Clarity Satisfaction	8 (3)		57% (14)	2
Work Environment Satisfaction	4 (2)		57% (7)	2
Public Image Satisfaction	3 (2)		42% (7)	3
Motivation To Remain	48 (7)		62% (77)	5
Intent to Turnover				5
Very Likely		31 (15%)		
Likely		26 (12%)		
Don't Know		35 (17%)		
Unlikely		47 (22%)		

[1] This number represents the standard deviation from the mean given for the specified variable.

[2] This number represents the percentage of the total respondents that replied to the variable.

[3] This number represents the maximum possible score for interval/ratio type variables.

[4] This number represents the number of respondents that did not respond to the given variable; in other words, left the item blank. The percentages and numbers of each variable are rounded to the nearest whole number; so, they do not always total 100% or N=210.

As a group, the respondents were young and had not been with their current employer for very long. The majority of the respondents were either married or in a long-term committed relationship (58% of the respondents stated that they were married, in a committed or long-term relationship). These variables were thought to have significant relationships and influences on employee retention, job satisfaction, and turnover, however, when an ANOVA analysis was done to determine whether or not significant relationships between employee turnover, retention, job satisfaction, age, relationship status, and length of county service no significant relationships were uncovered.

However, correlation analysis of these variables did uncover some weak but significant relationships. A Pearson's correlation analysis uncovered a weak but significant relationship between age and overall job satisfaction, $r = .15$ ($p < .05$). This very weakly suggests that age and job satisfaction co-vary for the respondents. In other words, as employee age increase or decreases so does the employees job satisfaction at their current place of employment. A Pearson's correlation analysis uncovered a weak but significant relationship between length of county service and overall job satisfaction, $r = .21$ ($p < .05$). This very weakly supports the notion that as the length of time an employee stays with their public CWS agency increases, so does their job satisfaction.

Of the respondents, 29% had worked for their current agency for less than 2 years. The mean number of years that the respondents had worked for their current agency was 5 years. It can be inferred from this that there is a significant employee turnover rate at the agencies surveyed; otherwise, the mean number of years would have been higher. There were, however, respondents who either had been at their agency for several decades or had come out of retirement to return to work in public Child Welfare Services. It can be inferred from this that there are persons

that find working as social workers in public Child Welfare Services rewarding and worthwhile enough to choose to do this type of work even when they do not need the pay or benefits to provide for their daily living expenses.

From the above results (see Table 2, p. 57), it is apparent that the majority of the respondents were bachelor's level professional (58%) that did not have an undergraduate education in social work (67%). ANOVA's did not reveal significant relationships between an employee's levels of education, whether or not they had an education in social work and turnover, retention, and job satisfaction. However, a Spearmen's rho correlation did reveal a weak but significant negative correlation between the level of employee education and employee turnover ($r = -.14$) and retention ($r = -.14$). This suggests that as an employee's level of education increases their intent to turnover increases and their motivation to remain with their agency (as measured by this study) decreases.

While 93% of the respondents have the job title of Social Worker, only 33% of the respondents were formally educated in the field of social work at an institution of higher learning. This appears to be consistent with the findings from the review of the literature as far as the low numbers of social workers in public Child Welfare Services in California who have a formal education in social work (Perry et al., 1998).

It is interesting to note that the fourth category (Over 5 Years) for the variable Length of Child Welfare Services (refers to the length of time the worker has worked in the field of public child welfare services in general) had the largest number of responses (40% of N).

This suggests that once a person has worked in public child welfare services for longer than 5 years, they are more likely to continue working in this field. From the review of the literature, the period of 1 to 2 years of employment in

CWS had been identified as a critical cut off period for employee retention (Daly et al., 2001). In other words if an employee stays past this period they are more likely to remain an agency for several more years. Over 50% of the respondents had been with their current agency for more than 5 years, with the range being between .1 and 24 years of employment. Given the data, it can be inferred that approximately 50% of the respondents are likely to stay with their current agency given the fact that 53% of the respondents did say that it was unlikely that they would seek new employment within a year of responding to this project's survey.

As with the field of undergraduate study, a t-test analysis did not uncover a significant relationship between whether a worker had an education in social work, or not, and employee retention and job satisfaction. For this analysis, type of education was dichotomized into social work and not social work with social work education being one category and all other types of education being combined into a "not social work education" category. The results suggest that a social work education does not significantly differentiate public child welfare employees that have a social work education from those that do not, on employee job satisfaction, retention, and turnover. This does not appear to support the notion that a social work education will positively affect the job satisfaction and employee retention of public CWS line staff.

An ANOVA and a Somer's d did not reveal strong significant relationships between lengths of CWS service (the length of time an employee has worked in CWS, but overall and not necessarily at their current job) overall job satisfaction, employee turnover, and retention. This suggests that the length of time an employee works in public CWS does not influence employee job satisfaction, retention or turnover. It could inferred from this that experience in this line of

work does not provide an employee with the experience needed to derive significant levels of job satisfaction from this line of work.

Only 28% of the respondents had participated in an internship in a public Child Welfare Services agency. However, t-test analysis did not reveal a significant relationship between whether an employee interned at a public CWS agency and employee job satisfaction and retention. This could mean that experience in the field of CWS does not prepare a worker for further work in the field well enough to affect their job satisfaction, which could affect the length of time the employee works for a public CWS agency.

While the results might indicate that the respondents work very few hours of overtime each month, several of the respondents from the counties wrote in the margin of the survey that their agency does not allow paid overtime unless it is under extreme circumstances. The same respondents stated that they do work several hours of overtime per month but do not receive pay for this work due to agency policy.

From the author's review of the literature, having the opportunity to accrue more monthly pay through paid overtime was an incentive for workers to remain at their job. Balfour and Neff (1993) found two profiles of workers that are (a) most likely to stay and (b) most likely to leave:

> Profile I: Most Likely to Stay. These are caseworkers with bachelor's degrees that have at least two years length of service in the agency, preceded by relevant experience in the field and/or an internship with a children's services agency. In addition, where there are few pay differentials and limited opportunities for advancement (as in most social service agencies) caseworkers are less likely to leave the agency if they were able to accumulate overtime and its attendant benefits in pay or vacation time.

> Profile II: Most Likely to Leave. These are caseworkers who are new to the agency (less than 2 years) and have no previous experience or did not intern with a human services agency. Their probability of leaving is greatest if they have a master's degree and relatively few hours of overtime. (p. 482)

A Pearson's correlation analysis of monthly paid overtime reveals a weak but significant relationship between this variable and employee job satisfaction ($r = -.16$). It can be inferred from this that as the amount of overtime an employee works increases their job satisfaction decreases. This relationship could have resulted from the fact that, as respondents reported, employees in the surveyed agencies are not being paid for all of the hours of overtime worked. Given the aforementioned results, it may be prudent for the agencies surveyed to allow their direct practice social workers to accrue more overtime pay as a means of increasing employee job satisfaction and retention.

The mean score for the respondents for the variable Overall Job Satisfaction was 99, which is 67% of the possible score for the variable. It could be inferred from this that, overall, the respondents are not highly satisfied with their current employment. The variable Overall Job Satisfaction was treated as a summed score from several individual answers on the survey. While there is no true zero score for this variable, the statistics that examine the nature of this variable's relationship to other variables in this study were statistics for interval and ratio level variables. In other words this variable was treated as though it were an interval or ratio level variable for the purposes of statically analyzing its relationship to other variables in this study. Each individual question that makes up the total score for Overall Job Satisfaction asks for a response from a predetermined choice of responses based on a Likert-type scale.

The variables/subcategories that make up the variable Overall Job Satisfaction are Physiological Need, Security Need, Social Need, Self-Esteem Need, and Self-Actualization Need. These variables are summed scores and are treated as an interval level variable for the purposes of statistical analysis. The variables Physical Safety, Peer Interaction, Role Clarity, Overall Work

Environment and Public Image are also part of the variable Overall Job Satisfaction. They are ordinal level variables and are treated the same as the other subcategories of need in the statistical analysis that follows. These subcategories are rank ordered and analyzed below.

Due to the differing number of items, the respondent's average score for each subcategory of Overall Job Satisfaction was divided by the total possible score to arrive at a percentage score. These percentage scores were used to rank each subcategory from lowest level of need satisfaction (number 1) to highest level of need satisfaction (number 10) for each classification of job satisfaction. They are listed in order, lowest score to highest score, with their percentages, in Table 3.

Because no category received 100% of the total possible score, it can be inferred that the agencies surveyed have room for improving resource allocation and job designs to better meet the needs of their employees, in all of these areas. If this is done, then it should lower the employees' intent to turnover. It has been shown that an employee's level of job satisfaction is a consistent predictor of turnover behavior (Mor Barak et al. 2001). In other words, as an employee's job satisfaction increases the likelihood that they will leave their current employer decreases.

The variable Motivation to Remain, which refers to an employee's motivation to remain at their current job (retention), is the same type of variable as Overall Job Satisfaction and is thus treated the same for the purposes of statistical analysis. The mean score for the respondents was 48, which is 62% of the possible maximum score. From this, it might be inferred that, as a group, the respondents are not highly motivated to remain with their current agency. However, it can also be said that the majority of the respondents (53%) do not intend to turnover.

Table 3

Levels of Job Satisfaction for the Sub-Categories of Overall Job Satisfaction

	Two Smaller Counties	Combined
1. Public Image Satisfaction	37%	42%
2. Physiological Need Satisfaction	53%	54%
3. Work Environment Satisfaction	59.7%	57%
4. Peer Interaction Satisfaction	60%	57%
5. Role Clarity Satisfaction	64%	57%
6. Self-Esteem Need Satisfaction	67%	64%
7. Security Need Satisfaction	68%	66%
8. Physical Safety Satisfaction	69%	71%
9. Social Need Satisfaction	77%	75%
10. Self-Actualization Need Satisfaction	78%	75%

Note. The author had analyzed these data before obtaining the data from Fresno County. The data for Kings and Merced counties are combined in this analysis and separated from Fresno County for this analysis only.

These two variables will be analyzed further in the following section, as they related to employee job satisfaction.

The following section will cover the statistical results of the tests run to determine the nature of the relationships between the primary variables in this study.

Tests of Statistical Significance, Measures of Association and Reliability for Employee Job Satisfaction, Turnover, and Retention

In this section the relationships between the variables which are directly related to the research hypothesis are analyzed These are: (a) employee turnover, (b) job satisfaction, and (c) retention. As the numerical response for the variable turnover increases it indicates a decrease in the employee's motivation to look for a new employer. As score for the job satisfaction variables increases it indicates an increase in the employee's job satisfaction. The job satisfaction questions were grouped together to form the different subcategories of job satisfaction. As the score on the retention (motivation to remain) variable increases, it indicates increasing motivation for an employee to remain at their current place of employment.

An ANOVA statistical analysis was used to determine if there was a relationship between Intent to Turnover and 1) Overall Job Satisfaction and 2) Motivation to Remain. The results of the one-way ANOVA for turnover and job satisfaction are $F(4, 196) = 8.370, p < .01$ and for turnover and retention are $F(4, 199) = .861, p < .05$. These results suggest that there is a significant relationship between job satisfaction and turnover variables, but not between the turnover and motivation to remain variables.

A Spearman's rho statistic was used to assess correlations between the turnover variable (measured as ordinal) and the other variables in this study. Positive significant, but weak correlations, were found between turnover and job satisfaction ($r_s = .37, p < .05$). There were also significant correlations found between subcategories of job satisfaction and turnover These were: Physiological Need Satisfaction ($r_s = .36, p < .05$), Security Need Satisfaction ($r_s = .37, p < .05$), Social Need Satisfaction ($r_s = .21, p < .05$), Self-Esteem Need Satisfaction ($r_s = .21, p < .05$), and Self-Actualization Need Satisfaction ($r_s = .37, p < .05$). A Spearman's rho statistic also uncovered positive significant correlations between turnover and Physical Safety Satisfaction ($r_s = .15, p < .05$), Role Clarity Satisfaction ($r_s = .26, p < .05$), and Work Environment Satisfaction ($r_s = .19, p < .05$). From these results, it can be inferred that there are relationships between the employee job satisfaction and turnover. From these results, it can be said that as the level of employee job satisfaction increases their turnover behavior decreases.

