

**WORK ENVIRONMENT ISSUES AFTER REGIONALIZATION:  
PERCEPTIONS OF  
WINNIPEG CHILD AND FAMILY SERVICE WORKERS**

by

T. Phong Duong

A Practicum Report

Presented to the Faculty of Graduate Studies

in partial fulfillment of the requirements

for the Degree

Master of Social Work

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T. PHONG DUONG

A practicum submitted to the Faculty of Graduate Studies  
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MASTER OF SOCIAL WORK

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## INTRODUCTION

In April 1985, the Manitoba government established six community-based child and family service agencies in an effort to decentralize<sup>1</sup> the delivery of child welfare services. One year after the implementation of these regional child and family service agencies, a study was initiated by Professors Brad McKenzie and Addie Penner of the Manitoba School of Social Work to examine some of the impacts of the regionalization of the child and family services. The project was joined later by Kathy Kristjanson of Manitoba Community Services, Child and Family Support Branch.

The objectives of the study were: (a) to compile information relating to the current history of regionalization, (b) to obtain some preliminary information on the impact of regionalization on service delivery and staff, and (c) to provide a formal evaluability assessment as well as base line data to be used for future evaluation(s).

The study of regionalization, which was concluded in the spring of 1989, was the first of its kind in Manitoba. It produced not only a profile description of each child and family service agency in Winnipeg but also a

system-wide picture of the child and family service system in Winnipeg after regionalization. In addition, it can be used as an evaluability assessment for further evaluation research.

The study, in attempting to address many aspects of regionalization, used various data collection methods. These included interviewing key persons, reviewing agency documents, retrieving data available from different statistical sources, and administering questionnaires to agency staff, members of the Board of Directors of the child and family service agencies, and staff at the Child and Family Support Branch.

Included in the staff questionnaire were measures which focused on work environment issues in the child and family service agencies. Work environment measures included a set of scales designed to capture child and family service workers' perceptions of job satisfaction, degree of centralization in their agency, job characteristics, level of burnout, level of social support, job related stress and degree of job alienation.

The student's practicum was to engage as a fully participating team member in the above evaluation study from April 1987 to August 1987. The general objectives of the practicum were: (a) to gain practical knowledge in evaluation research, and (b) to develop an understanding of the work environment in the child and family service system.

The student had the opportunity to participate in different dimensions of the project. However, the major focus of his practicum was

the work environment aspect of the study. The characteristics of work environment issues were examined using the data from the staff questionnaire.

Although the experiential nature of this project requires it be considered as a practicum, it is noted that the research emphasis reflects certain requirements of a thesis. In some respects then the project on which this report is based should be considered as a combination of a practicum and a thesis. The practicum element included the participation in the regionalization study whereas the thesis element consisted of the detailed examination of the work environment responses of child and family service workers. Therefore, the evaluation of the student's practicum was based on the successful completion of two learning elements: participating in the project for a required length of time and writing a report on the area of interest. Evaluation of the student's participation in the study was done as an on-going basis with the principal advisor, and the study team. This included a student self-evaluation and consultation with the advisor and the team members. Also, there was a formal evaluation of the practicum process by the advisory committee together with the student at the end of August, 1987. The criteria for evaluation of the second element of the practicum, the thesis-related part, included: (a) demonstrating the ability to conduct a detailed analysis of the available data on the work environment issues, and (b) providing a considerable review of the



literature related to the major topic. The student's presentation and defense of Part B of this report is also a component of the evaluation process.

To best report this social applied research practicum, this report is divided into two major parts. Part A provides a description of the regionalization study<sup>2</sup> and the practicum process; part B addresses work environment issues of importance to Winnipeg child and family service workers.

## **PART A**

### **THE REGIONALIZATION STUDY AND THE PRACTICUM EXPERIENCE**

#### **1. The Historical Context of Regionalization**

##### **1.1. Background<sup>3</sup>**

The child welfare system in Winnipeg has gone through a major change in its operation. Prior to April 1985, child and family services in Winnipeg were delivered by the following agencies: the Children's Aid Society (C.A.S.) of Winnipeg, the Children's Aid Society of Eastern Manitoba, the Department of Community Services - Winnipeg Region and Jewish Child and Family Services.

Employing more than 200 workers, the C.A.S. of Winnipeg provided most child welfare services in Winnipeg from one central location. On April 1983, the number of children in the care of the C.A.S. of Winnipeg was 1281, or 40% of 2990 total number of children in care in Manitoba (Manitoba Community Services, 1984). Because of its size, the C.A.S. of Winnipeg exerted the greatest influence in decisions relating to the general direction of child welfare services both in Winnipeg and Manitoba.

Unlike other Winnipeg child welfare agencies, which adopted a more community-based approach in delivering child and family services, the Winnipeg C.A.S. embraced a service delivery approach which depended on a highly centralized management structure, and professional specialization. All services were offered from one service delivery site, and linkages with community groups and other agencies were often weak or conflictual. In addition, the composition of the Board of Directors was criticized as being grossly unrepresentative of the communities which they were intended to serve. These issues conflicted with a fast growing belief that child and family services could be more effectively delivered through locally-based, preventatively-oriented child and family service agencies.

This conflict became even more apparent with the emergence of other social and political factors. First, there had been a growing demand from Native communities to control child welfare services delivered to Native people. This demand was intensified by the criticism of out-of-province placement of Indian children (Kimelman, 1983). As a result of the negotiation between the Indian reserves and government, there were agreements signed that provided for Indian control of child welfare services on reserves throughout the province. To an extent, these agreements reinforced the notion that child and family services would be better delivered locally. Second, conflicts existed *within* the Winnipeg C.A.S. and *between* the board of the agency and the provincial government. Within the

Winnipeg C.A.S., there was a high degree of tension occurring between staff and management. There was discontent from the staff who argued that the management style was too authoritarian with little room for staff to participate in decisions relating to the operation of the agency. A large sizeable portion of the staff were not satisfied with either the management and/or the service orientation of the agency. Tensions also existed between the Conservative-dominated Board of Directors and the N.D.P. provincial government. Initiatives from the government to introduce changes within the existing organizational structure were not supported by the Board of Directors. These issues were reported extensively in the media, and this served to make child welfare and the C.A.S. of Winnipeg a public and politically sensitive issue. The combination of the above factors "forced" the government to take action.

In July 1983, the provincial government passed Bill 107 which gave the government the power to appoint the members of the Board of Directors. In October 1983, the Minister of Community Services announced the "termination" of the Winnipeg C.A.S. Board of Directors and appointed an interim board. Government initiated a planning process for the regionalization of the child and family services. The commitment to decentralized community-based child and family services was the central motivating factor for regionalization. The restructuring the child welfare services in Winnipeg was designed to bring about the following changes:

- (1) the re-orientation of services towards prevention;
- (2) the development of community based agencies which are organized along natural boundaries, with the boards of the agencies drawn from the community served;
- (3) the development of community based agencies whose priorities are based on local concerns and that are sensitive to meeting the needs of the children and families within the community;
- (4) the provision for greater accountability for service delivery;
- (5) the assurance of effective Native participation; and
- (6) the provision of a rational framework for child and family services as the basis for integration of other services (Manitoba Community Services, 1984, Chapter V, pp. 1-2).

The detailed planning process for these changes was initiated in October, 1983. The plans for six regional agencies, to be operated by publicly elected Boards of Directors and the decentralization of staff and services from the Winnipeg C.A.S. occurred during this phase. A great deal of time and effort from different actors was invested in this process. The planning phase was facilitated by a Planning and Development Committee which reported directly to the Community Services Assistant Deputy Minister responsible for Child and Family Services. More than 20 committees and working groups were established with an effort to address all aspects of the regionalization process from funding to service delivery. A critical path was also developed by the Social Planning Council of Winnipeg to monitor activities of different phases of the regionalization process. The milestones of the implementation process included the

following: the election of Boards of Directors, the hiring of Executive Directors, the establishment of regionally based agencies, and the post-implementation activities (Social Planning Council of Winnipeg, 1984). The critical path included more than 300 tasks and was organized into five major planning/policy areas: (1) development of system mandates, (2) producing the overall system management, (3) development of service configuration, (4) staff development, and (5) establishment of financial and administrative support systems (Manitoba Community Services, 1984).

On April 1, 1985, five new regional agencies covering separate geographical areas of the city began to operate. These five new agencies were: Northeast Winnipeg Family and Child Extended Social Services, Northwest Child and Family Services, Child and Family Services of Winnipeg West, Winnipeg South Child and Family Services, and Child and Family Services of Central Winnipeg. A sixth agency, the Children's Aid Society of Eastern Manitoba received an enlarged geographical area to service but its structure was not noticeably altered. Staff of the C.A.S. of Winnipeg were deployed to the newly created agencies. Approximately one-half of the Winnipeg-based, provincial child welfare staff complement was transferred, through secondment, to the new Winnipeg West agency. Caseloads were also transferred to new service locations. In all cases, agencies have established sub-offices or resource centres and there are now

more than 20 service delivery sites in the city. Each agency has its own Board of Directors. All the agencies' names include the words "Child and Family Service" to reflect the new direction of the community-based service delivery model. In addition, funding was provided by the provincial government to develop Ma-Mawi-Wi-Chi-Itata, a non-mandated agency providing non-statutory child and family services to Indians and Metis living in Winnipeg.

### **1.2. Early Effects of Regionalization**

During the first two years of implementation, there were both positive and negative consequences of regionalization identified by people working within the system and by professionals from the academic community.

Since April, 1985, some child and family service agencies have developed resource centres in different locations. Many have initiated community development and community outreach programs. Some have carried out needs assessments in their service areas. The composition of the Boards of Directors has reflected a broader representation of the communities which the agencies serve. As well, some agencies have established local advisory committees at the resource centre or sub-office level. In general, Boards of Directors now include members from the community, members from local human service agencies, a staff

representative, and members appointed by the provincial government.

Reflecting on these organizational changes, some positive outcomes have been realized. Community participation has increased through the Boards of Directors. Native participation in child welfare service delivery including planning for the placement of children has also been enhanced. It should be noted that the increase in Native participation is largely due to the following factors: (a) "Directive 18", now incorporated in the Provincial Standards Manual, which highlights the principles and procedures for placement for Native children, (b) the activities of the Ma-Mawi-Wi-Chi-Itata Centre, and (c) the expanded number of Native staff in some Winnipeg agencies.

With the increased number of service sites, child and family services have become generally more accessible. Moreover, problems such as physical and sexual abuse have become more visible to the child and family service system as services have moved closer to the community. As services became more accessible, the demand for services increased. Workload issues have been a major concern in the child and family service agencies. Caseload increases prompted the provincial government to support a caseload study at the end of 1985 which confirmed the need for more staff. As a result, there was an allocation for an increase in staff in January, 1986. Nonetheless, the trend of increasing caseloads continued. Open cases rose from 4282 to 7357 (an increase of 71.6%) between April 1, 1985



and December 1, 1986 (Sigurdson, Reid, Onysko, Rodgers, & Prefontaine, 1987). The number of children in care of Winnipeg agencies jumped from 1409 in September, 1984 to 1782 in September 1986, an increase of 26.5%. Family service caseloads increased at an alarming rate, from 1911 in September 1984 to 3812 in September 1986. (McKenzie, 1987).

Along with the above factors, there have been reports of negative impacts associated with the process of regionalization. Staff express the opinion that workloads are severe, and that more human resources are needed to meet the increasing demand for service from the community. High workloads have focused attention on the more crisis-related cases. Services to families and preventative services have taken secondary importance to crisis services despite the philosophical intent of regionalization and the new *Child and Family Service Act* (1986). In addition, the emphasis on a more generalist practice in some agencies has been subjected to criticism on the grounds that it has compromised service quality and promoted inefficiency. Reports of staff burnout and job dissatisfaction are not uncommon in the child and family service agencies, particularly in the inner city. For example, the turnover rate in Northwest Child and Family Services increased from 14.6% in 1985/86 to 30.6% in 1986/87 (McKenzie, Kristjanson, & Penner, 1989).

Problems have also been identified in the areas of service coordination and system interface. In the area of child abuse, in particular,

problems related to referrals and service follow-up have been apparent. This prompted the Minister of Community Services to announce a child abuse review in May, 1986, and later a more focused investigation of case management practices in one particular agency.

Both the perceived positive as well as negative outcomes highlighted above demonstrated a need for a study of the impact of regionalization.

## **2. The Regionalization Study**

### **2.1. Background**

At the end of 1985, representatives of Manitoba Community Services, Child and Family Support and Research Planning Branches met with Professors Brad McKenzie and Addie Penner of the Manitoba School of Social Work to initiate an Implementation Status Report of Regionalization. The initial terms of reference of the study covered the Winnipeg child and family service agencies excluding Northeast Winnipeg Child and Family Services and Child and Family Services of Winnipeg West. The content of the report was to include (1) a description and comparison of the models of service among the various agencies, (2) staff perceptions of morale, styles of management and work organization, worker activities and geographic location of service sites, (3) an assessment of the degree of consumer, community and Native participation, (4) a description of composition and operation of agency boards, and (5) a description of the level of support from other service organizations.<sup>4</sup> The Department of Community Services provided no direct funding but agreed to allocate a staff position for one year to support the activities of the project.

In May, 1986 there was a formal agreement between the Community Services Department and Professors McKenzie and Penner of the Manitoba School of Social Work to begin the study of the impact of regionalization.

The general purpose of the study was to obtain a picture of the developmental history of the child and family service delivery system in Winnipeg two years after regionalization. In addition, the results of this study were to serve as a part of an evaluability assessment for a future, more comprehensive program evaluation, and to provide base-line data for comparison purposes in future studies.

Following inception, the scope of study expanded considerably. As noted previously, the initial scope was to cover four Winnipeg-based child and family service agencies. However, the project was expanded to include not only the six Winnipeg child and family service agencies but also three other non-Winnipeg agencies (Child and Family Services of Central Manitoba, Child and Family Services of Western Manitoba and Manitoba Community Services - Thompson Region) and the Child and Family Support Branch.

The study was co-ordinated by two professors of the Manitoba School of Social Work. They undertook the study as an independent research project. The government provided assistance in the form one staff year assigned to the project together with additional assistance from the policy analyst from the Child and Family Support Branch. Clerical support was also provided by the Child and Family Support Branch. Since the scope of the study was significantly enlarged, all personnel resources for the project were exhausted by the summer 1987 leaving many tasks unfinished.

However, with financial assistance from School of Social Work, the Laidlaw Foundation, and a small research grant from the University of Manitoba, time and effort from the principal investigators and a graduate student, and staff assistance from the Child and Family Support Branch, the project was finished in the spring of 1989. The results of the study were reported in eleven different reports: one on each of the nine participating agencies, one on the Child and Family Support Branch and a system-wide report on all of Winnipeg.

From May 1986 to December 1986, the project coordinators together with a research assistant made contact with the six child and family service agencies in Winnipeg to conduct interviews with the key informants. The results of these interviews, the study of the agency documents and the research of previous studies on child welfare served as a base for the development of a detailed questionnaire. The staff questionnaire was pretested with 12 people from different Winnipeg child and family service agencies. Minor changes to the questionnaire were then made. The staff questionnaire consisted of five sections (see Appendix A). The first section included questions relating to job background such as type of work, nature of the job and the like. The second section asked workers' opinions about service provision. The third section captured workers' perceptions of the work environment. The fourth section covered general information such as demographic attributes of the respondents. The final section addressed

issues related to the pre-regionalization period. This staff questionnaire was used later, with minor revisions, for the non-Winnipeg agencies. In addition to these two sets of questionnaires, a Board questionnaire and a questionnaire for staff at the Child and Family Support Branch were developed. It should be noted that these surveys provided only some of the data used in the study. Other sources included various agency and provincial government documents, 1981 census material, and data from open-ended interviews with key informants.

The staff questionnaire was then administered to the staff of the Winnipeg child and family service agencies between March and June 1987. The non-Winnipeg staff questionnaire was administered to three rural child and family service agencies between May and July, 1987. The Board questionnaire was administered to all board members in the Winnipeg agencies in late Spring, 1987. The Child and Family Support Branch questionnaire was administered in July, 1987.

Participation in the survey was voluntary. Questionnaires were either administered personally by the project member(s) or mailed out to respondents. Board questionnaires were mailed out to the board members. With the exception of Child and Family Services of Central Manitoba, where only a mail-in method was used, staff questionnaires were administered personally by team member(s) at times set by the agencies. Staff not available at those times completed questionnaires left behind for

them to mail in later.

In general, staff who were relatively new to the agencies were excluded from the survey. At the agency level, Executive Directors were not included in the staff survey. The response rate was 55.6% for non-Winnipeg agencies, 90% for Winnipeg agencies and 86.5% for the Child and Family Support Branch (see Table 1).