The results in Table 4 indicate that the respondents' average employee job satisfaction significantly differ between the unlikely (to turnover) and likely (to turnover) categories. It can be inferred from these results that the researcher's instrument differentiates between those employees who intend to turnover and those who do not intend to turnover as determined by their levels of job satisfaction.

To test the author's conceptual framework's assertion that the first three levels of job satisfaction are related to turnover and the last two levels are related to retention, a logistic regression was calculated for turnover and the sub categories (as implied by Herzberg's theory). The turnover variable was dichotomized into likely and unlikely for this analysis. The likely category

Table 4

Scheffe Post Hoc Analysis of Job Satisfaction and Turnover

(I) Intent to Turnover	(J) Intent to Turnover	Mean Difference (I-J)	Std. Error	Sig.
Very Likely	Likely	-.25	4.39	1.000
	Don't Know	-10.37	4.07	.171
	Unlikely	-13.06*	3.82	.022
	Very Unlikely	-17.04*	3.62	.000
Likely	Very Likely	.25	4.39	1.000
	Don't Know	-10.12	4.28	.235
	Unlikely	-12.81*	4.04	.043
	Very Unlikely	-16.79*	3.85	.001
Don't Know	Very Likely	10.37	4.07	.171
	Likely	10.12	4.28	.235
	Unlikely	-2.69	3.69	.970
	Very Unlikely	-6.67	3.48	.455
Unlikely	Very Likely	13.06*	3.82	.022
	Likely	12.81*	4.04	.043
	Don't Know	2.69	3.69	.970
	Very Unlikely	-3.98	3.18	.815
Very Unlikely	Very Likely	17.04*	3.62	.000
	Likely	16.79*	3.85	.001
	Don't Know	6.67	3.48	.455
	Unlikely	3.98	3.18	.815

* The mean difference is significant at the .05 level.

contained the *very likely*, *likely*, and *don't know* response categories and the unlikely category contained the unlikely and very unlikely categories. The results supported the author's assertion for turnover and physiological need (sig. = .04) and security need (sig. = .01). From this it can be inferred that there is significant relationship between the first two subcategories of job satisfaction and turnover. The means plots for these subcategories of job satisfaction, job satisfaction, and turnover appear to indicate that as employee's level of job satisfaction increases their intent to turnover decreases.

To test the internal consistency reliability of the job satisfaction measure a Cronbach's alpha was calculated for the subscales of job satisfaction (alpha = .80). This indicates the instrument is a reliable measure.

Means plots were done for each of the 10 subcategories and these generally indicate that as job satisfaction increases turnover behavior decreases.

The results from the statistical analysis of the data appear to support the author's assertion that there is a relationship between an employee turnover and job satisfaction. However, the results but not support the assertion that there was a significant relationship between job satisfaction and retention. The conclusions, implications, and recommendations derived from the literature review, theoretical conceptual framework, and the results and findings of this thesis will be presented in the following chapters.

Chapter 5

OVERALL SUMMARY AND CONCLUSIONS

Several authors and researchers have confirmed that there is currently a severe shortage of line staff social workers in the public Child Welfare Services agencies in California (Daly et al., 2001; Edwards et al., 2000; Mace & Wong, 2001; Mor Barak et al., 2001; O'Neill, 2001; Perry et al., 1998). This study's researcher chose to study this phenomenon in an effort to produce information that could be used to address this problem. There are many aspects to this issue. Among the areas of this issue which are currently being examined by researchers are employee recruitment, retention, turnover, and the production levels of potential employees from schools of social work in the State of California (Daly et al., 2001; Edwards et al., 2000; Mace & Wong, 2001; Mor Barak et al., 2001; O'Neill, 2001; Perry et al., 1998).

This researcher chose to focus on employee job satisfaction, retention, and turnover because the incoming generation of new workers is so small; this researcher felt that employee retention was a most practical area of research to pursue in addressing the shortage of workers in public Child Welfare Services. Further, aside from capacity to produce more employees with MSWs and BSWs, retaining sufficient numbers of social workers in public child welfare agencies has been identified as a key to addressing the shortage of social workers in California (Daly et al., 2001; Edwards et al., 2000; Mace & Wong, 2001; Mor Barak et al., 2001; O'Neill, 2001; Perry et al., 1998). Reducing those factors that contribute to staff burnout, appropriate and competent supervision by line supervisors, training

and staff development, functional professional peer relationships, professional growth and development, adequate job benefits and salary, increasing the flexibility of social worker schedules, improving physical working conditions, ongoing training and mentorship for supervisors as well as line workers have consistently been identified as conducive to increasing staff job satisfaction and retention (Azar, 2000; Cicero-Reese & Clark, 1998; Edwards et al.; 2000 O'Neill, 2001; Weaver, 2000). Competent supervision and supervisors have been identified as a key factors in employee retention and job satisfaction, however, what constitutes proficient supervision and how to obtain it has not always been clear.

"Quality of supervision plays a crucial role in [child welfare line staff] decisions to remain on the job as a county child welfare worker, or to seek professional opportunities elsewhere" (Weaver, 2000, p.1). Weaver reported that pertinent and ongoing supervisor training was the only way to obtain quality supervision. In addition, this training should include training in the three essential components of supervision (a) administrative, (b) educative, and (c) supportive services. This study interviewed "stipend MSW case workers" regarding factors that influenced them to remain in public CWS. These workers were from Los Angeles urban areas so some of the findings of this study might not be fully generalizable to all social workers (e.g., social workers from smaller more rural counties).

This study examined employee turnover, job satisfaction, and retention as they manifest in the public child welfare. The primary research hypothesis was that as employee job satisfaction increases, the level of the employee's turnover behavior decreases and employee retention behavior increases for employees in public child welfare agencies. This hypothesis was confirmed by the results and findings reported in the last chapter. The author examined Intent to Turnover

rather than actually surveying or interviewing employees who left the agencies of this study; however, "Intent to leave is consistently the best predictor of turnover" (Mor Barak et al., 2001, p. 652).

Homans's Social Exchange Theory, Herzberg's 2-Factor Motivation Hygiene Theory and Maslow's Hierarchy of Needs Theory were combined to form the conceptual framework the author uses to explain the process of employee job satisfaction, retention, and turnover. These theories, as interpreted by this author, suggest that, ideally, as employee job satisfaction increases employee retention increases and employee turnover decreases, which will meet the employer's needs for a stable work force. The rest of this chapter presents the conclusions and implications from the author's research findings.

Conclusions and Implications

The author's research data analysis supported his interpretation of the literature he reviewed, theoretical/conceptual framework, and hypothesis. This interpretation is that employee job satisfaction is a "consistent predictor of turnover behavior" (Mor Barak et al., 2001, p. 631). There were significant relationships found between the variable job satisfaction and turnover but not for job satisfaction and retention. The author's theoretical conceptual framework suggested that employee retention and turnover were two separate processes that were affected by employee job satisfaction; however, this researcher's data analysis results do not support this concept. Instead this researcher concludes that retention is either the same process as turnover or the research instrument did not accurately capture the concept and process of employee retention. Either way, from the results, very little can be said about the relationship between employee

retention and job satisfaction, other than there appears to be no relationship between these variables as constructed by this researcher.

However, from this researcher's findings, it can be inferred that as an employee's overall job satisfaction increases their intent to turnover decreases. The subcategories of Overall Job Satisfaction were tested individually to determine their relationships to turnover significant relationships were found between turnover and the subcategories of job satisfaction. For all of the subcategories of job satisfaction there is some overlap. The author does not suggest that each subcategory is a discrete category, as his conceptual framework might suggest. The conceptual framework is simply a tool that employers can use in understanding the relationship between employee job satisfaction, retention, and turnover. Further, it can be used in understanding the relationships between the variables for the purposes of structuring their resource allocations to address these issues. Many, if not all, of the categories overlap in some way with several other categories of need.

The results of this researcher's data analysis showed that, overall, employee job satisfaction for the respondents' job was low. Further, although the majority of the respondents said that it was unlikely that they would turnover, given the relationship between employee turnover and job satisfaction, the management and administrative staff from the surveyed counties should consider efforts to improve employee job satisfaction to lower employee turnover. From the review of the literature and the research conducted by the author, it can be said that for this researcher's survey respondents as their job satisfaction increases their intent to leave their current agency to obtain employment from another employer decreases. Therefore, the management and administration of these agencies may be able to

influence employee turnover by providing their employees with resources that have been postulated by the research literature to increase their job satisfaction.

There were no significant relationships found between the demographic variables and employee job satisfaction. This infers that the demographic variables identified by the researcher's literature review as significantly effecting employee retention in public Child Welfare services may have not affect on job satisfaction. This first variable is social work education. It has been suggested that a formal education in social work is the best preparation for a working as a public Child Welfare social worker and therefore has a significant influence on employee job satisfaction and turnover in this field. This has implications for the field and social work education.

For the field of public Child Welfare Services it can be inferred from this author's research results that the field does not necessarily have to rely on employees formallyly educated in social work to address the current staffing shortage in public Child Welfare Services. For social work education, this implies that, if social work education wishes to continue to be protected by law as the educational experience of choice for this field; social work education should find some way to better prepare their students for work in public Child Welfare Services. There were no significant relationships established between employee job satisfaction, length of service in Child Welfare Services, and internship in public Child Welfare Services. From this it can be inferred that experience in public Child Welfare Services does not affect employee job satisfaction or turnover and therefore is not meeting the professional needs of its workers or adequately preparing them for practice in the field of public Child Welfare. This gives support to the researcher's notion that public Child Welfare Services

employee positions should be redesigned to increase job satisfaction and reduce turnover.

This study's researcher suggests that, based on his findings, increasing employee job satisfaction in public Child Welfare Services is an effective means of reducing employee turnover in these agencies. This chapter has presented brief highlights from this author's review of the literature, survey findings summary, and conclusions. The next chapter will present the author's recommendations for increasing employee job satisfaction through job redesigns based on his review of the literature, research findings, and theoretical/conceptual framework.

Chapter 6

RECOMMENDATIONS

In this study's final chapter, the researcher makes suggestions, based on his literature review, research data analysis, and theoretical/conceptual framework for how the public Child Welfare Agencies surveyed can reduce turnover through increasing employee job satisfaction, as a means of addressing the staffing shortages in their agencies.

To increase employee job satisfaction and retention public child welfare agencies, in general, should

1. address the employee needs that increase job satisfaction in the order they occur in the conceptual framework of this study according to the tenure of each employee (Herzberg, 1968; Herzberg et al., 1959; Hilgert & Leonard, 2001).

2. concentrate on Maslow's first three level of needs for workers that have been with the agency for 2 years or less (Daly et al., 2001; Hilgert & Leonard, 2001).

3. concentrate on Maslow's last two levels of need that have been with an agency for more than 2 years while maintaining the first three levels of need satisfaction for tenured workers (Daly et al., 2001; Hilgert & Leonard, 2001).

The agencies surveyed by this researcher should address the needs of their workers, prioritizing which needs should be addressed first using the list below:

1. Public Image Satisfaction
2. Physiological Need Satisfaction
3. Work Environment Satisfaction

4. Peer Interaction Satisfaction

5. Role Clarity Satisfaction

6. Self-Esteem Need Satisfaction

7. Security Need Satisfaction

8. Physical Safety Satisfaction

9. Social Need Satisfaction

10. Self-Actualization Need Satisfaction

This list shows the levels of need satisfaction, as a group, for the workers surveyed. These categories where prioritized in the last chapter by taking the mean score for this researcher's survey respondents dividing it by the possible maximum score for each category, and then rank ordering them according to the percentages obtained from these calculations. Since the categories all received less than 3/4 of the possible score, it can be said that the agencies have room for improvement in all areas.

It makes sense that the highest level need in Maslow's Hierarchy is also the need with the highest level of need satisfaction given the fact that the majority of the workers that responded were under 30 years of age and had been at their agencies for a year or less. The mean age for the respondent group was 37 years of age. The mean Length of County Service was 5 years. This makes sense because persons that are in their 30s are usually just beginning their careers and, as such, "still have a lot to learn" regarding the field of public child welfare. Further, it takes most employees between at least 1 to 2 years to learn their job well enough to reach a comfortable knowledge level concerning the information they need to know to do their job well. Line Child Welfare Services social workers have a large amount of information that they have to acquire before they can perform their job autonomously. It usually takes a new professional, who does not have any

previous child welfare experience, about 2 years to acquire the knowledge necessary to begin to practice autonomously. During this time they are constantly being challenged and given opportunities to develop their professional skills due to the nature of learning a new job. After this period is over, it then becomes the priority to find new ways to continue the employee's professional skill development through job enrichment, promotion, job rotation, committee work, training, and other means of professional growth and development.

Public Image Satisfaction

If the agencies surveyed choose to prioritize their plans for increasing employee job satisfaction by using the aforementioned list, then the first priority would be to increase the employee's Public Image Satisfaction by improving the perception of how the general public views and values child welfare services social workers. This can be done through an aggressive media campaign involving billboards, television, and radio ads that educate the public as to what Child Welfare Services social workers do and do not do, public child welfare agency's mission and values, and that Child Welfare Services Workers are highly skilled and well educated professionals. This can also be done on television news casts by having prominent community and agency figures voice their support and admiration for the work that these workers do while briefly educating the public on what they do.

Currently the general public's view of child welfare social workers includes the views that they have a limited education and skill level, they are the same persons that distribute payments to welfare recipients, they indiscriminately remove children from peoples' homes and do not return them, and they do very little to help families or keep families together.

This strategy would have a positive effect on employee morale and in turn, employee retention possibly for the same reasons that the Hawthorne Effect positively influenced employee behavior. However, unlike the researchers who accidentally discovered this effect, the author suggests that this effect can be produce intentionally. The Hawthorne Effect asserts that when special interest is shown in workers it positively affects their self-esteem and productivity (Hilgert & Leonard, 2001). In turn, it would logically follow that this would positively influence employee retention as well. An intensive media image campaign, in this writer's opinion, should have these effects on these agencies' social workers.

After the initial intensive media campaign, these positive effects can be maintained by repeating a less intensive effort that acknowledges the value of public child welfare social workers once a year. The month of March would be an ideal time to do this, as it is officially social work month.

Physiological Need Satisfaction

Satisfaction an employee's physiological needs, as defined by this study's conceptual framework is done through an employer's compensation for the services provided by the employee to their clients. The important thing for employers to remember is that their employees must perceive that they are being fairly compensated for the services they provide. This means that salary and benefits packages should be competitive with other potential employers in the immediate area. This does not mean that the employees need to be paid astronomically large wages, only that wages are fair are competitive. As Maslow's theory suggests simply increasing pay in an effort to retain high levels of workers will have diminishing returns if that is all that is done to retain employees. As was stated in Balfour and Neff (1993) one of the key factors in the profile of an

employee who is "most likely to stay" with an agency is the opportunity that the employee has "to accumulate overtime and its intended benefits in pay or vacation time" (p. 482). The other forms of pay that an employee considers when pondering whether they are paid fairly are incentive pay such as pay differentials for working after normal business hours, for using special language skills above and beyond the scope of their designated job, for outstanding work performance, and for working in a particularly difficult area of the agency (in child welfare agencies this might be considered the Emergency Response Units).

However, what is important is that the employee understands that they are receiving this bonus because of their work performance. At administration's discretion is whether this should be done in a ceremonial fashion in front of the employee's peers or discreetly in a meeting between the employee and their immediate supervisor or other manager that is above them in the organizational hierarchy. This is where the Physiological Need Variable overlaps with the Self-Esteem Need variable, because why the employee is being paid affects their self-esteem. If employees are given regular pay increases besides length of employment increases regardless of their performance, employees are less likely to feel they are being fairly compensated. However, most government agencies do require performance evaluations before employees are granted salary increases.

Again, the important thing is that the employees feel they are fairly compensated for the services they provide. To determine what the employees consider is fair compensation for the work they perform, employers can survey their workers or hold an open forum to discuss this with their employees. Several of the surveys this researcher received stated that employees were working overtime to complete their job assignments and they perceived that agency policy prevented them from receiving pay or other compensation for these services. This

is an example of employees not feeling they are fairly compensated for the services they provide. Because the employees of the agencies surveyed listed salary as very important in their motivation to remain with the agency, this researcher believes that these agencies are providing competitive salary rates, so areas for improvement would be in the other areas listed in this section.

Work Environment Satisfaction

This category of satisfaction overlaps with the Physiological Need category. In addition, by itself there was a statistically significant correlation found between this category and Intent to Turnover. The review of the literature suggested that this category is a key consideration in influencing employee retention and turnover in public child welfare (Rangel, 2000). This category refers to the tangible items in an employee's work environment. Supplying items to employees that they consider necessary for effectively carrying out the job are part of how an employer affects the employee's job satisfaction. In the office, these items include general office supplies for each worker, computers for each worker, photocopiers, fax machines, telephones for each worker, and desks for each worker. For public child welfare employees in the field, these items include pagers, cell-phones, automobiles that are in good working order, laptop computers, and digital cameras (for recording physical evidence of child abuse and neglect), "dicta-phones" (recording instruments that record field notes and transmit them back to the agency for clerical staff to enter into computer systems and generate hard copies), and clerical staff for completing the majority of field workers' paperwork. Each agency can survey their workers as to what they feel are essential items and non-essential but useful items. This way agency administrative staff can prioritize which items should be purchased first.

Where this category overlaps with Security Need Satisfaction is in the form of the office building itself. It is common knowledge that public child welfare social workers are sometimes threatened and even assaulted by their clients in the performance of the worker's job. Therefore it is essential that the building itself be secure and that the public is not able to freely move in and out of the building. The rooms in which client interviews are conducted should be designed to ensure the worker's safety while not impairing the client/worker relationship. Another measure to consider is having "panic buttons" at each workers desk and in the interview rooms. The workers could use these buttons to alert other staff and security staff when a client is escalating emotionally and may physically assault the worker,.

Peer Interaction Satisfaction

This is a specialized section of the category Social Need Satisfaction. It has to do with the quality of the interaction between line staff. For example, it refers to how well the staff work together, how to resolve or handle disagreements, and how well they communicate with each other. As was mentioned by Henricks (2001) "Communication, reliability, and the ability to get along with others...are so important that almost everybody needs to become as skilled as possible in [these] things" (p. 82). These skills can be developed through trainings and through therapy process groups. This type of skill development should also help build group cohesion that in turn should reduce turnover and increase employee retention. It is very important that these trainings and process groups not be done by agency staff, supervisors, or administrative staff as this would constitute dual-role relationships. Regarding social workers who participate in employee supervision, The National Association of Social Workers' Code of Ethics (1996)

states "Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisees" (p.19). Process groups constitute a relationship where there is potential for exploitation and harm. Ideally, the leaders of these groups should be a contracted provider from outside the agency. Where the process groups differ from the trainings is that they deal more with the interpersonal miscommunication or how a person misinterprets or misunderstands the communications of other people.

Role Clarity Satisfaction

This is a specialized section under Security Needs Satisfaction. This category has to do with how clearly defined an individual worker's duties and responsibilities are to the worker. Administrative staff usually drafts broad general definitions of employee responsibilities and duties as they pertain to certain job classifications because they are providing a general definition that will be used throughout the agency. However, from these descriptions, it is usually impossible to discern the specific duties and responsibilities of each individual worker; this is left up to the line supervisor or, in smaller agencies, program managers. This, again, is why line supervisors are so important in employee retention. For optimal functioning, each line supervisor should clearly define the responsibilities and duties of each of their workers. This is to prevent things such as duplication of work and conflicts between workers due to the ambiguity of their roles within the unit. The program managers or other administrative staff may have to do the same concerning when social workers are on special assignments for committee work or other reasons.

Self-Esteem Need Satisfaction

As was mentioned previously, this category is related to the Public Image Satisfaction category, so the information that was presented in that category will not be re-presented here. This category has to do with the recognition an employee receives for the work they do, the responsibility they have for the work they do, and whether the work they do is challenging and interesting. Again, this is an area where line supervision is key to raising the levels of job satisfaction and retention of employees and reducing turnover. Most of the recommendations for this section were covered in the previous section on supervision and will only be briefly mentioned here; however there are a few items that were not covered in that section.

For recognitions for work performance, the items that were previously covered were incentive/performance pay/compensation and official designations as "Employee of the Month" as recognition for outstanding work performance. This can be done in the form of a ceremony or company newsletter. For management finding reasons and ways to recognize a worker's performance is one the best and easiest way to meet the self-esteem needs of a worker. This can be done as a manager passes the worker in the hall. As stated by Hilgert and Leonard (2001), "Something as simple as saying 'good job' to someone can keep that person doing good work" (p. 98).

In addition, as mentioned earlier, those variables that affect productivity also influence turnover and retention. A former program manager that the author worked under had a system where he would compliment one of his employees, in person, everyday. He did this randomly, a different worker every day until he had done this with all his workers and then start over again. He would contact the employee's supervisor to learn what the worker had been doing well and then have

his secretary find where the worker was so he could arrange a brief encounter with the employee and take a few minutes to compliment the employee on their work. The same manager had open meetings with his program where employees could make suggestions for improving solutions. He always prefaced the meetings with a statement similar to, "If you come to me with a problem, you had better be prepared with solutions to the problem because you will most like be the one to solve it or head the committee that solves it." This is only effective when the authority to fully carry out an assignment is delegated with the responsibility (Hilgert & Leonard, 2001). This manager was usually able to do this. There is nothing more detrimental to an employee's self-esteem than to be delegated an assignment only to have the authority for completion of the assignment undermined by his or her supervisor or administrator.

Supervisors and managers should develop similar work performance feedback systems by which they compliment their workers on assignments that have been well done. This is a form of Instrumental Conditioning (similar to Classical Conditioning) in "which a behavior becomes more likely because it is followed by a desirable event" (Carver & Scheier, 1992, p. 360). If an employee participates in a desirable behavior, and an employer wants them to continue the behavior, the employer must give the employee positive feedback in the form of praise, pay, or some other compensation. This is opposed to negative feedback in the form of punishment which some say is less effective than positive reinforcement in shaping behavior. The other key to this is, as was done by the author's former Program Manager, that the praise is on a partial or random reinforcement schedule because this schedule is the most effective in shaping behavior. This will produce the same "partial reinforcement effect" that perpetuates superstitious and gambling behavior (Carver & Scheier, 1992, p. 346).

The partial reinforcement effect produces "behavior that is very resistant to extinction" or behavior that is likely to continue with few actual reinforcements (Carver & Scheier, 1992, p. 360). What this means is that the positive feedback from supervisors on employee performance that is done randomly in this manner is more effective in shaping behavior than the regularly scheduled performance evaluations for pay raises. To do this effectively supervisors should be vigilant for opportunities to praise the work of their subordinates, more so than for opportunities to criticize his or her subordinates. Negative reinforcement in the form of criticism tends to produce fear and resentment rather than the desired behavior; however, the author realizes that in extreme cases it is the only viable choice.

Another area of concern that may prevent workers from effectively helping children and families occurs is when the Child Welfare Services Agency does not have positive relationships with the local court system. Sometimes the local courts order workers to carry out its wishes even when this can have detrimental effects for the rest of the persons on a worker's caseload. Agency management and administrative staff can handle both of the aforementioned issues by increasing employee retention as a means of reducing caseload size. The relationship with the courts might be handled by having agency administration and management staff advocate for line staff by meeting with local judges and educating them on the "in and outs" of public child welfare services.

The last area in the Self-Esteem category is giving the employee opportunities for challenging and interesting work. This is the point where Self-Esteem Needs Satisfaction end and Self-Actualization Needs Satisfaction begins. To meet this need sufficiently there must only be genuine opportunities for growth; actually participating in activities that produce growth are part of the Self-

Actualization Needs Satisfaction category. Security Needs Satisfaction will be discussed next.