Table 1  
**Eligible Survey Respondents and Response Rates**

Category	Winnipeg agencies	Non-Winnipeg agencies	Child and Family Support Branch
Eligible Respondents	322	99	37
Number of Respondents	289	55	32
Response Rate	90.0%	55.6%	86.5%

Data were then entered into a microcomputer by way of a database software. Data analysis was done using the software packages SPSS/PC+ (Statistical Package for the Social Sciences) on microcomputers and SPSS/X on the University of Manitoba mainframe computer. Data cleaning procedures were observed to ensure a minimum of coding and keystroke errors. In addition, rigorous efforts were made to collect missing

data from respondents.

It should also be noted that Spring of 1987 was not a quiet time for the child and family service system in Winnipeg. A review of child abuse services was called by the Minister of Community Services in March, 1987. Amid controversy surrounding a particular abuse case in Winnipeg, a senior manager of the Child and Family Support Branch was removed from his post at the end of May, 1987. Approximately at this time, an Executive Director of one child and family service agency was suspended and a review of the management of that agency was undertaken. Although, there is no direct evidence that these events influenced the findings of the project, it should be noted that they received considerable media attention at the time.

## **2.2. General Findings**

Although it is not the purpose of this practicum report to describe the findings of the regionalization study in detail, selected findings are included in this section for two reasons. First, these findings serve as a general background or contextual framework for the student's discussion on the work environment issues of importance to the Winnipeg child and family service workers. Second, since the student participated and contributed to the regionalization study as a team member as part of his practicum, he shares some responsibility for these findings.



It is clearly beyond the scope of this report to provide an adequate overview, much less a detailed description of the findings of the regionalization study. General and selected findings, however, are presented here to provide a general picture of the child and family service system in Manitoba in the Spring 1987. For additional detail on the regionalization study findings, the reader should refer to the report by McKenzie, Kristjanson, and Penner (1989). In the present report, greatest attention will be given to those areas of the study which are related to the practicum topic. Accordingly, child and family services in the city of Winnipeg rather than in the province of Manitoba as a whole will be the focus of this section.

According to Census reports, the population of Winnipeg in 1981 was approximately 570,830. As shown in Table 2, the average population of child and family service agency catchment area was around 95,000. NEW FACESS had the largest numbers both in total population (109,175) and in numbers of people under twenty years of age (35,165). In contrast, Child and Family Services of Central Winnipeg served the smallest population, with total population of 75,670 and youth population (under 20 years of age) of 18,900.

Table 2

**Winnipeg's Population by Child and Family Services Agency Boundaries  
As of 1981**

Child and Family Services Agency	0 - 4 years	5 - 14 years	15-19 years	20-44 years	45-64 years	65+ years	TOTAL
Northeast Winnipeg Family and Child Extended Social Services	8,255	16,810	10,100	42,920	21,440	9,650	109,175
Northwest Child and Family Services Agency	7,155	14,310	8,180	35,820	20,330	12,645	98,440
Child and Family Services of Winnipeg West	5,665	14,335	9,425	35,240	18,835	8,425	91,925
Winnipeg South Child and Family Services	6,370	13,510	9,280	43,805	21,235	14,225	108,425
Child and Family Services of Eastern Mantioba (Winnipeg only)	6,065	12,885	8,205	34,500	16,470	9,070	87,195
Child and Family Services of Central Winnipeg	4,880	8,095	5,925	29,450	14,985	12,335	75,670
<b>TOTAL</b>	<b>38,390</b>	<b>79,945</b>	<b>51,115</b>	<b>221,735</b>	<b>113,295</b>	<b>66,350</b>	<b>570,830</b>

Source: Table 2.1 in McKenzie, Kristjanson, & Penner (1989, May), p. 8.

It should be noted that the size of the catchment area population is only one factor which influences the overall magnitude of service demand. Other factors such as number of low income families, number of female-headed single parent families, number of Native families, and number of social assistance recipients are more useful predictors of child and family service demand. For instance, it has been observed that these attributes are most prevalent in the inner-city of Winnipeg, where child and family services are provided by Child and Family Services of Central Winnipeg and Northwest Child and Family Services. Although the populations served by Child and Family Services of Central Winnipeg and Northwest Child and Family Services together accounted for only 30.50% of total population of Winnipeg (570,830), and 28.66% of the youth population (19 years of age and younger - 174,110), these two agencies reported a significant percentage of Winnipeg total child and family service casecounts (44.83%). This suggests that the demographic characteristics of the inner-city population can play an important role in predicting child and family service demand.

Decentralization of human services is often associated with the introduction of a generic service approach, because an increasing number of service requires workers to cover an increasingly broader range of tasks. This model allows workers to be involved in a variety of tasks in their job. After the initial decentralization, many child and family service agencies

in Winnipeg adopted the generic approach as their service delivery model. While this model was preferred by many people, concerns were raised that workers were unable to familiarize themselves with the full range of responsibilities inherent in their jobs. This was felt to create the potential for situations in which workers were unable to effectively perform required tasks. By necessity, many service units came to informally recognize specializations within their staff complement. In response to this issue, and in an attempt to retain a commitment to generic service, most agencies evolved towards a generic **team** model. This allowed team members to have the opportunity to specialize somewhat within their service units, while allowing the agency to deliver services under the generic approach. Within Winnipeg, "Child and Family Services of Eastern Manitoba makes the greatest use of specialized support service teams, whereas NEW FACESS is the strongest advocate of the generic worker model" (McKenzie, Kristjanson, & Penner, 1989, p. 13).

Another major developmental issue in the Winnipeg child and family service delivery system was the tendency of agencies to focus resources on crisis-related cases, despite the "community based preventive service" commitment associated with regionalization. It should be noted that this trend was not intended by the child and family service agencies, but was driven by the nature of the imbalance between resources and service demand.

Resource limitations have required many child and family service agencies, at different times, to prioritize their services to children at risk. Indications of increases in service demand are apparent by reviewing the service statistics. In March, 1988 the numbers of children reported in different service categories were almost double those recorded in April, 1985 (see Table 3). As well, the total number of children in care at month end significantly increased through the first three years of regionalization. Specifically, in March, 1988, the number of children in care was 2,004, representing an increase of 62.53% from 1233 in April, 1985.

Government reacted to this dramatic increase in service demand by voting substantial increases to the funded staff year positions within Winnipeg child and family service agencies. Data in Table 4 show the increases in staff year positions between April, 1985 and March, 1988. A closer look at the table reveals that Northwest Child and Family Services and Child and Family Services of Central Winnipeg received a higher "share" than other agencies, both in absolute numbers of positions and percent increases. It should be noted, however, that the number of staff year positions do not necessarily reflect the actual number of people occupying those positions. For example, the agency may receive some additional funding from sources other than government or it may hire staff with differing levels of qualifications. Thus, actual staff positions can vary slightly from "approved" positions.

Table 3

**Winnipeg Child and Family Services Agencies  
Children Under Direct Supervision  
April, 1985 - March, 1988**

Service Category	April 1985	March 1986	March 1987	March 1988	% increase April, 1985 - March, 1988
Total Number of Children in Care at Month End	1233	1608	1780	2004	62.53
Total Number of Children Served During the Month	1327	1961	2214	2494	87.94
Total Case Movement of Children (Intake & Outgo)	317	749	905	978	208.52
Wards at Month End (Pay Care and Other Non-Pay Care)	787	865	965	1148	45.87
V.P.A. at Month End (Pay Care and Other Non-Pay Care)	382	659	717	782	104.71
Total Number of Registered Indian Children in Care at Month End	151	133	181	219	45.03

Source: Table 2.6 in McKenzie, Kristjanson, & Penner (1989, May), p. 24.

Table 4

**Provincially Funded Staff Positions in  
Child and Family Service Agencies in Winnipeg  
1985 and 1988**

Winnipeg Agencies	April 1, 1985	March 31, 1988	% increase
Northeast Winnipeg Family and Child Extended Social Services	31.5	37.6	19.4
Northwest Child and Family Services Agency	54.0	75.0	38.9
Child and Family Services of Winnipeg West	33.5	42.0	25.4
Winnipeg South Child and Family Services	27.0	35.5	31.5
Child and Family Services of Eastern Manitoba	52.9	63.5	20.0
Child and Family Services of Central Winnipeg	56.0	74.6	33.2
<b>TOTAL</b>	<b>254.9</b>	<b>328.2</b>	<b>28.8</b>

Source: Table 2.2 in McKenzie, Kristjanson, & Penner (1989, May), p. 16.

An examination of the number of children in care and the number of funded staff positions in the three year period of 1985-88 shows an important imbalance. While the number of children in care increased 62.53%, the increase of number of funded staff positions was only 28.8%.

Data also show significant increases in average casecount. In April, 1985, when cases were transferred from the C.A.S. of Winnipeg to the regionalized child and family service agencies, the ratio of workers to active cases was 1:26. On March 31, 1988, this ratio increased to 1:33, with a range of 1:29 in Child and Family Services of Eastern Manitoba to 1:41 in Winnipeg South Child and Family Services (see Table 5).

The number of children in care, the casecounts, and the small number of funded staff positions together resulted in a heavy burden on the child and family service agencies and their workers. It was important to the study, then, to look at the turnover rates among the Winnipeg child and family service agencies. Data in Table 6 display the turnover rates of the Winnipeg agencies which range from 16.6% to 18.4% from 85/86 to 87/88.<sup>5</sup> However, a closer look indicates that agencies have different high rates at different times. NEW FACESS and Child and Family Service South of Winnipeg had their high turnover rates in 85/86 with 31.6% and 48.9% respectively. In 86/87, Child and Family Service of Eastern Manitoba and Northwest Child and Family Services peaked at 18.2% and 30.6%. Child and Family Services of Central and West had the highest



Table 5

**Winnipeg Child and Family Service Agencies  
Casecount and Staff Ratios  
1985 and 1988**

Winnipeg Agencies	Apr 85			Mar 88		
	Casecount	Direct Service Funded Pos.	Worker/ Casecount Ratio	Casecount	Direct Service Funded Pos.	Worker/ Casecount Ratio
Northeast Winnipeg Family and Child Extended Social Services	437	16.8	1:26	746	21.0	1:36
Northwest Child and Family Services Agency	816	31.4	1:26	1636	45.8	1:36
Child and Family Services of Winnipeg West	473	18.2	1:26	828	24.0	1:35
Winnipeg South Child and Family Services	356	13.7	1:26	804	19.5	1:41
Child and Family Services of Eastern Manitoba	784	33.6	1:23	1110	38.7	1:29
Child and Family Services of Central Winnipeg	850	32.7	1:26	1381	45.5	1:30
<b>TOTAL</b>	<b>3716</b>	<b>146.4</b>	<b>1:25</b>	<b>6505</b>	<b>194.5</b>	<b>1:33</b>

Source: Table 2.13 in McKenzie, Kristjanson, & Penner (1989, May), p. 38.

Table 6

**Staff Turnover - Winnipeg Agencies  
1985/86 - 1987/88**

Year and Category	Eastern Manitoba	Northeast	Central	West	South	Northwest	Total
<b>Terminations</b>							
85/86	1	11	5	4	6	7	34
86/87	8	4	8	4	3	15	42
87/88	5	6	10	7	0	12	40
<b>Year End Positions</b>							
85/86	43.0	22.5	52.5	27.0	19.0	48.0	212.0
86/87	44.0	27.5	55.5	29.0	22.6	49.0	227.8
87/88	48.0	27.5	59.1	30.0	26.1	56.5	247.2
<b>Turnover Rate</b>							
85/86	2.3%	48.9%	9.5%	14.8%	31.6%	14.6%	16.0%
86/87	18.2%	14.5%	9.0%	13.8%	13.3%	30.6%	18.4%
87/88	10.4%	21.8%	16.9%	23.3%	0.0%	21.2%	16.2%
85/86 - 87/88	10.3%	28.4%	11.8%	17.3%	15.0%	22.1%	16.9%

Source: Table 2.5 in McKenzie, Kristjanson, & Penner (1989, May), p. 20.

turnover rates in 87/88 with 16.9 and 23.3% respectively.

Overall, only one significant pattern in the turnover rates in the Winnipeg child and family services agencies is apparent. Data on the Winnipeg South Child and Family Services show a steady and significant decrease in the turnover rates from 31.6% in 1985/86 to 13.3% in 1986/87 to 0.0% in 1987/88.

It should be noted that although the above discussion of service demand and available resource is merely an observation based on the available data, it does indicate a massive service demand inadequately served by an corresponding increase in resources. Also, this observation does not suggest that the focus on community outreach and prevention has been wholly overlooked by the Winnipeg child and family service agencies. In every agency, attempts have been made to provide community outreach and prevention services, although there has not been a universal model adopted for community outreach and prevention services. Instead, it has been recognized that it is best for each agency to develop their own approach according to their own needs. By March, 1988 all but Northwest Child and Family Service agencies had incorporated some kind of community development work in their operation. In addition, Community Advisory Committees (Community Councils or Regional Committees) had been formed to provide advice to local resource centres or service units. These committees possess varying degrees of power in influencing policy

decisions related to the provision of local outreach services.

To demonstrate the fast growing service demand derived from the decentralization of the child and family service delivery system in Winnipeg, a comparison of service demand between the Winnipeg agencies and non-Winnipeg agency is in order. Data from Table 7 show that Winnipeg child and family services agencies had relatively dramatic increases in various service categories over the three year period from April, 1985 to March, 1988. Comparing the percentages of change in services between 1985 and 1988, the rates of increase in Winnipeg agencies were at least twice those experienced by the non-Winnipeg agencies. It is also interesting to note that the number of children in care and the number of family service caseloads in Winnipeg agencies in April, 1985 were actually less than those of the non-Winnipeg agencies. A year after the regionalization, in March, 1986, these figures had changed. Winnipeg agencies reported higher caseloads than non-Winnipeg agencies in both number of children in care and caseloads in family services. Data on alleged physically and sexually abused children for the period of 1985-1988 reflect a dramatic increase in number of such children, and this trend is most apparent between 1986 and 1987 (see Tables 8 and 9). The number of children reported in 1987 was 1,093, an increase of 224.3% over 1985 statistics.

Table 7

**Selected Service Comparisons:  
Winnipeg and Non-Winnipeg Child and Family Service Agencies  
1985-1988**

Service Category and Location	Casecounts				Percent Change
	Apr 85	Mar 86	Mar 87	Mar 88	85-88
<u>Children in Care</u>					
- Winnipeg	1,233	1,608	1,780	2,004	62.5%
- Non-Winnipeg	1,533	1,540	1,809	1,817	18.5%
TOTAL	2,766	3,148	3,589	3,821	38.1%
<u>Family Services</u>					
- Winnipeg	2,101	3,498	3,950	4,189	99.4%
- Non-Winnipeg	2,440	2,175	3,061	3,319	36.0%
TOTAL	4,541	5,673	7,011	7,508	65.3%
<u>Unmarried Parents</u>					
- Winnipeg	197	260	278	312	58.4%
- Non-Winnipeg	352	372	364	373	6.0%
TOTAL	549	632	642	685	24.8%

**Notes:** Winnipeg agencies include the six Winnipeg-based regional agencies. Non-Winnipeg agencies include all child and family services agencies and departmental regional offices located outside Winnipeg, including the Indian agencies. All casecounts are month end statistics. Northwest Child and Family Services agency did not report casecounts in family service in April, 1985; figure of 436 for March, 1985 as reported to caseload study has been substituted.

**Source:** Table 2.14 in McKenzie, Kristjanson, & Penner (1989, May), p. 39.

Table 8

**Alleged Physically and Sexually Abused Children:  
Winnipeg and Non-Winnipeg Agencies  
1985 - 1987**

Location	Number of Children			Percent Change		
	1985	1986	1987	85-86	86-87	85-87
Winnipeg	337	457	1,093	35.6%	139.6%	224.3%
Non-Winnipeg	309	379	433	22.7%	14.2%	40.1%
All Manitoba	646	836	1,526	29.4%	82.5%	136.2%

Source: Table 2.15 in McKenzie, Kristjanson, & Penner (1989, May), p. 41.

Table 9

**Alleged Physically and Sexually Abused Children:  
Winnipeg and Non-Winnipeg Agencies  
1988 - 1989**

Location	Number of Children		Notes
	Jan - Mar 1988	1988-1989	
Winnipeg	219	1250	Beginning in 1988, child abuse statistics are reported by fiscal year
Non-Winnipeg	201	714	
All Manitoba	420	1,964	

Source: Table 23 in Manitoba Community Services, *Annual Report 1988-89*, p.32.

The above data can be interpreted as a major piece of evidence to support observations concerning to the increase in service demand after the regionalization of the child and family service delivery system in Winnipeg.

In this section, selected findings of the regionalization study have been reported. As one may note, most of the regionalization study's findings presented in this section have been directly or indirectly related to the issues of turnover and caseloads. Because of the scope of this practicum report, many other valuable findings are not presented here. These include, but are not limited to, funding and expenditure analysis, the perceptions of board members and staff on service and decentralization issues, and many other issues related to the child and family service delivery system in Manitoba. Readers are encouraged to refer to *The regionalization of child and family services in Winnipeg: Trends in service demand, resources and effects on service providers 1985/86 to 1987/88* (McKenzie, Kristjanson and Penner, 1989) and individual agency reports for more details.

As a result of the examination of the impacts of the regionalization of the child and family services in Winnipeg, the authors made various recommendations with the hope of improving the services provided to families and children in need. For a complete list of these recommendations, please refer to Appendix B.

### 3. The Practicum Process and Activities

#### 3.1. The Practicum

The student has invested time and effort in learning applied social research in his social work education with a general focus on research design and implementation and a special focus on the development and application of specialized analytical tools to data analysis. He also had an interest in the child and family service field. The study of the regionalization of the child and family services in Winnipeg provided an important opportunity to acquire practical knowledge both in child and family service and in research and evaluation in the above areas.

After an agreement was reached with the project, a three-member practicum committee was formed in early April 1987. Ms. Kathy Kristjanson, a policy analyst at Manitoba Community Services, Child and Family Support Branch was invited to be the external committee member. Ms. Kristjanson was heavily involved with a variety of working groups and committees at the planning as well as the implementation phases of the regionalization. Professor Addie Penner of the Faculty of Social Work was the second member of the practicum committee. Her specialized areas include social services in the core area and child welfare. The principal advisor was Dr. Brad McKenzie, Associate Professor of the Faculty of Social Work. Dr. McKenzie was also the principal investigator of the



regionalization study. The student worked with the project under direct supervision of Dr. McKenzie.

A practicum proposal was submitted to and approved by all members of the practicum committee. The proposal outlined the objectives of practicum, student's activities, and the expected educational benefits to be gained from the practicum experience. Two general objectives of the practicum were: (1) to gain practical knowledge in doing evaluation research, and (2) to develop an understanding of the work environment in the child and family service system. To accomplish the first objective, the student's activities were to include different research activities from administering questionnaires to assisting in report writing. Reviewing literature related to work environment issues in human service settings and analyzing data from the staff questionnaire were activities geared towards the second objective of the practicum.

To fulfil the time requirement, the student participated in the regionalization study from April 20, 1987 to August 31, 1987. Over 500 hours were spent with the project. Since the student was involved in the study as a team member, he was responsible for reporting to the study team on an ongoing basis through regular meetings held approximately every second week.

In addition, the student met with the whole committee twice during the practicum process. The first meeting was intended to monitor the

student's progress. The second was to evaluate the student's performance in the project to see whether the first objective of the practicum had been met. It was agreed by the committee at the end of August, 1987 that the student had met the requirement for the first part of the practicum and that he could proceed to write his report.

Originally, in addition to the knowledge of the work environment issues in social service settings, the expected educational benefits listed in the practicum proposal were as follows:

- (1) develop an understanding of the historical development of the child and family service agencies in Winnipeg,
- (2) develop an understanding of the demographic characteristics of the client population which the agencies serve,
- (3) analyze information on the service delivery models which have been developed by the child and family service agencies,
- (4) analyze information on the major issues related to the implementation of the regional child and family service agencies, and
- (5) acquire a system-wide picture of the child and family services in Manitoba,
- (6) gain experience in responding to the politics of doing research,
- (7) learn how to administer and follow-up on questionnaire retrieval,
- (8) learn how to handle missing data,
- (9) learn how to prepare for data input including coding and usage of scales,
- (10) learn how to apply different statistical techniques (from simple frequency distribution to factor analysis),
- (11) acquire general background in planning an evaluation, and
- (12) gain skills at report writing, including acceptable presentation of data.

As one can see, points (1) to (5) are largely related to the child and family service delivery system in general whereas benefits (6) to (12) would

be gained from the actual process of working on a research project.

At the beginning of the practicum, the student was involved in administering the questionnaires to staff at the Children's Aid Society of Central Manitoba with one of the co-ordinators of the project. Later, the student alone carried out this task into the staff of the Community Services, Thompson Region.

The activities of the rest of the practicum were centred around data collection and analysis of survey data including the staff questionnaire, the Board member questionnaire, and the Child and Family Support Branch questionnaire. The student took the major role and was responsible to the project in these two areas.

The student also assisted the project in developing procedures to enhance the quality of data. For example, when the staff survey data were received, quick inspection of data was required to identify missing data in order to retrieve them through follow-up letters. Designing the data entry system for the survey results was another responsibility of the student. A data base software, dBASE III Plus, was used on a microcomputer to develop a system which allowed data functions such as entering, retrieving and editing. Furthermore, special routines such as frequency distribution reports and customized dBASE III Plus programs were also designed to check for missing and out-of-range data. All of the survey data were stored in a format that could be transferred for analyses in the popular SPSS

statistical package, both on the University of Manitoba mainframe computer as well as on a MS-DOS microcomputer.

Data manipulation also occupied a main part of the student's time. Considerable effort was required in the cross comparison of work environment data of the staff questionnaire and the Child and Family Support Branch survey. These two sets of data had common variables related to the work environment at different locations and different names (labels). The combination of these two sets of data allowed the project to perform comparative analyses of work environment perceptions of child and family service workers in Winnipeg and non-Winnipeg agencies, and the Child and Family Support Branch.

An additional problem involved the limitations of the version of SPSS/PC used by the project which allowed only two hundred active variables to be analyzed at any given analysis.<sup>6</sup> The student was able to set up procedures through which the sub-sets of data were available for analysis at any given time. Data were also combined and stored on the University of Manitoba mainframe computer for more advanced analyses which were then not available on microcomputers.

The major activity of the student at the latter part of the practicum was his work in data analysis. As noted earlier, the student took a central role in analyzing the survey data. These analyses included such tasks as preparing necessary procedures to retrieve output from the computer, and

assisting in interpretation of results. Statistics required covered a wide range, from simple descriptive statistics such as frequency distributions to factor analyses of items used in the questionnaires. In fact, most statistical reports on the close-ended questions in the questionnaires were provided by the student. Data analysis activities undertaken were much more involved than simply requesting "statistical runs from a computer". The student also played a role in consulting and selecting on various analytical procedures.

Finally, the student also participated in other tasks as assigned by the project co-ordinators. A wide range of tasks were involved, from editing data to researching literature relevant to the regionalization study.

### **3.2. Evaluation of the Learning Experience**

The first and most important learning experience to the student was the opportunity to participate in an applied social research environment. Although the student had previously been involved in some research projects, learning opportunities were limited mainly to data analysis. Furthermore, the regionalization study had a reasonably large scope which provided the student a variety of opportunities to learn about administrative, practice, and policy issues in human service delivery.

As expected, the student did gain some knowledge related to the historical background of child and family services in Winnipeg, the

demographic characteristics of the client population, the service delivery models developed by Winnipeg child and family service agencies, the issues related to the implementation of the regionalization, and a general picture of the child and family service delivery system in Manitoba. However, the period through which this learning experience occurred was different than the student expected. Although the student did obtain some knowledge through his participation in the project, much of his new knowledge relating to the child and family service delivery system was gained after finishing his actual placement with the project. Being interested in the child and family service field, the student continued his involvement with the project in capacities other than as a student, such as through volunteer work. From this involvement, the student gained more knowledge about the child and family service delivery system in general.

There were a number of experiences which were directly related to the actual work conducted during the project. In participating in the administration of the staff questionnaire, the student began to understand the value of "small" matters which he had often taken for granted. These included the fact that the researcher must make clear to respondents that confidentiality would be ensured and that data would be reported in aggregate forms only. These ostensibly minor matters have an important bearing on the response rate. Furthermore, if opportunities were provided to respondents to "make an indirect investment" in the project, it was found

that they were more likely to respond to the survey. For example, in one agency where the student assisted in administering the staff questionnaire, there seemed to be a high degree of interest expressed by the child and family service workers when there were assured that they could receive a copy of the report.

From the student's point of view, perhaps the greatest benefit to the research related experience was the accumulation of knowledge of statistical techniques. Prior to the participation in the regionalization study, the student had some knowledge of data analysis learned from research courses offered at the Faculty of Social Work and other faculties. However, these courses often have a limited scope due to time constraints and lack of opportunities for practical experience. There was not enough time or materials in these courses to cover an adequate discussion on advanced techniques such as factor analysis, regression or inferential statistics. By taking a major responsibility in data analysis, the student had opportunities to learn a great deal in these areas.

It has been demonstrated that the student developed knowledge in the application and interpretation of different statistical techniques through his practicum experience. Equally important to the experience was the effect of project participation on the student's advanced exploration of his particular interest in work environment issues.

An unexpected educational benefit was the improvement of the

student's knowledge in the use of the SPSS statistical software package on microcomputers. Of special mention is the group process observed by the student during his participation in the project. It appeared that the project team was a task-oriented group and that, given the scope and the nature of the project, this type of group served the project favourably in the sense that everyone knew what to do in a co-ordinated manner.

Due to the time frame of the practicum, together with the expanding scope of the project, the student did not have a great deal of time to be involved in the report writing phase of the project. However, this learning experience is provided, in part, through the writing of this practicum report.

It should be noted that the student, through his practicum, has made a notable contribution to the study of regionalization of the child and family service delivery system in Winnipeg.

In short, the practicum was an excellent opportunity for the student to gain knowledge of social research and work environment issues perceived by the Winnipeg child and family service workers, which is the central theme of Part B of this practicum report.



## **PART B**

### **WORK ENVIRONMENT ISSUES AFTER REGIONALIZATION: PERCEPTIONS OF WINNIPEG CHILD AND FAMILY SERVICE WORKERS**

#### **1. Introduction**

This part of the report will cover the topic of the practicum dealing with work environment issues perceived by staff at the Winnipeg child and family service agencies. The questions originally raised in the practicum proposal were as follows:

- (1) What is the nature of the "work environment" of staff in the Winnipeg child and family service agencies?
- (2) What appears to account for some of the differences in worker responses in the level of reported burnout, job satisfaction, and job alienation?
- (3) What are some of the differences in reported job characteristics (role ambiguity, quantitative workload, degree of centralization, role conflict, autonomy, variety, and task significance) and how do these affect work environment outcomes for staff?

Given the fact that at the beginning of the practicum, the student's knowledge of work environment issues was limited, the above questions were formed based on that knowledge. As a result, question (3) was unnecessarily ambitious. It is important to note that the variables addressed in question (3) are predictor variables of work environment outcomes. The way in which the question was worded suggests a more comprehensive analysis than could be undertaken in this study; thus, a more limited approach was adopted and this involved their examination in relation to the specific work environment outcomes outlined in question (2). Furthermore, if one examines the nature of work environment issues, one must look at the predicting factors that shape those issues. In other words, if the nature of work environment of the staff in the Winnipeg child and family service agencies is examined, it is inevitable that work environment outcomes such as level of burnout, job satisfaction, and job alienation must also be addressed. The point is that when attempts are made to answer question (1), both questions (2) and (3) are covered. In order to answer the first question, main work environment outcome variables, namely job satisfaction and burnout, will be used as a framework to organize the discussion of the topic.

Two additional points should be noted here. First, in attempting to answer the above questions, an exploratory rather than explanatory approach will be used. Accordingly, no "in depth" effort will be made to

perform hypotheses tests. Second, the term "predictors" used in this report refers to job-related stress, job motivators, level of centralization, and social support variables. This term should not be understood in the context of causal relationship. It was loosely used to describe a group of independent variables (other than demographic attributes) which, through the literature review, showed some influence on the environment outcome variables.

In this part, there are four main sections; specifically, literature review, methodology, results and discussion. The literature review section will provide a summary of past research on the work environment issues. The methodology section will highlight the issues related to sample versus population, the measurements used, the analysis strategy, and the methodological limitations. Results of the analysis will then be presented, followed by a detailed discussion of the findings.

## 2. Literature Review

A review of the literature shows a rich body of knowledge on work environment issues. Studies of such issues have been conducted in a wide range of employment settings, from food processing industry to the medical profession and from business-industrial sectors to human service sectors. These studies have examined a spectrum of work environment variables of importance to workers and work performance. In this report, attention will be given to the following aspects of the work environment: job satisfaction, job characteristics/job motivators, job related stress, burnout, social support, level of centralization at work, and job involvement.

*Job satisfaction* is referred to as the positive emotional response or reaction to a job as a whole or to a specific aspect of a job (Spector, 1985). *Job characteristics*, sometimes referred to as job motivators or job enrichers, are the factors which motivate an employee in his/her job such as feedback from others, autonomy on the job, the opportunities to use a variety of skills and the significance (meaningful) of the job. *Job related stress* or job stressors is often measured through self-reports of role conflict, role ambiguity, and workload and objective measures such as overtime and caseload. *Burnout* can be described as physical and emotional exhaustion resulting from the performance of one's job; it also includes the development of negative self-concept, negative job attitudes and reduced

interest in clients' wellbeing (McKenzie, Kristjanson, & Penner, 1989). *Social support* is the combination of support from supervisors, co-workers, spouse and significant others. *Level of centralization* reflects the degree of authority and the level of participation in decision-making at work. *Job involvement* and its opposite concept, job alienation, refer to one's interest and involvement in one's job.

It should be noted that many of these variables are inter-related. A review of the literature on work environment issues indicates that these variables can be grouped into predictor variables and outcome variables. Outcome variables include job satisfaction, burnout, and to an extent, job involvement. This literature review will be organized and discussed under headings related to the two main outcome variables: job satisfaction and burnout. Within this framework, their correlates will be discussed wherever appropriate.

### **2.1. Job satisfaction and its predictors**

The concept of job satisfaction is by no means a unidimensional one. It can be looked at either globally, or in respect of its many constituent elements. A worker can be satisfied with one aspect of the job but not with others. By the same token, his/her dissatisfaction with some aspects of the job may not necessarily mean s/he is dissatisfied with the job as a whole. According to Locke (1976) and Harrison (1980), job satisfaction results

from the appraisal of one's job as attaining job values which are compatible with one's needs. If one of these values is not congruent with or does not help to fulfil one's basic needs, dissatisfaction with the job is likely to occur. These important values or job conditions include (1) job challenge (in relation to individual ability), (2) personal interest in the work, (3) degree of physical exertion required, (4) rewards for performance, (5) physical working conditions, (6) high self-esteem, and (7) availability of people at work who help the employee to minimize role conflict and ambiguity and to attain job values such as interesting work, pay, and promotions at the level that is compatible with his/her own abilities and expectations.

Locke (1976) also maintained a distinction between job satisfaction and morale. Morale is often used to refer to the emotional being of a group (rather than individual) and is more future-oriented. Job satisfaction, on the other hand, refers to the appraisal made by an individual of his job situation and is more present oriented. Also, according to this view, job satisfaction has a major influence on morale. If a large group of staff are dissatisfied with their jobs, morale within the organization is likely to be low as well.

As noted previously, job satisfaction is a multi-dimensional concept. In this report, job satisfaction will be addressed in two general aspects: overall job satisfaction, and its individual facets which include promotional

opportunities, financial rewards, resource adequacy including supervision, job comfort including things such as physical surroundings and travel, job challenge, and relationship with co-workers.

Job satisfaction has a variety of consequences for the individual. It can effect both his/her physical and mental health. It has been repeatedly reported that job satisfaction has a negative relationship with absenteeism and turnover (Fleisher, 1985; Jayaratne & Chess, 1983; Locke, 1976; Parasuraman & Alutto, 1984; Sarata, 1984; Spector, 1985). In terms of job satisfaction facets, job challenge, promotional opportunities, and financial rewards were reported to be important predictors of turnover intent (Jayratne & Chess, 1983). It should be noted here that turnover per se is not necessarily a negative force in an organization. Turnover can serve a positive function by enabling an organization to adapt to change. In a study of staff turnover in a public residential facility which examined whether the organization lost its best workers, Cope, Grossnickle, Covington, and Durham (1987) concluded that the organization did not "eject" its workers with high performance. They argued instead that turnover may actually have helped the organization's growth and development, as poor performers left the organization. However, if turnover is the consequence of job satisfaction and/or burnout or any other work environment issues, the organization may also lose good workers and therefore have to look at its work environment.