Security Needs Satisfaction

"The security (or safety) needs include the need to protect ourselves against danger and to guard against the uncertainties of life" (Hilgert & Leonard, 2001, p. 98). In this category of need are included the employment compensation packages that include health insurance and life insurance. Again, as a form of compensation these benefits must be competitive with other potential employers in the immediate area. Another area of need category is employee tenure. This comes in the form of job security and the other benefits of gaining tenure, such as accruing greater levels of compensation in the form of such things as salary and vacation time. Role clarity is another area in this need category; however, because it was separated out into its own category of need, the author will only mention that it is part of this category. The last area of this category is physical safety that has been given its own section because of its importance in public child welfare services.

Physical Safety Needs Satisfaction

This category of need has already been covered partially in other categories because it overlaps with them. This category overlaps with Physiological Safety Needs and Work Environment Satisfaction categories so, what has been previously covered in these categories will not be repeated here in detail. Because of the nature of public child welfare services work, many social workers find themselves in situations where they are at risk for being assaulted physically or in some other way physically harmed. This may come from a client that becomes physically violent with a worker either in the office or in the field. It can also

come from the poor working conditions in the office, such as worn-out equipment and office furniture.

Another area where a social worker's physical integrity can be compromised, and is very common in California's Central Valley, is being exposed to the toxins from "meth-labs." These are make-shift laboratories where the very popular illicit drug. When workers do their investigations in these areas they can be exposed to airborne toxic chemical that are produced when methamphetamine is produced, or they maybe exposed by touching the clothes of the children they remove from these areas because the children's clothes are saturated with these same chemicals. Protocols should be in place to protect the physical well being of workers. These include having Hazardous Materials Teams from local fire departments decontaminate the area and children before social workers remove the children from the area.

Other physical hazards include contracting parasitic infections and communicable diseases from clients, being attacked by the pets of clients, obtaining physical injuries from having to conduct abuse and neglect investigations in condemned dilapidated buildings, and being physically assaulted by clients or former clients as workers leave the buildings, at night or during the day, to get their own personal vehicles. All of theses hazards are faced by police officers on a daily basis, the difference between police officers and Child Welfare Services social workers in this area is that police officers are compensated for these hazards at a higher rate of pay and compensation, they have definite protocols that protect them when entering dangerous situations, and they are equipped with the equipment needed to protect themselves in these situations. To address these needs in public child welfare, public child welfare agencies can model their solutions after the way these needs are addressed by law enforcement

personnel. For example, when going into a suspected dangerous situation, child welfare social workers can be sent to these areas for investigations in pairs rather than individually. This will also help to reduce feelings of social isolation that might influence workers to turnover.

Social Needs Satisfaction

"Social needs are those that people have for attention, for being part of a group, for being accepted by their peers," and feeling they are part of something worthwhile. (Hilgert & Leonard, 2001, p. 98). As Herzberg's Theory suggests Social Needs are met through an employee's social relationships with their peers, supervisors, relationships with their subordinates and how their personal and work responsibilities interface. This is why good interpersonal communication skills are invaluable in a work environment. Further, this is why competent mediation skills are critical for all mangers and supervisors (Hilgert & Leonard, 2001).

This category overlaps with the Self-Esteem Need category because it is through the feedback from peers, supervisors and administration that a person is able to determine how well they are performing their job. Another implication of the Social Need category is that it is critical that employees not feel they are working in isolation. If employees are prevented from interacting with other employees, due to the nature of their job, their Social Need satisfaction will diminish and their Intent to Turnover may increase. This of course does not mean that the work environment should be a socialization event where no real work is accomplished, but it does mean that the workers should be allowed significant opportunity to interact with other workers by the design and nature of their jobs. This is also a key consideration when promoting personnel "up through the ranks."

Employees should be prepared for the idea that part of the promotional opportunity will also entail becoming alienated from some staff who were formerly their peers due to the nature of the position and what it represents in the organization and not because of any personal flaws on the part of the employee themselves. It is easy to see from this example how the Social Need variable overlaps with the Self-Esteem and Self-Actualization variables. In other words if a person becomes socially isolated from the people they rely on for honest job performance feedback and support during stressful job situations they may experience a significant decrease in Self-Esteem Need Satisfaction. This could influence the employee to turnover or take a demotion to alleviate the negative effect of the social isolation that came with their promotion. Where this overlaps with the Self-Actualization need is when a manager is considering different growth opportunities for a worker and how each opportunity will benefit the workers and the agency. For example, if a manager has to choose between Job Rotation, Job Enrichment, promotion, or committee assignment for a worker that is qualified for all four opportunities, would an employee be able to effectively adjust to a promotion that might alienate them from their current peers.

Social need satisfaction can also be addressed by allowing and even encouraging employees to have social functions with their peers in and around work, as long as they do not impair work performance and are only done periodically and not daily. These events can be in the form of company picnics, retreats, awards ceremonies, informal meeting, and other similar events where employees can socialize freely and easily. Another area of this is feeling they are a part of something worthwhile. This is where Role Clarity Satisfaction Need overlaps with this need. Administrators should endeavor to make it clear to line staff what the mission of the agency is, how they play a significant part in

accomplishing this mission, and that their services are valued in the completion of the mission. This and other efforts should be made to help employees feel that being a member of the agency is being the member of a worthy cause or purpose. The last and final need category is covered next.

Self-Actualization Needs Satisfaction

Self-Actualization needs involve "the desire to develop one's capabilities to the fullest" (Hilgert & Leonard, 2001, p. 98). After an employee has developed the basic skill level necessary to carry out the general duties of his or her job, he or she will be ready to develop specialized skills through various task assignments that are in addition to their regular assignments. This turning point happens at approximately 1-2 years of employment. The main thing is that the assignment be a form of vertical job loading (job enrichment) and not horizontal job loading (job enlargement). In vertical job loading the worker is given tasks that will develop skills and potentials that have been previously undeveloped or for which they have only been trained for. Horizontal job loading involves simply giving the worker more of the same type of tasks that they are already doing. While this may qualify as challenging, for most workers it is not very interesting. In fact, if the worker perceives too much horizontal job loading they will experience burnout and will leave the agency or become very under productive. Another consideration to consider is whether a worker is satisfied at their current growth level.

Some workers are content at the same skill development level for their entire career and at the other extreme are "novelty junkies" who seem to have an insatiable appetite for new experiences that will help them develop their skills; most workers fall somewhere in between these two extremes so it is imperative that line supervisors be familiar with a worker's growth needs. The challenge to

managers is to figure out which of these applies to their workers. If an employee is happy staying at their job doing the same tasks for their entire career, let them do it. This helps the manager because the manager can use them as a resource to train new employees so they can devote time elsewhere. This also gives the senior employee a sense of purpose that is positive for their Self-Esteem Need. However, some employees' growth needs are never satiated and a supervisor should recognize this and give these employees as many opportunities for growth and development as a job allow. For a sense of growth and development to occur, an employee must be able to develop their skill levels because of doing their job and, while training can prepare an employee to use their skills, the sense of growth only occurs as they use and develop theses skills while they are dong their job. Overall, line supervisors are the primary means through which employees meet their professional needs.

Supervision

Supervision has long been recognized as a key to greater employee retention and productivity. However, because the focus of this thesis is on retention, productivity will not be addressed other than to say that, from the review of the literature, it appears that those variables that positively influence employee retention are the same variables that positively influence employee productivity (Hackman & Oldham, 1974; Hilgert & Leonard, 2001). The conceptual framework of this study makes it clear why supervision is so important. A supervisor has a direct influence on the satisfaction of all levels of the employee's professional needs.

Of the ten subcategories of need listed as making up the variable Overall Job Satisfaction for this study the direct service social worker's line supervisor has

direct influence over eight of the categories and indirect influence over the other two. The first eight categories are (a) Physiological Need, (b) Security Need, (c) Social Need, (d) Esteem Need, (e) Actualization Need, (f) Peer Interaction Need (which is actually a part of Social Need but was separated out for this study), (g) Role Clarity Need (which is actually a part of Security Need but was separated out for this study), and (h) Physical Safety Need (which can either be under Physiological Need or Security Need but was used in this study as a part of Security Need). The two needs that they have indirect influence on are Work Environment Need (which is actually part of Physiological Need but was separated out for the purposes of this study) and Public Image Satisfaction (which can be said to be part of Self-Esteem Need). These last two needs are provided to employees by their agency's administration through budget allocations. These include the tangible items that are found in an office or items needed in the field (e.g., cellular phones, cars, computers, desks, general office supplies). The supervisor can inform administration that their employees are requesting these items and ask for a budget allocation for these items but it is ultimately administration's choice as to whether the financial resources will be allocated to obtain theses items. As for the Public Image Satisfaction, it is up to administration to allocate funding for things such as an educational media campaign designed to educate the public on the role of Child Welfare Services social workers in their community and to actually implement a committee or assign the task to an employee to ensure that this is done. The supervisor can only suggest to administration that their employees are requesting this public service. The eight needs that the Supervisor has direct influence over will be covered individually in the following paragraphs.

The influence the supervisor has over the satisfaction of an employee's Physiological Needs is in the form of rate of pay for the services provided by the line employees under his or her supervision. This includes the pay raises that come after a successful performance evaluation, incentive pay for outstanding work performance, pay differentials for special skills such as speaking a language other than English, overtime pay or vacation hours, and pay differentials or hours for working outside of normal business hours. While it is true that administration is ultimately responsible for obtaining the budget allocations for pay rates and types, the line supervisors choose which employees receive the different types and rates of pay. The supervisor also influences an employee's Physiological Needs through the employee's working environment. This is done by the supervisor's choice of what desk or cubical the employee is going to be assigned to, what area of the city or county they will be responsible for, and the type of vehicles assigned to them or to which they have access.

The influence a supervisor has over an employee's Security Need Satisfaction comes from the supervisor's role in interpreting agency policy and administrative mandates, clarifying the employee's scope of responsibilities, availability for employee consultation with employees, an employee's status within the supervisor's unit (e.g., lead worker, new employee), and finally employee job security (e.g., permanence after probation period). The supervisor also influences the physical safety of the employee, to some extent, because the supervisor is responsible for where the employee is placed in an agency facility, for making sure the work environment is safe (e.g., OSHA regulations), what field area the person is assigned to, and who the employee will be working with.

The supervisor influences the employee's Social Need Satisfaction through the contact (or lack there of) that they have with the employee, how much contact

the employee has with their peers in the work environment, and how the time conflicts of an employee's personal and professional obligations are handled within the work environment (e.g., child care and spousal obligations).

These first three needs are what Herzberg et al. (1959) referred to as Hygiene Factors because they have to do with tangible variables, such as the person's physical self and the physical items in their environment. He stated that these are the needs that will influence an employee to leave an agency if they not adequately satisfied; however, if they are satisfied, this does not mean that an employee will be motivated to remain with an agency; only that they will not be motivated to leave. Herzberg et al. (1959) found that there were two distinct processes occurring in employee retention and turnover. Turnover had a push influence that motivated a person to leave an organization, whereas, retention had a pull influence that motivated a person to remain with an agency. The author found this to be true in his research when he found that there was not a statistically significant relationship between the variables Intent to Turnover and Motivation to Remain. Herzberg et al. (1959) also asserted that both the Hygiene and Motivation Factor needs must be satisfied for long-term employee retention to occur.

The Motivation Factor covers the Self-Esteem Need and Self-Actualization Need variables and is the cognitive intrinsic perception of the employee regarding the variables in their working environment. Again, these need variables, if satisfied, will motivate an employee to remain with an agency (but will not affect their motivation to leave) and the employee's immediate supervisor directly influences them. The Self-Esteem Need is met through recognizing an employee's accomplishments; this is where Physiological Need overlaps with this need because performance pay can be an effective form of recognition along with recognition for performance in front of an employee's peers. Another way this

need is met is through tasks that are delegated to the employee from the supervisor. The key to this delegation is that the authority for carrying out and completing the task be delegated along with the responsibility. Along with this, the supervisor is responsible for ensuring that an employee is provided opportunities for challenging and interesting work by the design of the job itself. The key here is that the work be challenging as well as interesting. In public child welfare, very few jobs are not very challenging. This is due to the nature of the clientele and the volume of paper work staff work with. Herzberg (1968) cautioned employers not to participate in what he called "Vertical Job Loading," which is simply assigning more of the same type of work that an employee find uninteresting (p. 59). He suggested that supervisors should participate in "Horizontal Job Loading" or giving the employee additional tasks from which the employee is able to expand his or her professional skills and knowledge. This is the point where the Self-Esteem Need and Self-Actualization Need overlap because Self-Actualization Need is satisfied through an employee's perception of professional or personal achievement, opportunities for professional growth in skill development, and opportunity for career advancements. All of these fall under the influence of the employee's immediate supervisor because they have the most direct influence on an employee's job design and how that design allows the employee to meet his or her personal and professional needs. This is why it is crucial that line supervisors be well trained and prepared for the task of supervising employees and why quality supervision is a key to influencing employee retention and turnover.

Finally, because line supervisors are so important in employee retention, they should be compensated and recognized for this important and difficult job. Many seasoned staff members from line and management positions have stated that the line supervisor position is the most difficult in their agency. Since the

salary for the two agencies surveyed appears to be competitive with other potential employers, maintaining the system of salary adjustment and compensation is recommended. What could be added to this would be performance bonuses for supervisors that have an outstanding work performance by choosing one supervisor to receive the bonus each month. The overall amount is not as important as the formal recognition for work performance.

Another form of recognition would be to have the same supervisor acknowledged as the "Supervisor of the Month" in some way that the person's peers and staff are made aware of this fact. One suggestion for this would be to provide a "brown-bag" luncheon ceremony for the supervisor to acknowledge him or her as "Supervisor of the Month." Supervisors, in this author's opinion, have the single greatest impact on employee retention, turnover, moral, and, productivity. Given this, it follows that to reduce employee turnover and increases employee retention, line supervisors should also be fairly compensated for the work they do as well as recognized for the level of difficulty of their job. In the opinion of the author it would be extremely difficult to increase line staff job satisfaction without also increasing line supervisor's job satisfaction as well, given the essential role of the supervisor in the employees/employer relationship. The following section will review the staff development strategies which can be used by supervisors to meet the higher level needs of their employees.

Hersey and Blanchard Theory

Quality and quantity of employee supervision has a huge effect on the employee's job satisfaction that can influence an employee's performance and decision to remain with the organization. The Hersey and Blanchard Theory

provide leaders with general guidelines to regulate their behavior in their exchanges with their employees (Hilgert & Leonard, 2001). This three-dimensional approach addresses:

- [Competent] leaders exhibit task behavior (the extent to which leaders are likely to organize and define the roles of followers and direct the work) and relationship behavior (the extent to which leaders are likely to be supportive, encouraging, and the like).

- The effectiveness of the leader depends on how his or her leadership style interrelates with the situation.

- The willingness and ability (readiness) of an employee to do a particular task is an important situational factor.

This approach is easy to understand, offers suggestions for changing leadership style, and shows leaders what to do and when to do it. It focuses on the need for adaptability (the degree to which the leader is able to vary his or her style appropriately to the readiness level of a follower in a given situation) (Hilgert & Leonard, 2001, p. 447).

Paul Hersey extended these concepts and identified guidelines for modes of leadership that help managers regulate their behavior so that they can be optimally effective in a given situation. These are the concepts of telling (high in task and low in relationship), selling (high in task and high in relationship), participating (high in relationship and low in task), and delegating (low in task and low in relationship). An example of how to use this method can be seen when implementing a new idea. For example, the model dictates that a leader should be in selling mode because he or she wants to be clear about what is expected of the parties involved but also want to be supportive and assure the employees that the new idea will benefit them.

As stated in Herman (1999):

> Retention comes from building emotional bonds between the workers and the employer. People want to be "loved" appreciated, respected, valued. Relationships with co-workers are important, but today's employees are even more sensitive to the relationship with their immediate supervisors. They are looking for caring relationships. Employees have come to expect a more collaborative work environment and if they can develop a sense of partnership with supervisors, they are more likely to stay. When these leaders supply employees with the tools, equipment, training, information, co-workers, and time to get things done, their job satisfaction level-and their tenure-are demonstrably higher. (p. 113)

"Foster a sense of family and community, so people feel that they're working for a cause as well as a company" (Stein, 2000, p. 132). The relationships and information exchange between an employee and their supervisor and/or employer are part of the staff development process.

Training, staff development and positive interpersonal relationships have been identified as the key elements, other than financial incentives, that can retain workers. Salopek (2000) found that:

> According to the 1999 Emerging Workforce Study conducted by Interim Services and Louis Harris and Associates: Among employees who say their company offers poor training, 41 percent plan to leave within a year, versus only 12 percent of those who rate training opportunities as excellent. (p. 24)

This training includes technical training, broad educational training, interpersonal skills training and management skill development for line managers. "Don't hold back on training for fear people will leave anyway. Higher levels of competence build greater confidence; people feel better about their performance on their jobs and want to stay to continue that experience" (Herman, 1999, p. 13). "Thinking outside the box. Providing professional coaching from a certified outside source...for both new hires and existing managers is becoming a sought after benefit. What makes this so attractive is that it benefits the individual and the organization equally" (Ream, 2001, p.17).

Staff Development Strategies

As stated in Hilgert and Leonard (2001), some of the major strategies for staff development include:

- Job Rotation
- Job Enlargement
- Job Enrichment
- Job Redesign
- Participative Management

Switching job tasks among employees in the work group on a scheduled basis is known as job rotation. This can promote a higher level of skill and performance among workers ... because it gives employees an opportunity to do their co-worker's job. (pp. 111-118)

In public child welfare agencies rotating social workers to the different task areas in the department or program at 2-year intervals can do this. For example, moving a worker from an Emergency Response Unit to an Adoptions Unit is a job rotation. The rotation may also include rotating workers outside of child welfare (say to children's mental health services) and then rotating them back into child welfare services after a designated time.

Another advantage to this comes into play when an employee is absent for an extended period. If other staff has worked in that particular position (in the same department), they should be able to handle the problems and issues that arise during the absent staff member's leave. This is important in public child welfare because there are certain time lines that have to be followed without exception. For example, the family reunification process for children under 3 years of age has a deadline of 6 months. If for some reason the family has not met the reunification guidelines, the child or children will be removed from the legal and physical custody of their parent(s) or guardian(s) and placed in long-term foster care or in an adoptive home.

Another approach to staff development is job enlargement or horizontal job loading. This increases the amount of the tasks that a worker is currently

performing and does not necessarily develop new skills. The author does not recommend this approach because, with the chronic shortage of social workers in California's public child welfare agencies, the size and number of tasks and assignments are already very large. In fact, the SB 2030 study found that, overall the current caseload size (task size) is too large and has a negative impact on the clients' and workers' relationships and well-being.

A "job design that helps fulfill employee's higher level needs by giving them more challenging tasks and more decision-making responsibility for their jobs" is job enrichment (or vertical job loading) (Hilgert & Leonard, 2001, p. 112).

To enrich jobs, the supervisor should assign everyone in a department a fair share of the challenging as well as the routine jobs and give employees more autonomy in accomplishing the tasks. Sometimes job enrichment can be accomplished by committee assignments, special problem solving tasks, and other unusual job experiences that go beyond the routine performance of day-to-day work [and] restructuring jobs in such a way that employees are given direct control and responsibility [and authority] for what they do.

It is generally believed that well-designed jobs lead to increased motivation, higher quality performance, higher satisfaction, and lower absenteeism and turnover. These desirable outcomes occur when employees experience three critical psychological states:

1. They believe that they are doing something meaningful because their work is important to other people.

2. They feel personally responsible for how the work turns out.

3. They learn how well they performed their jobs.

One of the ways to do this is providing employees with

opportunities to make suggestions and participate in decisions affecting their jobs... This supervisory approach, in which employees have an active role in decision-making, has historically been referred to as participative management. The major advantages of participative management are that decisions tend to be of higher quality and that employees are more willing to accept them. One disadvantage is that this approach can be time consuming. ...However, participative management is widely recognized as an effective motivational strategy. Its advantages far outweigh its disadvantages. (Hilgert & Leonard, 2001, pp. 112-117)

An example of job redesign in public child welfare agencies is to modify a worker's job so that they have a reduced caseload but are also working in an area outside of their department; say in mental health or probation services. This would mean that the worker would carry a small caseload in both areas. Not only would this help develop the worker's skills but also it would facilitate better communication and understanding between departments. This, in turn, could help provide better quality services to clients. Another area where this could be done is in collaborating with local police departments. Because child welfare services social workers and local police work closely in abuse and neglect investigations, it would make sense to place social workers at local law enforcement agencies, and vice versa, for their skill development and collaboration between the two agencies.

The method of participative management is applicable to all of the recommended changes that the author has made in this chapter. Employees can either be surveyed electronically via E-mail or by hard copy surveys, or an open forum can be held to obtain the feedback from employees as to how the recommendations of this author can be implemented to meet their needs, and for any needs that are previously unidentified. Another option would be to do a combination of both a departmental meeting and a survey. The meeting could be to introduce the ideas and concepts of this thesis and explain the purpose of its recommendation. At this meeting, general questions for clarification purpose could be fielded. Further, management and administrative staff could give realistic

examples of what are possible changes that can be made and what things are not possible given certain parameters. At the end of the meeting, the process and purpose of survey distribution for these changes could be made. The employee could be informed that the surveys will be distributed to them later and that later they would return it to an identified staff member for processing. The important thing is that administration and management follow through with the recommendations made by the employees otherwise this process will have a negative impact on employee moral which could contribute to employee motivation to turnover.

Strengths Theory

Another approach to increasing employee job satisfaction, in an effort to reduce turnover and increase retention, is Strengths Theory. The theory suggests that managers should identify employees' strengths and concentrate on developing them instead of concentrating on developing both strengths and weaknesses. This approach asserts that this will help increase employee job satisfaction through helping the employer identify the skill and ability areas that can be developed in employees. This helps the employer to meet the employee's self-esteem and self-actualization needs. Further, it helps in meeting the employee's social needs through teambuilding because people can be paired or grouped in such a way as to offset employee weaknesses in an area by grouping them with employees who are strong in the same areas. Other premises of the theory are,

> that each person's talents are enduring and unique and, second, that each
> person has the most room for growth in the areas of his or her greatest
> strengths. Strengths based management techniques also advise [employers] to
> ask people for specific outcomes, letting them achieve results in their own
> ways rather than dictating working styles that may not fit employee strengths.
> (Henricks, 2001, pp. 80-82)

So how do employers find out what employee's strengths are? The Gallop Organization has developed a system of employee assessment that will identify what a person's strengths and weaknesses are. Unlike the Meyers-Briggs tests that "classify people as one of 16 personality types, the 34 themes of the strength theory can be mixed into more than 32 million combinations. That means that an individual's themes are truly individual" (Henricks, 2001, p. 82).

This theory, like any theory, has its limitations. People that do not have good interpersonal skills still need to develop these skills. "Communication, reliability, the ability to get along with others and some other talents are so important to so many kinds of work that almost everybody needs to become as skilled as possible in those things" (Henricks, 2001, p. 82). Henricks (2001) asserts, "companies that have implemented [strength theory] have reduced turnover, increased productivity, and reduced cost" (p. 82).

Because this theory addresses an employee's social, self-esteem, and self-actualization needs, it helps motivate an employee to be a productive, and satisfied worker. Further, it contributes to lowering the rate of employee turnover. It does this by giving the employee a sense that, not only are his or her needs valued, but their talents and skills are so important that their employer is going to help them become better at what they are good at. This provides the employee with a sense of recognition, achievement, being valued as a team member, acceptance, status, accomplishment, and the opportunity to use their capabilities to the fullest.

Implications for Social Work Practice

This study seeks to contribute to the knowledge base that affects social work practice. Ideally, this study will help legislative bodies, as well as local administrative bodies, to identify areas in which there is a need for increased

resource allocation to provide the optimal level of staffing in public child welfare agencies to provide adequate services to the communities in California. Further, it reinforces previous research that indicates that insufficient resources are being allocated to public child welfare staff to promote adequate employee retention.