In searching for the factors influencing job satisfaction, the results of different studies show no clear consensus. Different studies have focused on different predictors of job satisfaction and burnout. For example, when demographic attributes were examined in the analysis of job satisfaction, the results varied. McNeely (1983) reported that occupational status was moderately related to intrinsic satisfaction. However, Jayaratne & Chess (1986) found that in a human service setting, caseworkers and administrators showed a similar level of overall job satisfaction. In the same study, when job satisfaction facets were considered, caseworkers reported greater dissatisfaction with promotional opportunities and financial rewards whereas administrators had concerns with workload, job comfort, and role conflict. This result may be accounted for by caseworkers in the sample being younger and new to the profession, and therefore employed at the lower end of the hierarchy. Within the administrator group, gender seemed important; that is female administrators reported higher levels of dissatisfaction with the job than did their male counterparts (Jayaratne & Chess, 1986). In a different study, the authors compared the level of job satisfaction among child welfare, community mental health, and family service workers and found that child welfare workers reported lower scores on the challenge aspect of the job (Jayaratne & Chess, 1984a) .

Age is also an important variable in determining job satisfaction.



Age was found to relate positively to overall job satisfaction (McNeely, 1983; Spector, 1985) and to two job satisfaction facets: job challenge and financial rewards (Spector, 1985).<sup>7</sup> However, one can argue that age might be highly related with occupational status which is associated with higher pay. As previously noted, pay (financial rewards) was reported to have a positive relationship with job satisfaction.

Although there was a study which concluded that job stressors had little influence on job satisfaction (Jayaratne & Chess, 1983), a growing body of literature suggests that job stressors, and in particular, role ambiguity and role conflict, have a negative effect on workers' job satisfaction (Jayaratne & Chess, 1984b; Jayaratne, Chess, & Kunkel, 1986; Kahn, 1973; Kahn et al., 1964; Rizzo, House, & Lirtzman, 1970; Fisher & Gitelson, 1983; Harrison, 1980; Jackson, 1983). It is not clear, however, which of these two job stress variables has the greater influence in determining job satisfaction. Harrison (1980), after reviewing literature related to these concepts, concluded that in some studies, role conflict correlated more with job dissatisfaction than did role ambiguity; in other studies, role ambiguity was a better predictor. He also found that when role ambiguity was controlled for, role conflict was significantly related only with overall satisfaction and with satisfaction with supervision. On the other hand, when role conflict was controlled for, role ambiguity was related to overall job satisfaction, satisfaction with the work itself, and

satisfaction with co-workers. In short, both role conflict and role ambiguity appear to correlate with job satisfaction but they affect the job satisfaction facets differently.

According to role theory, when individuals have conflicting expectations, they are experiencing role conflict. As a result of undergoing role conflict, individuals will experience stress, become dissatisfied with their work and perform less effectively. Likewise, role ambiguity and the lack of necessary information given to individuals to perform tasks related to their position, will result in dissatisfaction with their role, anxiety and poor performance (Rizzo, House, & Lirtzman, 1970).

Stress was also perceived differently by people with different types of jobs and responsibility (Jayaratne and Chess, 1984a). Child welfare workers reported higher levels of role conflict and value conflict than did community mental health and family service workers. Although child welfare workers had the smallest average number of cases, they still considered their caseloads to be high. This may suggest that the nature of the problems they were dealing with required them to expend greater time and effort on cases than their colleagues.

Some commonly accepted job motivators including skill variety, task significance, autonomy and job feedback were reported to relate positively to one particular facet of job satisfaction which is job challenge (Spector, 1985). The variety inherent in a job, according to McNeely (1983), was one

of the most important determinants of job satisfaction. It was found that an additive index of job motivators appeared to be more important than a composite scale of job stressors in determining workers' feeling of satisfaction. In the same study, staff feedback was shown to be stronger than client feedback as a predictor of job satisfaction (Eisenstat & Felner, 1984). On the other hand, Sarata (1984), in a study of changes in staff satisfaction after increases in pay, autonomy and participation, reported that while salary increment was a predictor for overall job satisfaction, an increase in autonomy resulted in increased satisfaction with work. However, in a high autonomy condition, satisfaction with co-workers was relatively high and satisfaction with supervisors was reported to be quite low. In contrast, in conditions where high participation existed, there was significantly lower satisfaction with co-workers. By the same token, a study of practitioners in 22 community mental health programs done by Cherniss and Egnatios (cited in Frank, Cosey, Angevine, & Cardone, 1985) found that staff in programs with higher participation reported higher satisfaction with their supervisors, co-workers, and work.

A growing literature supports the argument that participation in decision-making will enhance job satisfaction among human service workers (Frank, Cosey, Angevine, & Cardone, 1985; Jackson, 1983). Participation in decision-making represents how much one participates in decisions related to allocation of resources and organization policies (Hage & Aiken,

1967). Participation in decision-making, together with the degree of variety within a job, were the most important determinants of job satisfaction (McNeely, 1983). Supporting this finding, Sarata (1984) reported that an increase in autonomy and participation resulted in increased satisfaction with work. It has become clear that participation in decision making will increase workers' level of job satisfaction. However, it becomes even more critical when workers perceive themselves as competent in making decisions, while at the same time feeling they have few opportunities to participate in the decision making process. As indicated by Frank, Cosey, Angevine and Cardone (1985), the least satisfied workers would be "those who felt especially competent to participate, but who perceived themselves as having relatively little input into decision-making outcomes" (p. 285). The same authors reported that younger workers who indicated more involvement in decision-making expressed more satisfaction with their job.

Support has been identified by behavioural scientists as an environmental factor which helps to reduce job dissatisfaction. In a study of perceived stress in a sample of social workers, it was found that support from supervisors had a positive relationship with job satisfaction (Jayaratne & Chess, 1984b).

## 2.2. Burnout and its Correlates

Another variable which must be looked at when studying staff strain is burnout. Burnout and job satisfaction have been reported to share some of the common determinants such as role ambiguity, role conflict, social support, specifically support from supervisors (Jayaratne & Chess, 1984b). Also, negative associations between burnout and job satisfaction, and self-esteem have been demonstrated (Jayaratne, Chess, & Kunkel, 1986).

Burnout is a relatively new term, but as a phenomenon it has long afflicted industrial workers as well as professional human service workers (McNeely, 1983). Professional human service workers are often required to spend time with their clients at an intensive level of interpersonal involvement. These meetings frequently centre around client problems which are not always easy to identify. This creates potential for feelings of confusion and frustration on the part of the workers. Under these circumstances, work can be emotionally draining, and can create conditions conducive to burnout (Maslach & Jackson, 1981). Burnout is

a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion refers to a depletion of one's emotional resources and the feeling that one has nothing left to give to others at a psychological level. The depersonalization phase of burnout is the development of negative and callous attitudes about the people one works with... A third aspect of burnout is the perception that one's accomplishments on the job fall short of personal expectations, and thus it involves a negative self-evaluation (Maslach, & Jackson,

1982, p. 228).

Burnout, therefore, is a potential hazard for any "people-work" occupation including human services, education, and personnel work. Burnout also has serious implications in the delivery of human services. It can lead to a decline in service quality and to a switching of workers' attitudes, from a caring outlook towards clients to indifference or negativism (Maslach & Jackson, 1982; Eisenstat & Felner, 1984; Harrison, 1980). In terms of consequences, burnout has been reported to correlate with personal dysfunction including physical exhaustion and illness, an increase in alcohol and drug use, marital and family conflict, and psychological problems (Maslach & Jackson, 1982). It has also been reported that workers who scored high on the burnout scales reflected higher levels of anxiety, depression, irritation, and somatic complaints and lower levels of self-esteem as well as poor job satisfaction (Jayaratne, Chess, & Kunel, 1986). Furthermore, burnout was reported to correlate with the desire to leave one's job (Maslach & Jackson, 1981; Jayaratne & Chess, 1983).

Demographic variables such as age, gender, and time spent in direct care appear to play a role in determining burnout. Female workers generally score lower than their male counterparts on both personal accomplishment and depersonalization sub-scales (Maslach & Jackson, 1981, 1982, 1986). On the other hand, females tend to score higher on the

emotional exhaustion scale. The same authors noted that younger workers usually scored higher on both emotional exhaustion and depersonalization (Maslach & Jackson, 1981). These findings were supported by a study of burnout in teachers done by Russell, Altmaier and Van Velzen (1987). They found that male teachers reported more negative attitudes toward students (depersonalization) and younger teachers scored higher on the emotional exhaustion scale. This finding was supported by Maslach and Jackson (1981). In addition, these latter authors reported that younger people scored higher than older people on depersonalization and older people scored higher on personal accomplishment than younger ones. Marital status was also correlated with emotional exhaustion subscale. Married people scored lower on this sub-scale than those who were not (Maslach & Jackson, 1981). Time spent in direct care was also believed to be a risk factor of emotional exhaustion (Maslach & Jackson, 1982).

Job related stress variables appear to be important determinants of burnout. Koeske and Koeske (1989), using data of five separate samples of social workers (N=328) in Pittsburgh, Pennsylvania, found that job stressors played an influential role as intervening variables in the following burnout framework: demand --> stress --> strain --> outcome. This model shows a direct influence of job stressors on burnout. Eisenstat and Felner (1984) compiled results of different studies on job stressors and burnout and reported that two different categories of job stressors

influenced burnout. There were client-related stressors including caseload, time spent in direct client contact, and the lack of adequate client feedback, and non client-related stressors including role conflict, role ambiguity and the degree to which the work requirement exceeded workers' ability to accomplish it. Jayaratne and Chess (1984b) found a relationship between non client-related stressors and burnout, and suggested that both role conflict and role ambiguity were important determinants of burnout.

In a study of 168 workers employed in different human service agencies in the northeast of Connecticut, Eisenstat and Felner (1984) found that job stress (a composite scale) was strongly associated with feelings of emotional exhaustion. In the same study, it was reported that job stressors were found to be considerably more important than job enrichers in influencing levels of emotional exhaustion among staff. On the other hand, job motivators were found to be more important than job stressors in affecting personal accomplishment. Furthermore, among the job motivator variables, client feedback was more positively associated with personal accomplishment than was staff feedback.

Behaviourial scientists have found that support is one of the environmental factors that could help one deal with the burnout (Jayaratne & Chess, 1984b). More specifically, Jayaratne and Chess (1984b) suggested that support from supervisors would help to reduce burnout. Studies of burnout in teachers report similar results. In a study by Russell, Altmaier,



and Van Velzen (1987), teachers with more supportive supervisors reported less emotional exhaustion and scored higher on the personal accomplishment scale. In contrast, Eisenstat and Felner (1984) reported that positive feedback from supervisors did not appear to strongly affect workers' sense of professional accomplishment; in this case, however, client feedback may be the important factor determining workers' perceptions regarding their sense of accomplishment.

Eisenstat and Felner (1984) also found that job and client involvement are positively related to feelings of personal accomplishment and positive client perceptions. However, workers who reported high levels of job involvement also reported low levels of emotional exhaustion. On the other hand, workers who indicated high levels of client involvement also reported high levels of exhaustion. These findings make sense when involvement is looked at multi-dimensionally. When workers have responsibilities in other areas, such as administration, they are able to withdraw from clients periodically, and hence reduce their vulnerability to burnout. In addition, as suggested by Maslach and Jackson (1982), taking breaks from client contact (doing paper work etc..) and turning toward other co-workers (seeking advice etc..) may help reduce emotional exhaustion and increase personal accomplishment.

### 2.3. Relationships among predictors of job satisfaction and burnout

A variable which can be classified as an outcome variable or a predictor variable of work environment is **job involvement**. Job involvement or its opposite concept, job alienation refers to "a feeling of disappointment with career and professional development, as well as disappointment over the inability to fulfill professional norms" (Aiken & Hage, 1966, p.497). Job involvement was reported as having a negative correlation with participation in decision-making (Aiken & Hage, 1966; Kakabadse, 1987). Eisenstat and Felner (1984) found that job motivators were more important than job stressors in determining workers' involvement with their work. In the same study, these authors used two set of *t*-tests for significance of the differences between correlations and concluded that although "staff feedback is more strongly associated with ratings of job satisfaction than is client feedback..., client feedback is significantly more positively correlated with ratings of... client involvement than is staff feedback" (p. 423).

It has become clear from the literature review that among the predictors of job satisfaction and burnout, role conflict and role ambiguity have received special attention from the behavioural scientists for at least three major reasons. The first reason is that role ambiguity and role conflict were documented as influential factors to mental and physical

health, and turnover (Jackson, 1983). The second reason is that role conflict and role ambiguity are correlated with both job satisfaction and burnout. It should be noted here that although this point is shared by many authors, it was reported by Jayaratne and Chess (1983) that role ambiguity, role conflict and workload "contribute very little toward the explanation of job satisfaction or turnover intent" (p. 137). The third reason is that there are reported differences in the degree to which role ambiguity and role conflict relate to work environment variables. Some studies conclude that role ambiguity influences burnout more than role conflict; other studies assess role conflict as the major determinant of burnout. After examining the patterns in which these two variables interact with other related variables, Fisher and Gitelson (1983) reported that role ambiguity was weakly but consistently correlated *positively* with education and *negatively* with commitment, involvement, satisfaction with co-workers and promotion, tenure, and age. Role conflict was negatively associated with commitment, involvement, satisfaction with pay, co-workers and supervision, and to participation in decision-making. Both role conflict and role ambiguity were reported to have a strong, negative relationship with overall job satisfaction. These results were obtained from an analysis of 43 studies on role conflict and ambiguity using the Schmidt-Hunter meta-analysis method. This method is based on the idea that much of the variation in findings across samples or studies is the result of statistical

artifacts and methodological problems (sampling errors due to differences in sample size, data coding, and the like) rather than of truly substantive differences in underlying populations. It involves first calculating the mean correlation across studies taking into account the sample size weighting. Total variance of sample correlations are then calculated. The final step is to subtract, from the total variance, a conservative estimate of the variance due to artifacts. The result should be an accurate picture of the variables in questions.<sup>8</sup>

In a study on job stress and strain among social workers, Jayaratne and Chess (1984b) found that emotional support (support from supervisor) was negatively correlated with role conflict and role ambiguity. Furthermore, they argued that "the literature confirming a negative association between support and stress is almost universal" (Jayaratne, Chess, & Kunkel, 1986, p. 54).

#### **2.4. Summary**

In summary, a review of literature related to work environment issues in human service settings suggests that work environment variables can be grouped into two categories: predictor variables and outcome variables. Among the outcome variables, job satisfaction and burnout appear to be dominant. Job satisfaction can be measured globally and dimensionally (facets). Demographic attributes of workers seem to play a role in

predicting job satisfaction; however, the reported nature of the relationship between the demographic variables and job satisfaction were not consistent. Job stressors, and in particular, role ambiguity and role conflict, were described as influencing factors of job satisfaction. Equally important is the relationship of job motivators and job satisfaction. However, components of job motivators were reported to have different effects on job satisfaction. Participation in decision-making was another factor enhancing job satisfaction among human service workers.

Burnout is another work environment outcome variable. Burnout was measured by three sub-scales: emotional exhaustion, depersonalization, and reduced personal accomplishment. Studies suggest that demographic variables have some influence on burnout. Both job stressors and job motivators are reported to correlate with burnout but in different directions. Support from supervisors, feedback, and job involvement also influence the level of burnout among human service workers.

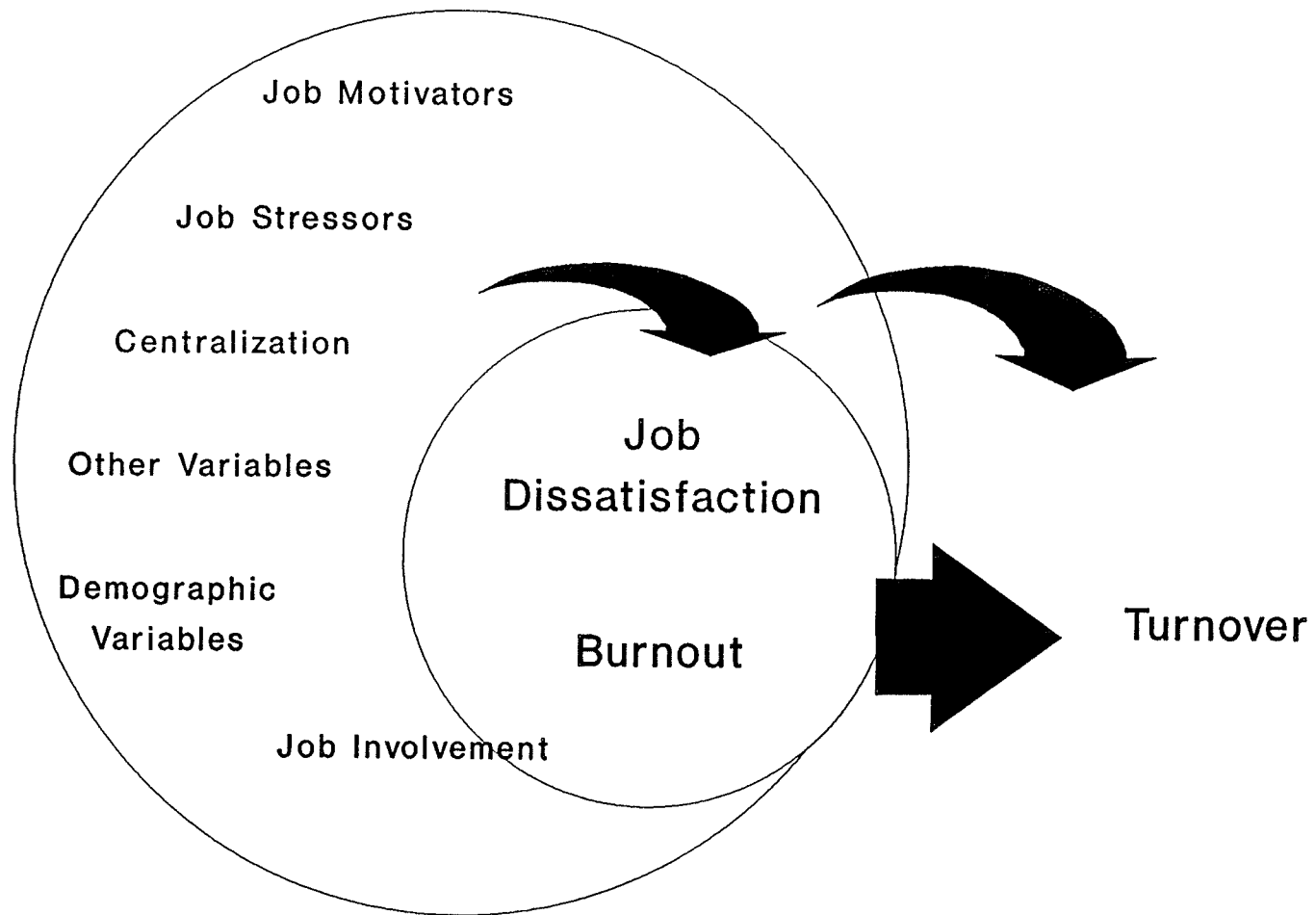
There is evidence of a relationship among the independent (predicting) variables themselves. For instance, role ambiguity and role conflict are associated with involvement and participation in decision-making.

Through the review, there seemed to be an emerging pattern through which the work environment variables interact with each other. Although it is not the intention of this report to present a final framework or model,

a proposed pictorial description of work environment variables (Figure 1) can be used as a guide to organize the analyses of the variables in questions.

Figure 1

Work Environment Variables



### 3. Methodology

The student joined the project at the data collection phase. Many, if not all of the questionnaire design tasks were done at that time. Therefore, this section will discuss data analysis strategies and measurement rather than research design.

#### 3.1. Sample

The subjects of this study are child and family service workers. Specifically, a child and family service worker is defined as anyone who is employed by one of the six Winnipeg child and family service agencies and who is not employed as Executive Director. Based on this definition, there were 322 child and family service workers in the Spring of 1987. In terms of job classification, these include direct service workers, program specialists, community development workers, social work staff supervisors, non-social work staff supervisors, family support service workers, and clerical/administrative workers. Usually, studies on human service workers do not often include clerical/administrative staff as their subjects. They are included in this report for two major reasons. First, it is believed that although they do not provide an intensive range of direct services to clients, they are somewhat vulnerable to the risks associated with the work environment in the intense setting of child and family service agencies.



Second, it is helpful to include this group in the analysis for comparison purposes.

As noted earlier, a total of 289 people responded to the staff survey for a response rate of 90%. There is no evidence to indicate that there is a difference between the respondents and non-respondents. Furthermore, with a response rate that is this high, any differences between these two groups would be marginal.

An important issue, which deserves greater attention, is the question of inference or, specifically, the use of inferential statistics in this report. The field of statistics is usually divided into two parts. The first, "...called descriptive statistics, consists of tools and issues involved in describing collections of statistical observations, whether they are samples or total populations. The second part, called inferential or inductive statistics, deals with the logic and procedures for evaluating risks of generalizing from descriptions of samples to descriptions of populations" (Loether & McTavish, 1980, p. 5).

The question immediately posed in this section is whether or not one should use inferential statistics in this study. Since the unit of analysis in this report is child and family service workers in Winnipeg, the sample in this report is also the population. Should inferential statistics be used when the whole population is studied?

The debate on the use of inferential statistics when studying the

whole population has existed in the literature since the 1940's. Although the issues concerning this situation have been overshadowed by a broader and more controversial debate on the use of significance tests, it has attracted enough attention from social scientists who are divided into two groups on this issue.

The first group believes that when the whole population is studied, inferential statistics should not be used. Their reason is quite obvious. By definition, inferential statistics help one to infer to a population from the observations of samples. "If measurements are obtained from an entire population, the population can be characterized by various measures of central tendency, dispersion, and shape... The results describe the population exactly" (Norusis, 1988b, p. B-118). One can simply use descriptive statistics to describe these observations. So, if one studies the whole population, inferential statistics serve no purpose and are inappropriate to use (Nachmias & Nachmias, 1981). Differences, existing among observations are "real" differences.

The second group, however, looks at the issue differently. Two major arguments seem to emerge from this group to defend the use of inferential statistics when studying a population. The first argument maintains that one can use inferential statistics to rule out the "chance-processes" alternative when analyzing sub-populations. As stated by Blalock (1979):

The argument revolves around the processes that could have generated differences among

subpopulations delineated in various ways... If we take this viewpoint of the generalization process, then clearly it makes sense to make significance tests even when one has data for entire population. It would seem as though most social scientists in fact have this more inclusive objective of saying something about casual processes, and therefore they should always make tests in order to rule out the simple "chance-processes" alternative (p.242).

The second argument for the use of inferential statistics is based on the idea of a "hypothetical universe". According to Hagood (1970), "from observations made either from a sample or from complete survey of some limited universe, we generalize to a hypothetical universe... It is the universe of all possible samples... which could have been produced under similar conditions of time, place, culture, and other relevant factors" (p. 66). It should be noted that the terms *universe* and *population* are usually interchangeable. Furthermore, a hypothetical universe (sometimes referred to as general universe) is infinite whereas a special population or universe is finite (Loether & McTavish, 1980). According to these authors, two inferential leaps occur in generalizing to special and general universes. The first one is the leap from sample to special universe from which the sample was drawn. The simple random sample is the technique designed to justify this leap. The second leap is from special to general universe. This leap is not a problem faced by statistical theory or sampling theory; it should be dealt with at a more abstract and more general methodological level.

It is beyond the scope of this report to deal with the significance test controversy. However, the view taken in this report should be expressed. Firstly, the decision of whether or not inferential statistics should be used in this situation depends on how one perceives the unit of analysis which is child and family service workers in Winnipeg. Specifically, do they form a "fixed" population or do they, as a sample, belong to an infinite universe? If one thinks of data collected from child and family service workers in Winnipeg as specific observations in the Spring of 1987, the sample in this case is a fixed population. The generalization of the results is limited only to those 322 workers in the Spring of 1987. Consequently, this imposes limitation on the usefulness of the study. A more liberal and useful view is the acceptance that these 322 workers at that given time are one sample of an infinite set of samples which could be drawn from an infinite population. In other words, the results of the study could be replicated under similar circumstances. Significance tests are therefore acceptable. Secondly, one should not always rely only on significance tests as a strict and fixed rule to reject or accept a relationship between variables. The strength of association as well as the nature of relationships among variables should also be examined.

In short, there is enough justification to use inferential statistics on the data gathered in this practicum. However, due to the exploratory nature of this report, significance tests will be selectively used to present

the results.

### 3.2. Measures

Work environment measures used in the staff questionnaire consisted of more than 130 items. Many of these items were used to construct different scales to measure different work environment variables. When a scale is used to measure a variable, its additive score rather than its individual item score reflects the measurement of that particular variable. Definitions of variables in question were already discussed previously in the literature review section. In this section, descriptions of the scales are presented.

**Job satisfaction** was measured in two ways: globally and dimensionally. This measurement was adopted from *The 1977 quality of employment survey* (Quinn & Staines, 1979). The global measures of job satisfaction included three items asking respondents to rate their satisfaction with their overall job situation, their supervision, and their agency. Rating of these items was from "1" being "Not at all satisfied" to "4" being "Very satisfied". Two items asking satisfaction with supervision and with the agency were not in the original measurement of global job satisfaction. Most of the measures of job satisfaction facets used the following scale: "1" being "Not at all true" to "4" being "Very true". Two items in the job challenge dimension used different wordings: "1" being

"Strongly disagree" to "4" being "Strongly agree". These dimensions of job satisfaction are as follows:

- (1) *Promotion*: three items were used to measure satisfaction with promotional opportunities. An example of the items is "The chances for promotions are good".
- (2) *Financial rewards*: three items asking about pay, job security and benefits were included to assess respondents' satisfaction relating to financial aspect of the job.
- (3) *Resource adequacy*: four items including statements like "I receive enough help and resources to get the job done" were used to measure the adequacy of resources.
- (4) *Job comfort*: "I can forget about my personal problems at work" is an example of seven item scale designed to tap the working conditions of the job.
- (5) *Job challenge*: six items including statements such as "I am given the chance to do the things I do best" to measure the job challenge dimension of job satisfaction.
- (6) *Relationship with co-workers*: this measure included three items with statements like "The people I work with are friendly".

**Burnout** is one of the most important outcome variables. The study

used a well known instrument for the measurement of burnout, the Maslach Burnout Inventory (Maslach & Jackson, 1986). The Maslach Burnout Inventory (M. B. I.) consists of 22 items organized as three sub-scales: emotional exhaustion, depersonalization, and reduced personal accomplishment.

- (1) *Emotional exhaustion*: nine items including statements like "I feel emotionally drained for my work" are designed to measure this dimension of burnout.
- (2) *Depersonalization*: five items were included to measure negative attitudes towards people with whom one works. One example of this item is "I have become more callous toward people since I took this job".
- (3) *Personal accomplishment*: this is a reversed scale; a high score on the personal accomplishment sub-scale indicates a low burnout level. Statements such as "I feel I am positively influencing other people's lives through my work" was included in this eight item measure.

All of these 22 items used a seven point scale to record frequency of experienced feelings with "0" meaning "Never" to "6" meaning "Everyday". A high degree of burnout is shown in high scores on the Emotional Exhaustion and Depersonalization subscales and in low scores on the Personal Accomplishment subscale.

**Job stressor** measures included both composite scales and individual items. *Role conflict* was measured by a four item scale used by Quinn and Staines (1979). Respondents were asked to rate their agreement, from "1" being "Strongly disagree" to "4" being "Strongly agree" on statements like "On my job I cannot satisfy everybody at the same time". High values indicate high perception of role conflict. *Role ambiguity* and *quantitative workload* measures were taken from Caplan, Cobb, French, Van Harrison and Pinneau (1980). Respondents were asked to answer questions using the following scale: "1" being "Rarely" to "5" being "Very often". The role ambiguity measure consisted of four items including questions like "How much of the time are your work objectives well defined?" Since the questions were worded in a positive manner, recoding to reverse scores was done to reflect the concept of role ambiguity. The subjective feelings of the quantitative workload included questions like "How often is there a great deal to be done?" among its four item scale.

There were two individual items used to measure how often one feels professional *values conflict with work*, and how often *meetings interfere* with other work responsibilities. In addition, there were three questions asking respondents the number of hours of overtime, the percentage of time spent in client contact, and the number of active cases contacted in the previous month. The latter two questions were applicable only to workers who carried a caseload.



**Job motivators** or job enrichers are factors that help workers feel motivated to do their work. The scales, originally developed by Hackman and Oldham (1974), were adopted by Quinn and Staines (1979), and used in this study in a manner consistent with the approach used by Eisenstat and Felner (1984). Job motivators measures included job autonomy, skill variety, task significance, task feedback, and feedback from others. Items used in these scales were measured by a four point scale from "1" being "Strongly disagree" to "4" being "Strongly agree". With the exception of two items, these items were stated positively. Scores of the two negative items were reversed before constructing their additive scales.

The *job autonomy* measure was a combination of six items including statements like "I determine the speed at which I work". This scale measured workers' perception of the degree of control which they had over their job. The *skill variety* was an additive scale consisting of six items. An example of these items is a statement like "My job requires that I be creative". The three item *task significance* scale measured the meaningfulness of one's job using statements such as "The work I do on my job is meaningful to me." In addition, there were two individual items used in the original job motivator measures. The first one was "Even if no one tells me I can figure out how well I am doing on my job" which measured the concept of *task feedback*, and the second one was "Supervisors or co-workers usually let me know how well I am doing my work" which assessed

the degree of *feedback received from others*. Another individual item, which was not in the original measures, was used in this study to measure the perceived level of *difficulty in getting client feedback*. This item was as follows: "I find it difficult to get useful feedback from my clients".

The **social support** measures were taken from Caplan, Cobb, French, Van Harrison, and Pinneau (1980). Respondents were asked to rate the support which they received from their supervisors, co-workers, and family members and friends. A five point scale was used: from "0" being "Don't have any such person(s)" to "4" being "Very much". The social support measures then consisted of three sub-scales: *support from supervisor*, *support from co-workers*, and *support from family members and friends*.

**Job involvement** or its opposite concept, job alienation, refers to the level of attachment one feels towards one's job. Through the literature, there was a distinction between job involvement and work involvement. Only the job involvement measure from Kanungo (1982) was used in the regionalization study. This ten item scale included statements like "I consider my job to be very central to my existence." Respondents were asked to rate their agreement or disagreement with these items on a six point scale, from "1" meaning "Strongly disagree" to "6" meaning "Strongly agree". Scores on items with negative wordings were reversed before constructing the composite scale. High scores on this scale indicate a high level of job involvement.

The literature review suggests that a high level of **participation in decision-making** is associated with a high level of job satisfaction, and a low degree of burnout. Participation in decision-making was measured by four items, developed by Hage and Aiken (1967), asking respondents how often they participated in decisions related to hiring staff, staff promotion, new policies, and new services. A five point scale, from "1" being "Never" to "5" being "Always" was used. High values indicate high level of participation in decision-making. Related to this variable is the concept of *hierarchy of authority*. This scale consisted of statements like "Any decision I make has to have my supervisor's/superior's approval". Respondents rated these items using a five point scale, from "1" being "Very false" to "5" being "Very true". High scores indicate high level of authority hierarchy.

The last work environment measure used in the study was worker's *intent to turnover*. This single item was stated as follows "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 response categories for this question were from "1" being "Not at all likely" to "3" being "More than likely".

Combined measures were also reported in the regionalization study. Specifically, four additive scales were used. Organizational centralization was a combined measure of participation in decision-making scores and the

reversed scores of hierarchy of authority. The additive job motivators scale was a combination of the following scales: task feedback, feedback from others, job autonomy, skill variety, and task significance. The combined job satisfaction facet measure was the addition of all job satisfaction facets. The last combined measure was the total social support scale which was a combination of the following scales: support from supervisor, support from others, and support from family members. Due to the exploratory nature of this report, with an attempt to retain the original/"raw" scores as much as possible, combined measures were included for comparison purposes in a selective manner.

In addition to the above measures, selected **demographic attributes** were also included in the data analysis. These were: working agency, age, gender, education, experience with the child welfare field, experience with a child welfare related field, ethnicity, and marital status.

Since many scales were used in this report, a discussion of the accuracy of these measures is in order. A measurement is considered to be good when it is both reliable and valid. Reliability refers to the consistency of a measuring instrument (Anastasi, 1968; Kerlinger, 1973) whereas validity deals with the question "Are we measuring what we think we are measuring?" (Kerlinger, 1973; Nachmias & Nachmias, 1981).

It is more difficult to determine the presence of validity in a measure than its reliability. Validity is generally addressed by examining its three

types: content validity, criterion validity, and construct validity. Content validity refers to the subjective assessment of whether or not a particular item/question should be included in the measurement of a particular variable. Criterion validity refers to establishing validity by showing the correlation of the current measure with another type of measure used in relation to the same concept. The most complex type of measurement validity is construct validity which involves the assessment of how well a particular measure fits with the overall theoretical framework from which the measures are derived (Monette, Sullivan, & Dejong, 1986).