One of the major implications for social work education is that because being formally educated in social work did not appear to positively impact job satisfaction or intent to turnover, social work education faces a challenge to produce graduates that have skills that significantly differentiate them from related fields of education in their level of job satisfaction.

The final chapter of this thesis identifies strategies that can be used by social service agencies to improve services to their communities, through implementing program modification to increase the level of CWS staffing, and, in turn, better promote the well being of the people in their community by providing better child welfare services.

Empowerment and Social Justice

As stated in the National Association of Social Workers' Code of Ethics (1996) in describing social work's commitment to social justice:

> Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people. (p. 5)

The author hopes that the administrative bodies of the agencies surveyed will use the results of this research to improve the working conditions of their employees. If the working conditions are improved significantly then employee job satisfaction should rise. As is hypothesized by this study, if employee job

satisfaction increases then the rate of employee retention should increase as well and lower the rate of employee turnover. If a stable population of competent workers can be maintained sufficiently in these agencies then the services to these agencies' communities should be improved. This should help reduce the rate of untreated child abuse in the counties of the agencies surveyed.

If the working conditions of these agencies are improved then the social workers of these agencies may be able to better assist families in improving their living conditions as part of their effort to maintain the family unit and lower or eliminate the child abuse happening in the family systems they are referred to. Most of the populations that public child welfare service workers serve are those populations that have had limited access to community resources. Increasing the quality of services provided by these workers enable them to assist more families in accessing needed community resources to maintain healthy and functional family system that free of abuse and neglect.

Limitations

The primary limitation in this study's results and recommendations is that the results of the statistical measures of the relationship between the primary variables (turnover and job satisfaction). The correlational measures used to identify the direction of change for the variables cannot establish causal relationships. In other words, while it can be said that as job satisfaction increases and employee's turnover behavior decreases, a causal relationship can only be suggested and not proven beyond the shadow of a doubt. Furthermore, while tests of statistical significance can be said to establish whether a relationship exists between variables, the assumption that one variable influences another variable can only be inferred.

Another limitation is that there may be unidentified variables affecting the dependent variable that were not identified. The results could be biased by the influence of social desirability and the study participants responding to the questions in the way they feel the researcher wants them to respond rather than expressing their true feelings. Hackman and Oldham (1980) stated that their study could be easily faked by the participants that responded to their survey instrument because it is obvious, to some degree, what they are testing for and the nature of the variables and relationships between the variables they are examining. This is also true with the instrument for this study. The generalizability of the information gathered from these participants can also be limited by geographic and demographic characteristics that do not exist in other parts of the state or country.

Further, social workers who speak English as a second language may interpret the questions on the survey differently from what the author had intended due to cultural and semantic misunderstanding that could influence the subjective meaning of the items for them and cause them to interpret them much differently than native English speakers. This could bias the results.

Because the study instrument is not standardized this limits the study's results external validity. This could bias the results. Although the instrument is constructed from other instruments that measure the same constructs, the presence of the items of the other tests on the instrument could significantly influence the responses from the participants taking the survey. This could lower the reliability of the items drawn from each study.

The results of the study will probably be less generalizable the further away subject pools are professionally and geographically from the participants tested in this study. This is because there will be variables that influence the responses of those participants that the participants of this study have not experienced.

Future Research

Future research should seek to find other variables that influence employee retention and turnover behavior that were mentioned but not measured, not mentioned or addressed in this study. In addition, these variables should be studied in such a way as to confirm or refute the implied causal relationship between employee retention and turnover. Further, the other positive outcomes of high job satisfaction, as implied by Hackman and Oldham's (1974) model and Hilgert and Leonard (2001), should be investigated to see if these relationships are applicable to public child welfare. Future researchers should seek to sample larger populations in different geographical areas to identify whether the concepts in this study are applicable to other populations.

It has been this author's experience that many persons enter the field of human services due to negative life experience and their personal experiences of social injustices. Further, these persons report that they entered the field of human services in an effort to help others and prevent them from experiencing the same types of negative experiences. What this can mean for employers is that if the nature of the human services job, in this case child welfare services social worker, prevents this type of person from helping others overcome social injustices and suffering, it might increase employee turnover. However, this is simply the speculation of the author and something that needs to be specifically studied to determine if this relationship truly exists.

The relationship between employee turnover and job satisfaction was confirmed; however, this researcher urges other researchers investigating this area to reevaluate this relationship to determine if this finding can be replicated and is valid. The demographic variables identified by the author's literature review, as influencing this relationship, should be reevaluated to establish whether they truly

have no effect on the relationship between employee job satisfaction and turnover. Finally, and, to this study's researcher, most importantly, the theoretical/conceptual framework should be tested further to determine its applicability to public Child Welfare Services social workers and other populations. A key aspect of this framework/model that should be examined is whether the processes of employee retention and turnover are two separate processes or the same process, as the results of the current study suggest.

Summary

The conclusions, implications, and recommendations derived from the literature review, theoretical conceptual framework, and the author's research results and findings of this thesis were presented in this chapter. The relationship between the primary variables of job satisfaction and employee turnover was discussed in detail as to its implications for specific actions for public child welfare agencies to address these issues. Other areas presented were the implication for actions, given this study's findings, for social work education and future researchers. Additionally presented were the implications of this study's findings on empowerment and social justice as well as the limitations of the findings and recommendations.

As was suggested by the author's review of the literature, employee job satisfaction influences employee retention and turnover. As was found by Hackman and Oldham (1974), if these variables are influenced to increase job satisfaction then worker absenteeism is likely to be reduced, worker productivity is likely to increase, in addition to the reduction of employee turnover. However, this study did not examine these outcomes and the author recommends further study of these areas.

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APPENDICES

APPENDIX A

INSTRUMENTATION

INSTRUMENTATION

<u>**PLEASE, DO NOT SIGN YOUR NAME to ensure that your responses remain anonymous.**</u>

The researcher appreciates your participation.

<u>**PERSONAL BACKGROUND**</u>

1.) What is your sex? (Please Check One) (1) Male ____(2) Female _____(3) Other_____

2.) What is your current age?   _____(years)

3.) What is your ethnicity? (Please check one.)

_____ (1) Black/African-American   _____ (8) Lao

_____ (2) White/Caucasian   _____ (9) Japanese

_____ (3) Latino/Hispanic   _____ (10) Korean

_____ (4) American Indian   _____ (11) Cambodian

_____ (5) Hmong   _____ (12) Thai

_____ (6) Vietnamese   _____ (13) Chinese

_____ (7) Filipino   14) Other _____
                                                  (Please Specify)

4.) What is your current intimate relationship status? (Please check one.)

_____ (1) Single never married

_____ (2) Currently married

_____ (3) Currently legally partnered

_____ (4) Currently in a committed long term relationship

_____ 5) Divorced, not remarried

_____ (6) Widowed, not remarried

        (7) Other (please specify)_____

5.) How long have you worked for this county's Child Welfare Services?
        (1) Years _____(2) Months _____(Please give your best estimate.)

6.) What is the highest level of your education? (Please check the appropriate response.)

_____ (1) High school Diploma (if you check this one then skip to question 9)

_____ (2) Some College

_____ (3) Junior College Diploma

_____ (4) Bachelor's Degree

_____ (6) Master's Degree

_____ (7) Doctoral Degree

_____ (8) Other (please specify)_____

7). What was your field of undergraduate study? Please check one if applicable.

_____1. Social Work

_____2. Social Work related field

_____3. Other, please specify _____

8.) What was your field of graduate study? Please check one if applicable.

_____1. Social Work

_____2. Social Work related field

_____3. Other, please specify _____

9.) What is your job title? _____(Please Specify.)

10.) Please check the major task area below that you work in.

_____(1) Placement and Consumer Services

_____(2) Intake, Prevention and Early Intervention

_____(3) Court and Concurrent Planning Services

_____(4) Permanency Planning

_____(5). Other_____(Please Specify.)

11.) Altogether, how long have you worked in Child Welfare Services? (Please choose one)

_____ Less than 1 year   _____ 1-2 years   _____ 3-4 years   _____ Over 5years

12.) Did you do an internship in a child welfare agency for a college degree?

Yes____   No____

13.) Approximately how many hours of *PAID* over time do you work per month?_____

SECTION ONE

Listed below are a number of statements that could be used to describe a job. You are to indicate whether each statement is an *accurate* or an *inaccurate* description of *your* job.

Write a number in the blank beside each statement, based on the following scale:

How accurate is the statement in describing your job?

1	2	3	4	5	6	7
Very Inaccurate	Mostly Inaccurate	Slightly Inaccurate	Uncertain	Slightly Accurate	Mostly Accurate	Very Accurate

_____1. The job requires me to use a number of complex or high-level skills.

_____2. The job requires a lot of cooperative work with other people.

_____3. The job is arranged so that I *DO NOT* have the chance to do an entire piece of work from beginning to end.

_____4. Just doing the work required by the job provides many chances for me to figure out how well I am doing.

_____5. The job is quite simple and repetitive.

_____6. The job can be done adequately by a person working alone—without talking or checking with other people.

_____7. The supervisors and co-workers on this job almost *NEVER* give me any "feedback" about how well I am doing in my work.

_____8. This job is one where a lot of other people can be affected by how well the work gets done.

_____9. The job denies me any chance to use my personal initiative or judgment in carrying out the work.

_____10. Supervisors often let me know how well they think I am performing the job.

_____11. The job provides me the chance to completely finish the pieces of work I begin.

_____12. The job itself provides very few clues about whether or not I am performing well.

_____13. The job gives me considerable opportunity for independence and freedom in how I do the work.

_____14. The job itself is *NOT* very significant or important in the broader scheme of things.

SECTION TWO

Now please indicate how satisfied you are with each aspect of your job listed below.

How satisfied are you with this aspect of your Job?

1	2	3	4	5	6	7
Extremely Dissatisfied	Dissatisfied	Slightly Dissatisfied	Neutral	Satisfied	Slightly Satisfied	Extremely Satisfied

_____1.   The amount of job security I have.

_____2.   The amount of pay I receive.

_____3.   The fringe benefits I receive.

_____4.   The amount of personal growth and development I get in doing my job.

_____5.   The people I talk to and work with on my job.

_____6.   The degree of respect and fair treatment I receive from my boss.

_____7.   The feeling of worthwhile accomplishment I get from doing my job.

_____8.   The chance to get to know other people while on the job.

_____9.   The amount of support and guidance I receive from my supervisor.

_____10. The degree to which I am reasonably paid for what I contribute to this organization.

_____11. The amount of independent thought and action I can exercise in my job.

_____12. How secure things look for me in the future in this organization.

_____13. The chance to help other people while at work.

_____14. The amount of challenge in my job.

_____15. The overall quality of the supervision I receive in my work.

SECTION THREE

How much do you agree with the statement?
Write a number in the blank for each statement, based on this scale:

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree

_____1. I feel safe while carrying out my job duties.

_____2. Co-workers often let me know how well they think I am performing the job.

_____3. Agency policy makes it clear what the scope of my job duties are.

_____4. Overall, it is clear what administrative staff expects form me in performing my job.

_____5. Overall, I am satisfied with my physical work environment.

_____6. I feel that the public understands the nature of my work.

SECTION FOUR

Listed below are a number of statements that are common reasons for remaining in public child welfare services. You are to indicate how important each statement is to you as relates to you remaining at your job. Write a number in the blank beside each statement, based on the following scale:

1	2	3	4	5	6	7
Very Unimportant	Mostly Unimportant	Slightly Unimportant	Neutral	Slightly Important	Mostly Important	Very Important

_____ Commitment to the well being of children (1)

_____ Desire to help children (2)

_____ Personal fulfillment (3)

_____ Job benefits (4)

_____ Salary (5)

_____ Supervision (6)

_____ Personal life experiences (7)

_____ Inability to change job due to family commitments (8)

_____ In ability to find other employment (9)

_____ Other, please specify (10)_____

Other, please specify (11)_____

SECTION FIVE

1. Taking everything into consideration, how likely is it that you will make a genuine effort to find a new job with another employer within the next year?