Through reviewing the literature related to work environment issues, there has been attempts to test the validity of some of the above scales. After examining data from five different studies during an eight-year period to assess the construct validity of the Maslach Burnout Inventory, Koeske and Koeske (1989) reported that additional items should be developed for the depersonalization sub-scale. Despite this, they concluded that there was strong support for the continued use of the MBI as the measure of burnout. Similar effort was done to examine the validity and reliability of the Aiken and Hage centralization measure including the hierarchy of authority and participation in decision-making scales. It was reported that "the centralization scales are reliable and valid" (Dewar, Whetten, & Boje, 1980, p. 127). Role ambiguity and role conflict scales underwent similar analysis and it was concluded that "continued use of the Rizzo et al. scales

may be warranted" (House, Schuler, & Levanoni, 1983, p. 337).

Reliability of measurement also plays an important role in the assessment of a particular measure as explained by Nachmias and Nachmias (1981):

"...but in many instances, validity evidence is almost entirely lacking; one has to evaluate the measuring instrument with respect to other characteristics and assume its validity. A frequently used method for evaluating an instrument is its degree of reliability" (p. 146).

To assess the reliability of a measurement, reliability coefficients were calculated for all of the composite scales included in this report. A commonly used reliability coefficient is *Cronbach's Alpha*. Alpha (or  $\alpha$ ) is based on the internal consistency of a test (Norusis, 1988a). The range of alpha is from "0" to "1" with "1" indicating the highest reliability coefficient.

With the exception of the "relationship with co-worker" scale, all of the scales adopted from previous studies, where applicable, had reliability test values of .60 or greater. The current reliability tests showed similar results: coefficient alpha values of all applicable scales were above .50, the minimum suggested by Nunnally (1967). For a detailed listing of the reliability alpha values, please see Appendix C. Another issue is the level of measurement used by the above scales. It will be discussed in the next section.

### 3.3. Analysis Strategy

The analysis strategy used in this report included two major components: the selection of statistical procedures and the analysis process. The selection of statistical techniques was based on the following factors: the level of measurement, the presence of P.R.E. (Probable Reduction in Error or Proportional Reduction in Error), the number of variables in a given analysis (univariate, bivariate, or multivariate), and whether the relationship was symmetric or asymmetric.

Level of measurement scales may be nominal, ordinal, interval, or ratio. Many introductory textbooks in research and statistics are very clear about which statistical techniques should go with which level of measurement (Babbie, 1983; Manheim & Rich, 1986; Marzillier, 1990; Atherton & Klemmack, 1982; Monette, Sullivan, & Dejong, 1986). However, disagreement exists on the use of statistics designed for one level on another level. Based on the literature related to this topic, one can say that the controversy began in the 1950's when the use of interval level statistics on ordinal scales became widespread. The main reason for performing data analysis this way is related to the inferential power of statistics used for interval level of measurement. Inferential statistics can be classified into two groups: parametric and non-parametric statistics. The former are designed for interval or ratio scales and are more powerful

whereas the latter are less powerful and are constructed for scales measured at ordinal or nominal level. Probably, the most well known textbook on nonparametric statistics is written by Siegel (1956), who strongly argued against the use interval level statistics on ordinal scales. However, more and more social researchers claim the values of this practice (Gaito, 1972; Boneau, 1972; Lord, 1972; Anderson, 1972). Stevens (1970), who originally classified the four scales of measurement, summarized this predicament as follows: "The widespread use on ordinal scales of statistics appropriate only to interval or ratio scales can be said to violate a technical canon, but in many instances the outcome has demonstrable utility" (p. 90). In this report, scales which were constructed from ordinal item(s) using Likert-type scale are considered as interval scales, and statistics for interval scales including parametric inferential statistics will be used to analyze them. However, the results from the analysis of these scales should be read with this conversion practice in mind.

Another criteria to select a statistical technique was the presence of P.R.E. (Probable Reduction in Error). A correlation coefficient is said to have P.R.E. interpretation when the measure includes the ability to reduce errors in predicting one variable by knowing the values of the other variable. Because of this characteristic, whenever possible, the use of measures of association that have this type of interpretation is



recommended (Atherton & Klemmack, 1982). This is applicable in the measurement of associations only. Examples of P.R.E. measures included Lambda, Gamma, Eta, and Pearson  $r$ .

Of course, the number of variables involved in a given analysis is another factor in determining statistical technique selection. For example, if two variables are involved, bivariate procedures such as measures of association would be more appropriate in addition to simple frequency distribution reports. Furthermore, in some cases, statistical procedures used for the analyses of two or more variables are different depending on the presence of an independent variable. For example, when there is an independent variable in a two nominal variable analysis, one would use the value of *asymmetric* Lambda to interpret the results. However, when one does not care which variable will affect the other, one should look for the *symmetric* Lambda value (Atherton & Klemmack, 1982).

The analysis process consisted of different phases. The first was the univariate analyses. Regardless of how complex or simple a statistical analysis is, it begins with an examination of the individual variables to obtain unusual or outlying values and to examine the distribution of concerning variables (Norusis, 1988a). Frequency distribution reports were performed to inspect unusual data and to provide a basic presentation of the results. Second, bivariate analyses were then conducted to examine the associations among selected variables. Third, based on the results of these

analyses, interval level independent variables which showed some strength in correlation coefficients and significantly correlated with the work environment outcomes variables were included in the multivariate analysis. Regression analyses were then performed on the selected independent variables and the concerning dependent variables to study the relationships among them. The stepwise model, which is one the most commonly used models in regression analyses, was used in this report. Fourth, variables measured at ordinal or nominal level which reflect significant bivariate associations with the concerning dependent variables were then examined further using either *t*-test or Scheffé test to confirm the findings. The *t*-test is one of the most commonly used statistical technique used to test differences between two group means. However, when more than two groups are involved, techniques involving multiple group comparison such as *F* test and Scheffé test are used. The *F* test is usually used to test if population means are equal. However, a significant *F* statistics indicates just that and it does not pinpoint the mean differences among groups. The Scheffé test, on the other hand, will identify if a group mean is significantly different than any of other group mean(s) (Norusis, 1988b). Last, although it was not the emphasis of the report, an examination of the relationships among independent variables was also performed.

### **3.4. Limitations**

In general, the practicum methodology and data suffered from several drawbacks. First, due to the exploratory nature of the report and the number of variables involved, data analyses consumed a tremendous amount of the student's time. For example, because there were more than 45 relevant variables included in this report, this required approximately 1000 analytical procedures for bivariate examination. Although this limitation was not directly related to the methodology, it was a time consuming component of data analysis. Second, because the study was conducted in the Spring of 1987, the data presented here may be currently out of date in terms of staff perceptions of work environment issues. Third, because the scales used in the regionalization study were self-report scales examined at one time only, the results may be influenced by workers' feelings at that particular time only (which may be influenced by certain historical events) and may not reflect their "normal" perceptions. However, this is the inevitable limitation of any self-report scales. Last, because this is a "one time measurement" study, comparisons had to be done through statistical manipulation rather than through control groups which are more desirable in many situations.

A final point should be made before proceeding to the next section. The presentation of the findings should be read in the following context. First, the nature of this research experience is exploratory. Second, the

issues related to sample versus population discussed previously should be understood. Last, the interpretation of ordinal scales as interval scales for statistical procedures should be taken into consideration.

#### 4. Results

In this section, findings from the work environment issues perceived by the Winnipeg child and family service workers are presented. The presentation of data is organized in the same format used in the literature review section.

Three important points should be made here. First, it should be noted that due to missing data (83 workers omitted one or more work environment items), the sample size varies somewhat in relationships which are presented. Second, due the enormous number of bivariate analyses, a significant correlation resulting from a bivariate analysis may not be discussed in this section. Those which are presented here were the final significant variables included in the regression equations. Third, in this section, when the Scheffé test, a measure of differences between groups, is presented, it will identify only those groups which are significantly different than others. The scores of the excluded groups may be different but not statistically significant. For example, a statement like "within the job classification, clerical staff scored significantly lower on Personal Accomplishment than did other workers except non-social work supervisors" means that clerical staff still scored lower than non-social work supervisors but not *significantly lower*.

#### **4.1. Respondent Profile**

Seventy eight people or 27.7% were male, and 209 workers or 72.3% were female. Respondents' ages ranged from 21 to 64 with an average age of 35.7. One hundred and ninety one people or 67.5% were married or living as married and 92 or 32.5% were not.

In terms of formal education, 147 workers or 51.8% reported having some type of social work degrees. Specifically, 101 people or 34.95% had Bachelor of Social Work degrees; 36 workers or 12.5% had Master of Social Work degrees; and ten respondents or 3.5% were in the process of obtaining Master of Social Work degrees. Nine people or 3.2% graduated or had some training from the New Careers Program. Forty two respondents or 14.8% reported that they had secretarial training. Twenty one workers or 7.4% had some training or graduated from community college. Thirty five respondents or 12.3% had other degrees.

Reported work experience in the child welfare field ranged from none to nine years or more. The mid point was "3-5 years" of work experience. The "1-3 years" category was the median of the reported work experience in the child welfare related field.

The ethnic background of the majority (244 or 85.6%) of staff was Caucasian. However, 28 (9.8%) workers were Native, and 13 (4.6%) were reported under the "Other" category.

Direct service staff and Secretarial/clerical staff were two major job

classification categories. There were 135 (46.7%) direct service workers and 62 (21.5%) clerical staff. A detailed distribution of staff by agency is presented in Table 10. Noticeable in this table is the absence of "family support workers" category in Child and Family Services of Winnipeg West and "community workers" category in Northwest Child and Family Services.

In short, results of the demographic data reflected that Winnipeg child and family service workers were a heterogeneous sample.

#### **4.2. Job Satisfaction and Its Predictors**

Job satisfaction was measured globally and dimensionally. Global job satisfaction scores showed that more than 70% reported being "Somewhat satisfied" to "Very satisfied" with their overall job situation. Specifically, 215 (74.7%) people reported "satisfied with the overall job situation" whereas 73 (25.3%) indicated "not satisfied". With respect to satisfaction with supervision, 64 people (22.3%) reported that they were "not satisfied" whereas 233 respondents (77.7%) indicated that they were "satisfied". When asked about their workplace, 210 (73.5%) people said they were "satisfied with the agency" whereas 76 (26.5%) said they were not (see Table 11).

Mean and standard deviation values of the job satisfaction facets are reported in Table 12. It should be noted that because these measures were additive scales, their possible minimum and maximum scores are also

Table 10

**Categories Describing Job of Respondents  
by Winnipeg child and family service agencies**

Count Row % Col %	Central Winnipeg	Winnipeg West	Northwest	Northeast	Eastern	Winnipeg South	Total
Direct Service	27 20.00 42.9	21 15.6 52.5	31 23.0 47.7	14 10.4 41.2	27 20.0 47.4	15 11.1 50.0	135 46.7
Program Specialist	7 24.1 11.1	3 10.3 7.5	10 34.5 15.4	3 10.3 8.8	3 10.3 5.3	3 10.3 10.0	29 10.0
Comm. Develop.	3 18.8 4.8	2 12.5 5.0		3 18.8 8.8	6 37.5 10.5	2 12.5 6.7	16 5.5
Supervisor (S.W.)	4 17.4 6.3	3 13.0 7.5	5 21.7 7.7	3 13.0 8.8	5 21.7 8.8	3 13.0 10.0	23 8.0
Supervisor (Non S.W.)		1 20.0 2.5	1 20.0 1.5	1 20.0 2.9	1 20.0 1.8	1 20.0 3.3	5 1.7
Family Support Worker	7 36.8 11.1		6 31.6 9.2	1 5.3 2.9	3 15.8 5.3	2 10.5 6.7	19 6.6
Secretar. Clerical	15 24.2 23.8	10 16.1 25.0	12 19.4 18.5	9 14.5 26.5	12 19.4 21.1	4 6.5 13.3	62 21.5
Total	63 21.8	40 13.8	65 22.5	34 11.8	57 19.7	30 10.4	289 100.0



Table 11

**Global Job Satisfaction Measures  
Frequency Distribution  
Winnipeg child and family service workers.**

Response Categories	Overall Job Situation		Supervision		Agency	
	Count	%	Count	%	Count	%
Not At All Satisfied	15	5.2	17	5.9	17	5.9
Not Too Satisfied	58	20.1	47	16.4	59	20.6
Somewhat Satisfied	152	52.8	132	46.0	138	48.3
Very Satisfied	63	21.9	91	31.7	72	25.2
<b>TOTAL</b>	<b>288</b>		<b>287</b>		<b>286</b>	

Table 12

**Job Satisfaction Facet Measures  
Mean and Standard Deviation  
Winnipeg child and family service workers**

Job Satisfaction Facets	Mean	Standard Deviation	Possible Range	
			Minimum	Maximum
Promotional Opportunities	6.79	2.17	3	12
Resource Adequacy	11.54	2.76	4	16
Job Comfort	17.71	4.16	7	28
Relationship with Co-workers	9.48	2.05	3	12
Financial Rewards	8.00	2.33	3	12
Challenge	18.00	2.96	6	24

included to help in interpreting the results. High values on these scales indicate a more desirable "state" in terms of job satisfaction. As shown in this table, the mean of the Promotional Opportunities (6.79) variable is below the 7.5 mid-range (which is the mid point between the minimum and maximum scores). The Job Comfort mean (17.71) is very close to its 17.75 mid-range. All other means of the job satisfaction facet measures are above their mid-range scores.

Although the results of detailed analyses on each job satisfaction variable will be presented shortly, a general observation on the relationships between demographic variables and job satisfaction variables is in order. Overall, bivariate analyses indicated that "working agency" (agency worked for) consistently had significant ( $p < .05$ ) and moderate associations with all job satisfaction measures, with Eta values from .22 to .49. It should be noted that since "working agency" was measured with a nominal scale, these associations did not provide much helpful information beyond the indication that there were relationships between "working agency" and the job satisfaction measures. The nature of each individual relationship will be examined shortly in this section. Similar but weaker ( $r$  values ranged from .12 to .24) were the positive relationships between age and all job satisfaction measures but "satisfaction with supervision" and "resource adequacy". Some of these relationships, however, disappeared when multivariate analyses were performed as will be discussed.

**Satisfaction with overall job situation:** Bivariate and multivariate analyses emerging from the examination of the variable satisfaction with overall job situation are presented next. Three measures of job stressors had negative and significant relationships with the measure of satisfaction with overall job situation. Fifteen percent of the variance in satisfaction with overall job situation was explained by knowing the value of role ambiguity ( $r = -.39, p < .01$ ) and only 8% of the variance was explained by knowing the value of role conflict ( $r = -.28, p < .01$ ). The association between overall satisfaction with overall job situation and value conflict variables was moderate ( $r = -.36, p < .01$ ). Job autonomy ( $r = .39, p < .01$ ) and task significance ( $r = .33, p < .01$ ) were also positively correlated with this global job satisfaction measure. With a similar strength of association, the variable "support from supervisors" ( $r = .35, p < .01$ ) helped in explaining the variance of satisfaction with overall job situation by 12%. Together, all of the above variables "explained" 37% of the variation in the variable "satisfaction with overall job situation" ( $R^2 = .37$ , Adjusted  $R^2 = .36$ ). The job autonomy variable alone accounted for 15% of the total explained variance (37%) in the satisfaction with overall job situation variable ( $R^2 \text{ Changes} = .15$ ) whereas each of the other variables accounted for 8% or less of the total variance.

As expected, workers who scored high on role ambiguity and role

conflict scales reported low levels of satisfaction with their overall job situation. This finding implies that child and family service workers who experience conflicting and/or unclear role expectations are likely to be dissatisfied with their overall job situation. In addition to these two job-related stress variables, workers who felt their professional values conflicting with work reported low levels of satisfaction with their overall job situation. Workers' satisfaction with the overall job situation was also influenced by their feeling of how much control they had over their job and how meaningful their jobs were. The above data also indicated that workers' perceived support from supervisors played an important role in determining their satisfaction with their overall job satisfaction. Workers who indicated having high degrees of support from supervisors reported higher levels of satisfaction with the overall job situation. It is important to note that data from regression analyses showed that job autonomy was the most important factor in determining the level of satisfaction with overall job situation.

Demographic variables also had some effect on this global job satisfaction measure. A significant relationship existed between "Agency worked for" and the variable "satisfaction with overall job situation" ( $\text{Eta} = .32$ ,  $\text{Sig. } F < .01$ ). Workers at Northwest Child and Family Services ( $\text{mean} = 2.62$ ,  $\text{sd} = .85$ ) and Child and Family Services of Central Winnipeg ( $\text{mean} = 2.65$ ,  $\text{sd} = .76$ ) scored significantly lower on satisfaction with overall

job situation than did workers at Child and Family Services of Eastern Manitoba (mean=3.32 and sd=.72). Contradicting the findings reported by McNeely (1983) and Spector (1985) that age had a positive relationship with the overall job satisfaction variable, data in this report showed a non significant relationship between these two variables. Of particular interest is the correlation between marital status and satisfaction with overall job situation (Eta=.20, Sig.  $F < .01$ ). People who reported being married or living as married indicated higher levels of satisfaction with this overall job situation than those who were single. However, this relationship was quite weak; only 4% of the variance in satisfaction with overall job situation was explained by knowing respondents' marital status.

**Satisfaction with supervision:** Results of regression analyses showed that workers' satisfaction with supervision was influenced by three key variables: role ambiguity, support from supervisors, and feedback from others. These variables accounted for 55% of the variance in the satisfaction with supervision measure ( $R^2 = .55$ , Adjusted  $R^2 = .55$ ). An examination of the associations between the satisfaction with supervision variable and the above independent variables showed that satisfaction with supervision correlated strongly with support from supervisors ( $r = .71$ ,  $p < .01$ ), moderately with feedback from others ( $r = .46$ ,  $p < .01$ ), and marginally with role ambiguity ( $r = -.40$ ,  $p < .01$ ). Among these three

variables, support from supervisor appeared to be the most important factor in determining the level of satisfaction with supervision; it accounted for 50% ( $R^2$  changes = .50) of the total variance (55%) in this global job satisfaction measure. The strong association between the support from supervisors variable and the satisfaction with supervision variable is expected. If one receives adequate support from one's supervisor(s), one is likely to be satisfied with the supervision component of the organization. The variable "agency worked for" also correlated with this dependent variable ( $\text{Eta} = .27$ , Sig.  $F < .01$ ). When the Scheffé test was used, the results also indicated that workers at Child and Family Services of Central Winnipeg (mean = 2.78, sd = .87) scored significantly lower on this job satisfaction variable than did workers at Child and Family Services of Eastern Manitoba (mean = 3.33, sd = .73).

**Satisfaction with the agency:** Regression analyses indicated that 31.8% of the variance in workers' satisfaction with the agency was explained by five different variables ( $R^2 = .318$ , Adjusted  $R^2 = .305$ ). These variables and their correlation coefficients with the "satisfaction with the agency" outcome measure were as follows: role ambiguity ( $r = -.33$ ,  $p < .01$ ), value conflict ( $r = -.38$ ,  $p < .01$ ), lack of participation in decision-making ( $r = -.31$ ,  $p < .01$ ), support from supervisors ( $r = .36$ ,  $p < .01$ ), and feedback from others ( $r = .30$ ,  $p < .01$ ).

As indicated above, role ambiguity and value conflict had negative relationships with the variable "satisfaction with the agency". These results suggest that workers who are unclear about their roles or workers who feel that their professional values conflict with work are likely to experience the feeling of dissatisfaction with the agency. These data also showed a negative relationship between the variable "lack of participation in decision-making" and the variable "satisfaction with the agency". This is consistent with previous findings that participation in decision-making will increase job satisfaction among human service workers (Frank, Cosey, Angevine, & Cardone, 1985; Jackson, 1983; McNeely, 1983). The only job motivator variable which had a significant correlation with the variable "satisfaction with the agency" was the degree of feedback received from others. Having feedback from others will enhance workers' levels of satisfaction with the agency. Support from supervisors again appeared to be an important variable in determining worker's perceived levels of satisfaction with the agency. Workers with a high level of support from their supervisors are likely to be satisfied with the agency.

It should be noted that among these variables, the two variables "values conflict" and "support from supervisors" were the most important variables in explaining the variance of the values of the "satisfaction with agency" variable. These two variables accounted for 24% ( $R^2$  Changes = .24) of the total variance of the variable "satisfaction with the agency" whereas

the other three variables together accounted for only 7% of the variance.

In terms of demographic variables, "agency worked for" ( $\text{Eta}=.49$ ,  $\text{Sig. } F<.01$ ) and "ethnic background" ( $\text{Eta}=.19$ ,  $\text{Sig. } F<.01$ ) showed significant relationships with the measure of satisfaction with the agency. Workers at Child and Family Services of Central Winnipeg ( $\text{mean}=2.40$ ,  $\text{sd}=.77$ ) and workers at Northwest Child and Family Services ( $\text{mean}=2.57$ ,  $\text{sd}=.87$ ) scored lower on the variable "satisfaction with the agency" than did workers at the other agencies ( $\text{mean}>3.05$ ). Native workers reported lower levels of satisfaction with the agency ( $\text{mean}=2.48$ ,  $\text{sd}=.89$ ) than did Caucasian workers ( $\text{mean}=2.98$ ,  $\text{sd}=.82$ ).

**Promotional Opportunities:** Support from supervisor seemed to be an important factor in determining workers' satisfaction with promotional opportunities. It accounted for 22% of the variance in this job satisfaction facet variable ( $r=.47$ ,  $p<.01$ ). There was also a negative relationship between the promotional opportunities measure and the following variables: role ambiguity ( $r=-.36$ ,  $p<.01$ ), and lack of participation in decision-making ( $r=-.35$ ,  $p<.01$ ). Some of the variance (12.25%) in the promotional opportunities variable were also explained by the variable feedback from others ( $r=.35$ ,  $p<.01$ ). When regressed against the promotional opportunities variable, the above four variables "explained" 34% of its variance ( $R^2=.34$ ,  $\text{Adjusted } R^2=.33$ ).



As one may note, the relationships between the promotional opportunities variable and its "predictor" variables were very similar with those of satisfaction with agency and its predictors with the exception of the values conflict variable. As expected, workers who indicated high levels of role ambiguity, low degrees of participation in decision-making, low degrees of feedback received from others reported low levels of satisfaction with promotional opportunities. It appeared that the most important factor in determining the level of satisfaction with promotional opportunities was support from supervisors. This variable alone accounted for 22% ( $R^2$  Changes=.22) of the total variance in satisfaction with promotional opportunities whereas other variables together accounted for only 12% of the total variance. This finding suggests that workers who receive low levels of support from their supervisors are likely to experience a high level of dissatisfaction with promotional opportunities.

In addition, workers at Northeast Winnipeg Family and Extended Social Services (mean=8.24, sd=2.19) and Child and Family Services of Eastern Manitoba (mean=7.55, sd=1.90) reported significantly higher (Sig.  $F<.01$ ) scores on satisfaction with promotional opportunities than did workers at Child and Family Services of Central Winnipeg (mean=5.67, sd=2.03) and Northwest Child and Family Services (mean=6.21, sd=2.10). Winnipeg South Child and Family Service workers also indicated a higher level of satisfaction on this dimension (mean=7.52, sd=1.82) than did

workers of Central Winnipeg. Although job category had a significant relationship with promotional opportunities ( $\text{Eta} = .25$ ,  $\text{Sig. } F < .01$ ), this weak correlation disappeared in the more conservative Scheffé test. These results do not support the findings of previous studies that occupational status was an important factor in determining workers' satisfaction with promotional opportunities (Jayaratne & Chess, 1986).

**Resource Adequacy:** More than 60% of the variance in this job satisfaction facet can be explained by the values of the following variables: support from supervisor, role ambiguity, feedback from others, and job autonomy ( $R^2 = .63$ , Adjusted  $R^2 = .62$ ). Data analyses showed significant ( $p < .01$ ) association between this job satisfaction facet and the following variables: role ambiguity ( $r = -.56$ ), job autonomy ( $r = .36$ ), feedback from others ( $r = .49$ ), and support from supervisor ( $r = .69$ ).

The above data indicated that workers with high reported levels of role ambiguity indicated low levels of satisfaction with resource adequacy. Two job motivator variables: job autonomy and feedback received from others had positive relationships with the variable "satisfaction with resource adequacy". This finding suggests that child and family service workers who perceive high levels of control over their jobs and high degrees of feedback from others are likely to be satisfied with the resource adequacy element of the job. Once again, support from supervisor showed

a strong positive relationship with job satisfaction. High levels of support from supervisors will increase workers' levels of satisfaction with resource adequacy. The examination of the relative importance of the variables influencing this job satisfaction facet measure showed that support from supervisor alone accounted for 47% ( $R^2$  Changes = .47) of the total variance, followed by role ambiguity with 12%. In other words, support from supervisor and role ambiguity were the two important factors in explaining the variance of the variable satisfaction with resource adequacy.

In terms of demographic variables, "Agency worked for" helped to predict 16% of the variance in this job satisfaction facet measure ( $\text{Eta} = .40$ , Sig.  $F < .01$ ). Again, workers at Child and Family Services of Central Winnipeg (mean = 10.31, sd = 2.71) and workers at Northwest Child and Family Services (mean = 10.72, sd = 2.49) scored relatively low on the variable satisfaction with resource adequacy. On the other side, workers at Northeast Winnipeg Family and Extended Social Services and workers at Child and Family Services of Eastern Manitoba reported relatively high levels of satisfaction with resource adequacy (mean = 13.30, sd = 2.75 and mean = 12.65, sd = 2.21 respectively).

**Job Comfort:** Regression analyses indicated that 56% of the variance in the "satisfaction with job comfort" variable was explained by knowing the values of the following variables: role conflict, job autonomy, feedback

from others, quantitative workload, role ambiguity, and meeting interfering with work. Individual bivariate correlation coefficients between "job comfort" and these variables were as follows: role conflict ( $r = -.62, p < .01$ ), role ambiguity ( $r = -.36, p < .01$ ), quantitative workload ( $r = -.50, p < .01$ ), meetings interfering with work ( $r = -.38, p < .01$ ), job autonomy ( $r = .29, p < .01$ ), and feedback from others ( $r = .33, p < .01$ ).

It is interesting to note that all job-related stress variables, except value conflict, had negative relationships with this job satisfaction facet measure. These findings suggest that workers who infrequently experience conflicting job expectations, perceive clear role expectations, do not perceive themselves as carrying heavy workloads, or do not feel meetings interfere with their work are likely to perceive high levels of satisfaction with the comfort dimension of the job. Consistent with the finding related to the subjective interpretation of quantitative workload, workers who reported a high number of hours of overtime indicated a low level of job comfort ( $\text{Eta} = .47, \text{Sig. } F < .01$ ). Also, workers who perceived high degrees of control over their jobs or workers who received high degrees of feedback from others reported high levels of satisfaction with the job comfort element. It should be noted that the variable "support from supervisors" was absent from the above relationships. Until now, the variable support from supervisors appeared in every relationship with the job satisfaction related variables.

Working agency ( $\text{Eta}=.25$ ,  $\text{Sig.}F<.01$ ), job classification ( $\text{Eta}=.44$ ,  $\text{Sig.}F<.01$ ), and education ( $\text{Eta}=.38$ ,  $\text{Sig.}F<.01$ ) were the demographic variables that had significant relationships with satisfaction with job comfort. When Scheffé tests were conducted, there were no significant differences between individual agencies in terms of satisfaction with job comfort scores. The same tests showed significant differences on the "job comfort" scores between direct service workers (mean=15.95, sd=3.67) and the following job classifications: program specialists (mean=18.98, sd=4.34), family support service workers (mean=19.53, sd=3.19), and secretarial/clerical staff (mean=20.17, sd=4.05). People who had B.S.W. degrees (mean=16.2, sd=3.82) scored significantly higher than did people who received secretarial training (mean=20.4, sd=4.11). These data suggest that both job classification and education influence the level of satisfaction with the comfort dimension of the job. These results are consistent with the finding that occupational status had an influence on job comfort (Jayaratne & Chess, 1986). At the first glance, the relationship between education and job comfort was difficult to explain. Further examination of the data indicated that there was also a correlation between education and job classification ( $\text{Lambda}=.29$ ,  $\text{Chi-Square Sig.}<.01$ ). Noticeable was the fact that 70 out of 101 respondents with B.S.W. worked as direct service workers and 40 out of 42 staff with secretarial training worked in secretarial/administrative positions. Perhaps, it is reasonable

to assess that job classification rather than education had some influence on the level of satisfaction with job comfort.

**Relationship with co-workers:** Results from bivariate analyses showed that this job satisfaction facet measure had significant correlation with the following variables: role ambiguity ( $r = -.39, p < .01$ ), job autonomy ( $r = .28, p < .01$ ), support from supervisors ( $r = .52, p < .01$ ), and support from others ( $r = .63, p < .01$ ). These variables together accounted for 50% in the variance of the "satisfaction with relationship with co-workers" variable ( $R^2 = .50$ , Adjusted  $R^2 = .48$ ).

These findings indicate that workers who are not clear about their role expectations are likely to be less satisfied with the relationship with their co-workers. By the same token, workers who perceive low degree of control over their jobs are likely to experience dissatisfaction with this job dimension. The associations between the variables "support from supervisor", "support from others" and this job satisfaction facet were also expected. If one receives a high degree of support from supervisors and or support from others, one is likely to be satisfied with the "relationship with co-workers". However, "support from others" appeared to be the most important variable; it alone accounted for almost 40% ( $R^2 \text{ Changes} = .397$ ) of the total variance (50%) in the variable "satisfaction with relationship with co-workers".

In terms of demographic attributes, "agency worked for" showed an influence on this job satisfaction facet variable ( $\text{Eta} = .33$ ,  $\text{Sig } F < .01$ ). Specifically, workers at Child and Family Services of Central Winnipeg (mean = 8.47, sd = 2.29) scored significantly lower than did workers at Child and Family Services Winnipeg West (mean = 9.9, sd = 1.39), workers at Child and Family Services Winnipeg South (mean = 10.28, sd = 1.64), and workers at Child and Family Services of Eastern Manitoba (mean = 10.17, sd = 1.78).

**Financial Rewards:** Only 15% of the variance in this variable was explained by the following variables: role ambiguity, age, and job autonomy. Individually, these variables showed significant but weak relationships with "satisfaction with financial rewards". Their Pearson correlation values were as follows: role ambiguity with  $r = -.28$  ( $p < .01$ ), job autonomy with  $r = .28$  ( $p < .01$ ), and age with  $r = .24$  ( $p < .01$ ).

These findings suggest that workers who experience unclear role expectations or staff who perceive a low degree of control over their jobs are likely to be dissatisfied with the financial rewards dimension of the job. Also, data indicated that older workers felt more satisfied with "financial rewards" than did younger workers. This is consistent with findings reported by Spector (1985). However, these relationships were quite weak.

In addition to age, there were many other demographic variables influencing this job satisfaction facet. Based on the results of bivariate

analyses, financial rewards were correlated with all demographic variables but gender and marital status. However, when the Scheffé tests were done to identify any sub-groups with significant mean differences, only the following variables remained: working agency ( $\text{Eta} = .31$ ,  $\text{Sig. } F < .01$ ), job classification ( $\text{Eta} = .30$ ,  $\text{Sig. } F < .01$ ), child welfare experience ( $\text{Eta} = .35$ ,  $\text{Sig. } F < .01$ ), and ethnic background ( $\text{Eta} = .24$ ,  $\text{Sig. } F < .01$ ). Workers at Child and Family Services of Winnipeg West (mean=9.20, sd=2.09) scored significantly higher on satisfaction with financial rewards than did workers at Northwest Child and Family Services (mean=7.17, sd=2.21), workers at Northeast Winnipeg Family and Extended Social Services (mean=7.39, sd=2.84), and workers at Child and Family Services of Central Winnipeg (mean=7.66, sd=2.26). Also, workers at Child and Family Services of Eastern Manitoba reported significantly higher levels of satisfaction with financial rewards (mean=8.66, sd=1.90) than did workers at Northwest Child and Family Services. In terms of job classification, family support service workers (mean=5.44, sd=2.68) scored significantly lower on this job satisfaction facet than did program specialists (mean=7.9, sd=2.5), direct service workers (mean=8.04, sd=2.17), clerical staff (mean=8.40, sd=2.27), and social work supervisors (mean=8.74, sd=1.39). People who reported themselves as Caucasian (mean=8.23, sd=2.23) scored significantly higher on "satisfaction with financial rewards" than did people who were Native (mean=6.68, sd=2.49) and Others (mean=6.45, sd=2.62).



It should be noted that the above associations were not strong (Eta values ranged from .24 to .31). Perhaps, this may be due to the inter-correlated nature of the demographic variables themselves. Age showed a significant association with education (Eta=.38, Sig.  $F < .01$ ) and work experience in the child welfare field (Eta=.48, Sig.  $F < .01$ ). There was a relationship between education and work experience in the child welfare field (Lambda=.18, Chi-Square Sig.  $< .01$ ). Twenty out of 36 people who had M.S.W. degrees reported having more than eight years of work experience in the child welfare field. Education and job classification were also significantly correlated with each other (Lambda=.29, Chi-Square Sig.  $< .01$ ). Based on these data, it seems reasonable to conclude that job classification, work experience in the child welfare field, age and education (indirectly through job classification and work experience in the child welfare field) influence workers' satisfaction with financial rewards.