1	2	3	4	5
Very Likely	Likely	Don't Know	Unlikely	Very Unlikely

The researcher appreciates your participation and time you spent on the survey

☺Thank you☺

APPENDIX B

DATA COLLECTION INSTRUMENT COVER LETTER

Data Collection Instrument Cover Letter

Dear Colleague:

Enclosed is a brief questionnaire that attempts to identify factors that contribute to higher levels of employee retention in public child welfare agencies. Further, this study will attempt to identify strategies that can be used to retain employees. This study will look at how these areas are addressed and can be addressed in public child welfare. The data obtained from the study will be analyzed to determine whether the conceptual framework of the study and the hypotheses are valid. If all or part are valid, then this information will be distributed to the participating agencies in the hopes that the information will be used to improve the working conditions of the subjects of this study.

This research is a partial fulfillment of the requirements for the degree Masters of Social Work for this author. The area of specialization within this degree, as outlined by the Title IV E stipend program, requires that the topic of this thesis project be in the field of public child welfare. Therefore, this author has chosen to gather data by conducting a survey of line social workers in Child Protective Services as part his thesis research.

Your response is very important to the study because it will increase the value of the study. Your participation is voluntary and your responses are anonymous. No one will be able to identify your returned questionnaire. Please note that your present or future association with your county child welfare agency will not be affected whether you choose to participate or not.

Your experience and knowledge are important aspects of social work practice in child welfare services and your contribution to the knowledge base through participation in this study will be of great value to our profession. Please take 10 minutes out of your busy schedule to complete the questionnaire and return it by tomorrow afternoon. You do not have to answer every question, but we do encourage you to do so.

Please return your completed questionnaire as soon as possible. If you have any questions, please do not hesitate to contact me, Dave Weikel-Morrison at: cell phone (559) 304-2698 or E-mail DaveAM67@aol.com, or my thesis chair Dr. James Aldredge at (559) 278-2047. Thank you for your time and attention to this.

Respectfully,

Dave Weikel-Morrison

California State University, Fresno • Department of Social Work Education

5310 North Campus Drive M/S PH 102•Fresno, California 93740-8019•(559) 278-3992•FAX (559) 278-7191

APPENDIX C

INSTRUMENT CODE KEY

Survey Code Key

PERSONAL BACKGROUND

1.) Sex   (1) Male

            (2) Female

            (3) Other

2.) Age

3.) Ethnicity

(1) Black/African-American	(8)	Lao
(2) White/Caucasian	(9)	Japanese
(3) Latino/Hispanic	(10)	Korean
(4) American Indian	(11)	Cambodian
(5) Hmong	(12)	Thai
(6) Vietnamese	(13)	Chinese
(7) Filipino	(14)	Other

4.) Intimate relationship status

    (1) Single never married

    (2) Currently married

    (3) Currently legally partnered

    (4) Currently in a committed long term relationship

    (5) Divorced, not remarried

    (6) Widowed, not remarried

    (7) Other (please specify)

5.) Length of Service for this County's CWS

    (1) Years

    (2) Months (Months Translated into Decimal which is the percentage of a year)

6.) Level of Education

    (1) High school Diploma

    (2) Some College

    (3) Junior College Diploma

    (4) Bachelor's Degree

    (5) Master's Degree

    (6) Doctoral Degree

    (7) Other

7). Field of Undergraduate Study

    (1) Social Work (2) Social Work related field (3) Other

8.) Field of graduate study

    (1) Social Work

    (2) Social Work related field

    (3) Other

    (4) None

9.) Job title

    (1) Social Worker

    (2) Other

10.) Please check the major task area below that you work in.

    (1) Placement and Consumer Services

    (2) Intake, Prevention and Early Intervention

    (3) Court and Concurrent Planning Services

    (4) Permanency Planning

    (5 Other

11.) Altogether, how long have you worked in Child Welfare Services? (Please choose one)

    (1) Less than 1 year   (2) 1-2 years   (3) 3-4 years   (4) Over 5years

12.) Internship Placement (1)   Yes   (2)   No

13.) Hours of PAID Over Time

SECTION ONE
(General Job Satisfaction)
(Section 2 of Hackman and Oldham's JDS)

Scale Used:

1	2	3	4	5	6	7
Very Inaccurate	Mostly Inaccurate	Slightly Inaccurate	Uncertain	Slightly Accurate	Mostly Accurate	Very Accurate

Question Asked: *"How accurate is the statement in describing your job?"*

Calculations and What is Measured: Calculate total and add to next two sections to calculate **Overall**

Job Satisfaction

_____ 1. The job requires me to use a number of complex or high-level skills.

_____ 2. The job requires a lot of cooperative work with other people.

_____ 3. The job is arranged so that I *DO NOT* have the chance to do an entire piece of work from beginning to end.

_____ 4. Just doing the work required by the job provides many chances for me to figure out how well I am doing.

_____ 5. The job is quite simple and repetitive.

_____ 6. The job can be done adequately by a person working alone—without talking or checking with other people.

_____ 7. The supervisors and co-workers on this job almost *NEVER* give me any "feedback" about how well I am doing in my work.

_____ 8. This job is one where a lot of other people can be affected by how well the work gets done.

_____ 9. The job denies me any chance to use my personal initiative or judgment in carrying out the work.

_____ 10. Supervisors often let me know how well they think I am performing the job.

_____ 11. The job provides me the chance to completely finish the pieces of work I begin.

_____ 12. The job itself provides very few clues about whether or not I am performing well.

_____ 13. The job gives me considerable opportunity for independence and freedom in how I do the work.

_____ 14. The job itself is *NOT* very significant or important in the broader scheme of things.

SECTION TWO
(Specific Job Need Satisfaction by Categories of Maslow's Hierarchy)
(Section 4 of Hackman and Oldham's JDS)

Scale Used:

1	2	3	4	5	6	7
Extremely Dissatisfied	Dissatisfied	Slightly Dissatisfied	Neutral	Satisfied	Slightly Satisfied	Extremely Satisfied

Question Asked: *"How satisfied are you with this aspect of your job?"*

Calculations and What is Measured: Specific job needs of Physiological, Security, Social, Esteem and Actualization. Add the questions below are marked for each specific need with the question from Section Three, that marked with the same need, to calculate the level of need satisfaction for each specific need.

Security	1.	The amount of job security I have.
Physiological	2.	The amount of pay I receive.
Physiological	3.	The fringe benefits I receive.
Actualization	4.	The amount of personal growth and development I get in doing my job.
Social	5.	The people I talk to and work with on my job.
Esteem	6.	The degree of respect and fair treatment I receive from my boss.
Actualization	7.	The feeling of worthwhile accomplishment I get from doing my job.

Social	8.	The chance to get to know other people while on the job.
Esteem	9.	The amount of support and guidance I receive from my supervisor.
Physiological	10.	The degree to which I am reasonably paid for what I contribute to this organization.
Actualization	11.	The amount of independent thought and action I can exercise in my job.
Security	12.	How secure things look for me in the future in this organization.
Social	13.	The chance to help other people while at work.
Actualization	14.	The amount of challenge in my job.
Esteem	15.	The overall quality of the supervision I receive in my work.

SECTION THREE
(Specific Job Need Satisfaction by Categories of Maslow's Hierarchy and Satisfaction with the employees Physical Safety, Peer Interaction, Role Clarity, Work Environment, and Public Image)

Scale Used:

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree

Question Asked: How much do you agree with the statement?

Calculations and What is Measured: Specific job needs of Physiological, Security, Social, Esteem and Actualization. Add the questions below that are marked for each specific need with the question from Section Two, that marked with the same need, to calculate the level of need satisfaction for each specific need.

The other items measured by this section are the employee's satisfaction with their Physical Safety, Peer Interaction, Role Clarity, Work Environment, and Public Image. These are represented by the numerical response to the question marked for each category. For Role Clarity add questions 3 and 4.

Security	1.	I feel safe while carrying out my job duties. **Physical Safety**
Social	2.	Co-workers often let me know how well they think I am performing the job. **Peer Interaction**
Security	3.	Agency policy makes it clear what the scope of my job duties are. **Role Clarity**
Security	4.	Overall, it is clear what administrative staff expects from me in performing my job. **Role Clarity**
Physiological	5.	Overall, I am satisfied with my physical work environment. **Work Environment**
Esteem	6.	I feel that the public understands the nature of my work. **Public Image**

SECTION FOUR
(Employee Motivation to Remain at their current agency)

Scale Used:

1	2	3	4	5	6	7

Very	Mostly	Slightly	Neutral	Slightly	Mostly	Very
Unimportant	Unimportant	Unimportant		Important	Important	Important

Question Asked: You are to indicate how important each statement is to you as relates to you remaining at your job.

Calculations and What is Measured: Add the numerical responses for all questions in this section to calculate the employee's motivation to remain in Child Welfare Services.

_____Commitment to the well being of children (1)

_____Desire to help children (2)

_____Personal fulfillment (3)

_____Job benefits (4)

_____Salary (5)

_____Supervision (6)

_____Personal life experiences (7)

_____Inability to change job due to family commitments (8)

_____In ability to find other employment (9)

_____Other, please specify (10)_____

_____Other, please specify (11)_____

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┌─────────────────────────────────────────────────────────┐
│                     SECTION FIVE                        │
│                   (Intent to Turnover)                  │
└─────────────────────────────────────────────────────────┘
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Scale Used:

1	2	3	4	5
Very Likely	*Likely*	*Don't Know*	*Unlikely*	*Very Unlikely*

Question Asked: Taking everything into consideration, how likely is it that you will make a genuine effort to find a new job with another employer within the next year?

Calculations and What is Measured: The numerical response to the question measures the employee's level of motivation to leave their current agency.

Section Two Maximum Possible Scores

Specific Categories of Job Satisfactions

1) Physiological = 28

2) Security = 35

3) Social = 28

4) Esteem = 28

5) Actualization = 28

Overall Job Satisfaction = sum totals of numerical responses to Section Two and Three = 147

Section Three Maximum Possible Scores

Specific Categories of Job Satisfactions

1) Physical Safety = 7

2) Peer Interaction = 35

3) Role Clarity = 14

4) Overall Work Environment = 7

5) Public Image = 7

Section Four Maximum Possible Score

Motivation to Remain = 77

APPENDIX D

RESEARCH AUTHORIZATION DOCUMENTS DATA

DATE: December 2001

TO: Child Welfare Services Administrator

FROM: David Weikel-Morrison, MSW-Intern

SUBJECT: Thesis Survey Request: Job Satisfaction and Employee Retention in Public Child Welfare

Dear Administrator:

With the considerable shortage of social workers in Child Welfare Services (CWS), employee retention has become a significant issue in providing quality CWS to the children and families in California. The literature on public CWS staff retention has identified employee job satisfaction as a key factor in retaining quality employees in public CWS.

Enclosed is a brief anonymous survey that attempts to identify factors that contribute to higher levels of employee satisfaction and retention in public CWS. It should take approximately 10 minutes to fill out. Also enclosed are the author's the first three thesis chapters for your review. This study will attempt to identify strategies that can be used to retain employees in public CWS. The data obtained from the study will be analyzed to determine whether the conceptual framework and the hypotheses of the study are valid. The results of this study will be distributed to the prospective agencies of this study upon request.

This research is a partial fulfillment of the requirements for the degree Masters of Social Work for the study's author. Does your county's Child Welfare Services grant permission to conduct this survey?

If you have any questions, please do not hesitate to contact Dave Weikel-Morrison at: cell phone (559) 304-2698 or E-mail DaveAM67@aol.com, or the thesis chair Dr. James Aldredge at (559) 278-2047. Thank you for your time and attention to this.

Respectfully,

Dave Weikel-Morrison

AGREEMENT

THIS AGREEMENT is made and entered into this _____ day of

_____, 2001, by and between the COUNTY OF FRESNO, a Political

Subdivision of the State of California, hereinafter referred to as "COUNTY", and each provider listed

in Exhibit A, which is attached to this Agreement and by this reference incorporated herein, and

collectively hereinafter referred to as "CONTRACTORS", and such additional CONTRACTORS as

may, from time to time during the term of this Agreement, be added by COUNTY.

WITNESSETH:

WHEREAS, CONTRACTORS have a need to perform research; and

WHEREAS, COUNTY, through its Human Services System, Department of Children and

Family Services, maintains and operates such facilities where CONTRACTORS may perform needed

research.

NOW, THEREFORE, in consideration of their mutual covenants and conditions, the parties

hereto agree as follows:

1. **SERVICES**

    A.   CONTRACTORS shall perform some or all research activities described in the

attached Scope of Services, identified in Exhibit B, attached hereto and by this reference incorporated

herein.

    B.   COUNTY shall allow CONTRACTORS use of its Department of Children and

Family Services facilities and client records in which to perform said research as identified in

Exhibit B.

2. **TERM**

    This Agreement shall become effective upon execution by all parties and shall terminate

on the 30th day of June, 2002.

3. **TERMINATION**

    A.   Non-Allocation of Funds - The terms of this Agreement, and the services to be

provided thereunder, are contingent on the approval of funds by the appropriating government

agency. Should sufficient funds not be allocated, the services provided may be modified, or this

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COUNTY OF FRESNO
Fresno, CA

Agreement terminated at any time by giving the CONTRACTORS thirty (30) days advance written notice.

        B.   **Breach of Contract** - The COUNTY may immediately suspend or terminate this Agreement in whole or in part, where in the determination of the COUNTY there is:

             1)   An illegal or improper use of information;

             2)   A failure to comply with any term of this Agreement;

        C.   **Without Cause** - Under circumstances other than those set forth above, this Agreement may be terminated by either party upon the giving of thirty (30) days advance written notice of an intention to terminate.

4.   COMPENSATION

        The research conducted pursuant to the terms and conditions of this Agreement shall be performed without the payment of any monetary consideration by CONTRACTORS or COUNTY, or one to the other.

5.   INDEPENDENT CONTRACTOR

        In performance of the work, duties, and obligations assumed by CONTRACTORS under this Agreement, it is mutually understood and agreed that CONTRACTORS, including any and all of CONTRACTORS' officers, agents, and employees will at all times be acting and performing as independent contractors, and shall act in an independent capacity and not as an officer, agent, servant, employee, joint venturer, partner, or associate of the COUNTY. Furthermore, COUNTY shall have no right to control or supervise or direct the manner or method by which CONTRACTORS shall perform its work and function. However, COUNTY shall retain the right to administer this Agreement so as to verify that CONTRACTORS are performing their obligations in accordance with the terms and conditions thereof. CONTRACTORS and COUNTY shall comply with all applicable provisions of law and the rules and regulations, if any, of governmental authorities having jurisdiction over matters the subject thereof.

        Because of their status as independent contractors, CONTRACTORS shall have absolutely no right to employment rights and benefits available to COUNTY employees. CONTRACTORS shall be solely liable and responsible for providing to, or on behalf of, its

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COUNTY OF FRESNO
Fresno, CA

employees all legally-required employee benefits. In addition, CONTRACTORS shall be solely

responsible and save COUNTY harmless from all matters relating to payment of CONTRACTORS'

employees, including compliance with Social Security, withholding, and all other regulations

governing such matters. It is acknowledged that during the term of this Agreement,

CONTRACTORS may be providing services to others unrelated to COUNTY or to this Agreement.

6. **SEPARATE AGREEMENT**

It is mutually understood by the parties that this Agreement does not, in any way, create

a joint venture among the individual CONTRACTORS. By execution of the Agreement, the

CONTRACTORS understand that a separate Agreement is formed between each individual

CONTRACTOR and COUNTY.

7. **MODIFICATION**

Any matters of this Agreement may be modified from time to time by the written

consent of all the parties without, in any way, affecting the remainder.

8. **NON-ASSIGNMENT**

No party shall assign, transfer or subcontract this Agreement nor their rights or duties

under this Agreement without the prior written consent of the other party.

9. **HOLD-HARMLESS**

CONTRACTORS agree to indemnify, save, hold harmless, and at COUNTY's request,

defend the COUNTY, its officers, agents and employees from any and all costs and expenses,

damages, liabilities, claims and losses occurring or resulting to COUNTY in connection with the

performance, or failure to perform, by CONTRACTORS, their officers, agents or employees under

this Agreement, and from any and all costs and expenses, damages, liabilities, claims and losses

occurring or resulting to any person, firm or corporation who may be injured or damaged by the

performance, or failure to perform, of CONTRACTORS, their officers, agents or employees under

this Agreement.

10. **CONFIDENTIALITY**

A. All services performed by CONTRACTORS under this Agreement shall be in

strict conformance with all applicable Federal, State of California and/or local laws and regulations

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COUNTY OF FRESNO
Fresno, CA

contained in Exhibit A, except that deletions shall be by mutual written agreement between the COUNTY and the particular CONTRACTOR to be deleted, or shall be in accordance with the provisions of Paragraph Three (3) of this Agreement.

16. AUDITS AND INSPECTIONS

CONTRACTORS shall at any time during the normal business hours and as often as COUNTY may deem necessary, make available to COUNTY for examination all of its subject data with respect to all matters covered by this Agreement and shall permit COUNTY to audit and inspect all materials and other data relating to all matters covered by this Agreement. CONTRACTORS shall grant to COUNTY the royalty-free, nonexclusive, and irrevocable license throughout the world to publish, translate, reproduce, deliver, perform, dispose of, duplicate, use, disclose in any manner and for any purpose whatsoever and to authorize others to do so now and hereafter, all subject data now or hereafter covered by copyright. However with respect to subject data not originated in the performance of this Agreement, such license shall be only to the extent that CONTRACTORS have the right to grant such license without becoming liable to pay any compensation to others because of such grant. CONTRACTORS shall exert all reasonable effort to advise COUNTY at time of delivery of subject data furnished under this Agreement, of all invasions of the right of privacy contained, and of all portions of such subject data copies from work not composed or produced in the performance of this Agreement and not licensed under this provision.

As used in this clause, the term "Subject Data" means writing, sound recordings, pictorial reproductions, drawings, designs or graphic representations, procedural manuals, forms, diagrams, work flow charts, equipment descriptions, data file and data processing of computer programs, and work of any similar nature (whether or not copyrighted or copyrightable) which are first produced or developed under this Agreement. The term does not include financial reports, costs analyses, and similar information incidental to contract administration. CONTRACTORS shall report to COUNTY promptly and in written detail, each notice of claim of copyright infringement received by CONTRACTORS with respect to all subject data delivered under this Agreement. CONTRACTORS shall not affix any restrictive markings upon any data. If markings are affixed, COUNTY shall have the right at any time to modify, remove, obliterate, or ignore such markings.

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COUNTY OF FRESNO
Fresno, CA

relating to confidentiality.

      B.   CONTRACTORS agree to inform all of its employees, agents, and 133 subcontractors involved with this research effort of the above confidentiality requirements and that any person who knowingly and intentionally violates these provisions is guilty of a misdemeanor.

11.   PERSONNEL LIMITATIONS

      CONTRACTORS shall not be nor knowingly employ in any capacity, paid or volunteer, any person convicted or arrested for which the person is released on bail or his or her own recognizance pending trial of any sex crimes, drug crimes, or crimes of violence.

12.   COMPLIANCE WITH FEDERAL, STATE, AND LOCAL LAWS

      CONTRACTORS agree to comply with any applicable Federal and State guidelines in its operation of the program in this Agreement and any laws, statutes, ordinances and regulations that would apply and be required of CONTRACTORS.

13.   FRESNO COUNTY DEPARTMENT OF CHILDREN AND FAMILY SERVICES COOPERATION POLICY

      CONTRACTORS agree to keep COUNTY informed about their services and activities under this Agreement, and to accept appropriately referred clients from COUNTY for its services, as part of its client base.

      In such situations whereby the CONTRACTORS are to have direct contact with the client base, the CONTRACTORS must submit to approval by a Human Subjects Committee, adhere to recommendations from the committee, and comply with limitations deemed appropriate by the COUNTY to ensure the safety of the client base.

14.   ADMINISTRATION

      This Agreement shall be administered by the Department of Children and Family Services Director, or designee.

15.   ADDITIONS/DELETIONS OF CONTRACTORS

      COUNTY Director, Department of Children and Family Services or designee reserves the right at any time during the term of this Agreement to add new CONTRACTORS to those contained in Exhibit A. These same provisions shall apply to the deletion of any CONTRACTOR

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COUNTY OF FRESNO
Fresno, CA

1 Agreement shall be governed in all respects by the laws of the State of California.

2   **19.**   **ENTIRE AGREEMENT**

3   This Agreement, including all Exhibits, constitutes the entire agreement between the

4 CONTRACTORS and COUNTY with respect to the subject matter hereof and supersedes all

5 previous agreement negotiations, proposals, commitments, writings, advertisements, publications,

6 and understandings of any nature whatsoever unless expressly included in this Agreement.

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COUNTY OF FRESNO
Fresno, CA

COUNTY and the State shall have access to any report, preliminary findings or data assembled by the CONTRACTORS under this Agreement. In addition, the CONTRACTORS must receive written permission from COUNTY and the State of California prior to publication of any materials developed under this Agreement, and file with COUNTY and the State a copy of all educational materials, curricula, audio/visual aids, printed material, and periodicals, assembled pursuant to this Agreement prior to publication. As reference material for possible improvement to the current service system, CONTRACTORS shall provide a bound copy of the completed thesis or project no later than fifteen (15) days after publication.

If this Agreement exceeds Ten Thousand and No/100 Dollars ($10,000.00), CONTRACTORS shall be subject to the examination and audit of the State Auditor General for a period of three (3) years after final payment under contract (Government Code section 8546.7).

17. **NOTICES**

The persons and their addresses having authority to give and receive notices under this Agreement include the following:

COUNTY

Director, Fresno County
Department of Children
and Family Services
P. O. Box 11867
Fresno, CA 93775

CONTRACTORS

EXHIBIT A

Any and all notices between the COUNTY and the CONTRACTORS provided for or permitted under this Agreement or by law shall be in writing and shall be deemed duly served when personally delivered to one of the parties, or in lieu of such personal service, when deposited in the United States Mail, postage prepaid, addressed to such party.

18. **GOVERNING LAW**

Venue for any action arising out of or relating to this Agreement shall only be in Fresno County, California.

The rights and obligations of the parties and all interpretation and performance of this

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COUNTY OF FRESNO
Fresno, CA

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first hereinabove written.

Contractor: David A. Weikel-Morrison
Address: 3091 West McKinley Apt. 105
Fresno, CA 93722
Telephone: (559) 276-9022
Cell: (559) 304-2698
E-mail: DaveAM67@aol.com

Signature: _____
David A. Weikel-Morrison, MSW Intern

REVIEWED AND RECOMMENDED FOR
APPROVAL:

By _____ 1/11/02
Gary D. Zepalt, Director
Department of Children and Family Services

Fund: 0001/10000
Organization: 56407640
Account/Program: 7295/0

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Thank you Ms. Montgomery. I will be sure to forward you a copy of my thesis when it is completed. The first three chapters will probably have the same content as the three that I have forwarded to you. I will E-mail a copy of the survey to you; however, I drafted the Survey in Microsoft Word 2001 for Macintosh, which you may not be able to access with PC systems and software. If you are unable to read the copy I E-mail I will mail copies to you. How many should I send if I should need to mail them by postal mail?

Thank you for your time and attention to this.

Dave Weikel

In a message dated 12/21/01 4:48:47 PM, PMontgom@co.kings.ca.us writes:

<< I have reviewed your survey and it would be most interesting to see the outcome of it. I have no problem having staff participate if they agree but I would like the results once compiled. I will be out of the office until after the new year. If you would like to email the survey I can email it on to social workers who then could email back to you or you may mail them to us and we can distribute. Your choice. Let me know. Thanks

Peggy Montgomery
Director of Human Services
582-3241 ex2200
email: pmontgom@co.kings.ca.us >>