**Job Challenge:** Regression analyses showed that 61% of the variance in this job satisfaction facet measure was explained by seven different "predictor" variables ( $R^2 = .61$ , Adjusted  $R^2 = .60$ ). These variables and their individual correlation coefficients were as follows: job autonomy ( $r = .61$ ,  $p < .01$ ), skill variety ( $r = .61$ ,  $p < .01$ ), feedback from others ( $r = .34$ ,  $p < .01$ ), role ambiguity ( $r = -.40$ ,  $p < .01$ ), values conflict ( $r = -.28$ ,  $p < .01$ ), support from supervisor ( $r = .37$ ,  $p < .01$ ), and support from others ( $r = .16$ ,  $p < .01$ ).

The above findings are consistent with those reported by Spector (1985) that job challenge was correlated with skill variety, task significance, job autonomy, and job feedback. However, data in this practicum report did not support the relationship between task significance and the job challenge facet measure. These findings also suggest that workers who perceive themselves as having a high degree of control over their jobs, or have the opportunity to use different skills on their jobs, or receive high levels of feedback from others are likely to be satisfied with the challenge dimension of the job.

Negative relationships existed between this job satisfaction facet and the following two job-related stress variables: role ambiguity and values conflict. Workers who perceive unclear role expectations or who feel their professional values conflict with work are more likely to report high levels of dissatisfaction with job challenge.

Support from supervisor and support from others were also positively correlated with job challenge. This implies that workers who receive high levels of support from their supervisors or others will report higher levels of satisfaction with the job challenge aspect of their work.

In terms of the relative importance in determining the variance in the this job satisfaction facet, job autonomy and skill variety were the most important variables. Both accounted for 53% of the total variance in the job challenge measure ( $R^2$  Changes = .38 and .15 respectively).

Bivariate analysis indicated that three demographic variables had a relationship with "satisfaction with job challenge". These were working agency (Eta = .22, Sig.  $F < .05$ ), job classification (Eta = .28, Sig.  $F < .01$ ), and marital status (Eta = .14, Sig.  $F < .05$ ). However, when the Scheffé tests were performed, only the job classification measure indicated a significant difference and this was related to the following sub-groups; clerical staff (mean = 17.15, sd = 3.42) scored significantly lower on this job satisfaction facet than did community development workers (mean = 20.25, sd = 2.43).

#### **4.3. Burnout and Its Correlates**

As discussed previously, the burnout measure included three different sub-scales. High scores on the Emotional Exhaustion and the Depersonalization sub-scales indicate high degrees of burnout. Low scores on the Personal Accomplishment sub-scale indicate high levels of burnout. Mean and standard deviation values of these three sub-scales are displayed in Table 13. However, a more interesting way to describe the burnout data is to compare them with the normative data. Maslach and Jackson established normative burnout score ranges for many professions including Social Services which were used in this report. Respondents in normative sample(s) were divided into three groups for each burnout sub-scale. Thus, normally, one third of a sample would fall within the "Low" range, another third of the sample would fall within the "Average" range, and the last third

would fit in the "High" range. Data in Table 14 show that burnout levels perceived by Winnipeg child and family service workers were slightly higher than normative samples on the Emotional Exhaustion sub-scale (38.1% and 34.6% in Average and High categories respectively), lower on Depersonalization sub-scale (48.1% in Low category), and lower on the Personal Accomplishment sub-scale (45.3% in Low category). It is noted that secretarial and clerical staff were also included in these data. After excluding data related to clerical staff, the results in the Emotional Exhaustion sub-scale indicate higher levels of burnout (41.2% and 35.% in Average and High categories respectively). Conversely, results indicate lower levels of burnout on the Personal Accomplishment sub-scale (51.2% in the Low category).

**Emotional Exhaustion:** Regression analyses showed that 47% of the variance in the Emotional Exhaustion scale was explained by six different variables ( $R^2 = .47$ , Adjusted  $R^2 = .45$ ). Individually these variables had the following correlation coefficients with this burnout sub-scale: role conflict ( $r = .52$ ,  $p < .01$ ), role ambiguity ( $r = .43$ ,  $p < .01$ ), quantitative workload ( $r = .38$ ,  $p < .01$ ), task significance ( $r = -.22$ ,  $p < .01$ ), client feedback difficult ( $r = .21$ ,  $p < .01$ ), and support from supervisors ( $r = -.28$ ,  $p < .01$ ).

Three job stress-related variables which showed positive relationships with emotional exhaustion were role conflict, role ambiguity, and the

Table 13

**Winnipeg Child and Family Service Workers  
Burnout Measures  
Mean and Standard Deviation**

Burnout Sub-Scales	Mean	Standard Deviation	Possible Range	
			Minimum	Maximum
Emotional Exhaustion	24.08	.70	0	54
Depersonalization	7.26	.34	0	30
Personal Accomplishment	34.85	.44	0	48

Table 14

**Winnipeg Child and Family Service Workers  
Burnout Measures  
Compared with Normative Ranges**

Burnout Sub-Scales	Possible Range		
	Low	Average	High
Emotional Exhaustion			
Normative range	≤16	17-27	≥28
Number of respondents	78	109	99
Percentage	27.3	38.1	34.6
Depersonalization			
Normative range	≤5	6-10	≥11
Number of respondents	137	83	65
Percentage	48.1	29.1	22.8
Personal Accomplishment			
Normative range	≥37	36-30	≤29
Number of respondents	124	95	55
Percentage	45.3	34.7	20.1

**Notes:** With the above normative ranges, one third of the normative sample would be included in the category "Low"; one third would be included in the category "Average"; and the last third would be included in the category "High". The normative range used was that established for professionals in the Social Services. (Maslach & Jackson, 1986)

subjective interpretation of quantitative workload. These findings suggest that workers who experience conflicting role expectations, who perceive unclear role expectations or who perceive themselves as carrying heavy workloads are likely to experience high degrees of emotional exhaustion. This is consistent with findings reported by Eisenstat and Felner (1984), and Jayaratne and Chess (1984b).

Two job motivator variables which were significantly correlated with the emotional exhaustion sub-scale were the task significance and client feedback difficult variables. These results imply that workers who have difficulty in getting client feedback or who did not see their job as meaningful are likely to experience high levels of emotional exhaustion. Also, workers with high levels of support from supervisors will have low levels of emotional exhaustion. This supports the findings of Jayaratne and Chess (1984b), and Russell, Altmaier, and Van Velzen (1987).

It should be noted that among these variables, role conflict and role ambiguity were the most important variables in determining workers' levels of emotional exhaustion ( $R^2$  Changes = .27 and .10 respectively). These two job-related stress variables accounted for 37% of the total variance in the emotional exhaustion sub-scale. These findings are consistent with those reported by Eisenstat and Felner (1984) that job stressors were found to be considerably more important than job motivators in influencing levels of emotional exhaustion among staff.

In general, the demographic variables influenced the Emotional Exhaustion sub-scale more than they did the other two sub-scales. Bivariate analyses indicated some associations between this burnout sub-scale and the following variables: working agency ( $\text{Eta} = .24$ ,  $\text{Sig. } F < .01$ ), job classification ( $\text{Eta} = .36$ ,  $\text{Sig. } F < .01$ ), education ( $\text{Eta} = .31$ ,  $\text{Sig. } F < .01$ ), child welfare related experience ( $\text{Eta} = .25$ ,  $\text{Sig. } F < .01$ ), and marital status ( $\text{Eta} = .18$ ,  $\text{Sig. } F < .01$ ). However, working agency, education, and child welfare related experience showed no differences among the sub-groups when the Scheffé tests were used. Within job classification, direct service workers (mean=28.46, sd=11.15) scored significantly higher on the Emotional Exhaustion sub-scale than did family support workers (mean=16.89, sd=8.24) and clerical staff (mean=21.65, sd=14.15). This suggests that being a direct service worker is more likely to experience "a depletion of one's emotional resources and the feeling that one has nothing left to give to others at a psychological level" (Maslach & Jackson, 1982, p. 228). This also has a serious implication. A direct service worker would spend a majority of his/her time dealing with clients. If s/he feels "nothing left to give", s/he would provide services that were "impersonal". This will in turn lead to services with poor quality. Further discussion of this implication will be presented later. Data also showed that people who were married (mean=22.68, sd=11.85) scored significantly lower on this sub-scale than did single people (mean=27.35, sd=11.38). This finding is

consistent with those of Maslach and Jackson (1981). These authors also reported that gender and age were important variables influencing emotional exhaustion. However, data in this report did not indicate such associations.

**Depersonalization:** The variables role conflict, client feedback difficulty, task significance, support from others, and age together accounted for 37% of the variance of the Depersonalization sub-scale ( $R^2=.37$ , Adjusted  $R^2=.35$ ). Negative associations existed between this burnout sub-scale and support from others ( $r=-.33$ ,  $p<.01$ ), task significance ( $r=-.28$ ,  $p<.01$ ), and age ( $r=-.26$ ,  $p<.01$ ). Positive associations also existed between depersonalization and role conflict ( $r=.32$ ,  $p<.01$ ), and client feedback difficult ( $r=.33$ ,  $p<.01$ ).

This result suggests that workers who perceive high levels of support from others, or workers who view their jobs as meaningful are less likely to experience negative attitudes towards people at work. On the other hand, the presence of conflicting role expectations and difficulty in obtaining client feedback difficulty is likely to be followed by the feeling of depersonalization. The finding that younger workers scored significantly higher than did older workers on the depersonalization scale is consistent with results of previous studies (Maslach & Jackson, 1981). However, in this study, gender did not show any effect on this dimension of burnout,



and this was inconsistent with some previous studies.

Working agency showed some correlation with the Depersonalization sub-scale ( $\text{Eta} = .21$ ,  $\text{Sig. } F < .05$ ) but this relationship disappeared when multivariate analyses were done. Within job classification ( $\text{Eta} = .35$ ,  $\text{Sig. } F < .01$ ), direct service workers ( $\text{mean} = 8.52$ ,  $\text{sd} = 5.38$ ) scored significantly higher on depersonalization than did community development workers ( $\text{mean} = 3.37$ ,  $\text{sd} = 3.40$ ), family support service workers ( $\text{mean} = 3.58$ ,  $\text{sd} = 2.93$ ), and program specialists ( $\text{mean} = 4.11$ ,  $\text{sd} = 3.82$ ). The same data showed that secretarial staff ( $\text{mean} = 8.66$ ,  $\text{sd} = 7.44$ ) indicated higher levels of burnout in this dimension than program specialists. Married people ( $\text{mean} = 6.62$ ,  $\text{sd} = 5.54$ ) scored significantly lower on depersonalization than did single people ( $\text{mean} = 8.71$ ,  $\text{sd} = 5.87$ ) ( $\text{Eta} = .17$ ,  $\text{Sig. } F < .01$ ).

**Personal Accomplishment:** It should be noted that high scores on Personal Accomplishment indicate a low burnout level. Bivariate and multivariate analyses showed skill variety and role ambiguity together accounted for 26% of the variance in the Personal Accomplishment sub-scale ( $R^2 = .26$ ,  $\text{Adjusted } R^2 = .25$ ). Individually, this burnout sub-scale had a moderate positive correlation with skill variety ( $r = .46$ ,  $p < .01$ ), and a weak negative correlation with role ambiguity ( $r = -.27$ ,  $p < .01$ ). These findings indicate that workers who have the opportunity to use different skills on their job or workers who perceive clear role expectations are more

likely to report a sense of personal accomplishment on their job and therefore have a low level of burnout.

Demographic variables which appeared to influence this burnout dimension were job classification ( $\text{Eta} = .45$ ,  $\text{Sig. } F < .01$ ), gender ( $\text{Eta} = .15$ ,  $\text{Sig. } F < .01$ ), and education ( $\text{Eta} = .42$ ,  $\text{Sig. } F < .01$ ). The last variable showed no significant differences between sub-groups when the Scheffé test were performed. Within the job classifications, clerical staff scored significantly lower on Personal Accomplishment (higher on burnout) ( $\text{mean} = 28.77$ ,  $\text{sd} = 8.77$ ) than did other workers except non-social work supervisors (clerical staff still scored lower but not significantly lower). In other words, clerical workers in the child and family service agencies experienced a low level of personal accomplishment and a high degree of burnout. Also, male workers ( $\text{mean} = 36.61$ ,  $\text{sd} = 5.50$ ) reported significantly higher levels of Personal Accomplishment than female workers ( $\text{mean} = 34.24$ ,  $\text{sd} = 7.64$ ). This also means that female workers expressed higher levels of burnout than did male workers on this dimension. This is consistent with the findings reported earlier (Maslach & Jackson, 1981, 1982, 1986).

#### **4.4. Relationships among the "Predictor" Variables**

An important variable included in this section because of its theoretical connection with both outcome and "predictor" variables was job

involvement. As an outcome variable, job involvement showed a relationship with only two predictor variables: skill variety ( $r=.32, p<.01$ ), and quantitative workload ( $r=.20, p<.01$ ). These two variables accounted for only 11% of the variance in job involvement. Demographic variables appeared to have no relationships with the job involvement variable. As a predictor variable, job involvement had some significant but relatively weak correlation with the following variables: satisfaction with overall job situation ( $r=.13, p<.05$ ), satisfaction with supervision ( $r=.12, p<.05$ ), satisfaction with agency ( $r=.16, p<.01$ ), satisfaction with promotional opportunities ( $r=.14, p<.05$ ), satisfaction with job challenge ( $r=.28, p<.01$ ), and personal accomplishment ( $r=.19, p<.01$ ).

Relationships among other variables are shown in Table 15. Variables excluded from this matrix for reasons of incompatible levels of measurement or the fact that they exhibited no significant relationships were: the number of hours of overtime, previous month caseload, and percentage of client contact. Apparent in this correlation matrix was the association between role ambiguity and other variables. Role ambiguity is significantly correlated with all but job involvement and support from family members. A visual inspection of the correlation matrix also indicated that role ambiguity appeared to correlate with job motivators, social support, and centralization measures more than other job-related stress variables.

Table 15

**Work Environment Measures:  
Correlation Coefficients among Predictor Variables  
Winnipeg Child and Family Service Workers**

Variables	Role Ambiguity	Quantitative Workload	Role Conflict	Values Conflict	Meeting Interfere
Job Autonomy	-.31(*)	.01(n)	-.02()	-.24(*)	-.09(n)
Skills Variety	-.12(*)	.27(*)	.25(*)	-.09(n)	.09(n)
Task Significance	-.24(*)	.20(*)	.11(n)	-.17(*)	.02(n)
Feedback from Others	-.26(*)	-.03(n)	-.10(n)	-.15(*)	-.09(n)
Task Feedback	-.34(*)	.09(n)	-.14(*)	-.16(*)	-.16(*)
Client Feedback	.22(*)	.00(n)	.01(n)	.02(n)	.12(n)
Support - Supervisor	-.34(*)	.06(n)	-.07(n)	-.10(n)	-.08(n)
Support - Others	-.29(*)	-.06(n)	-.05(n)	-.17(*)	.07(n)
Support - Family	-.05(n)	-.03(n)	-.04(n)	-.09(n)	-.01(n)
Job Involvement	-.05(n)	.19(*)	.15(*)	-.10(n)	.08(n)
Hierarchy of Authority	.24(*)	-.17(*)	-.11(n)	.08(n)	-.13(*)
Participation	.18(*)	-.19(*)	-.13(*)	.09(n)	-.19(*)

(\*) Statistical significant at < .05

(n) Non statistical significant

Demographic variables played an important role in influencing the "predictor" variables. "Agency worked for" showed moderate association with both hierarchy of authority ( $\text{Eta} = .37$ ,  $\text{Sig. } F < .01$ ) and lack of participation in decision-making ( $\text{Eta} = .30$ ,  $\text{Sig. } F < .01$ ). Results of the Scheffé tests indicated that workers at Child and Family Services of Winnipeg West scored significantly higher on the hierarchy of authority variable than did workers at other agencies. Workers at Child and Family Services of Central Winnipeg scored significantly higher (mean = 17.25,  $\text{sd} = 2.68$ ) on the "lack of participation in decision-making" variable than did workers at Northeast Winnipeg Family and Extended Social Services (mean = 14.35,  $\text{sd} = 4.26$ ) and Child and Family Services of Eastern Manitoba (mean = 14.15,  $\text{sd} = 3.59$ ).

Job classification seemed to be another important variable in determining the degree of organizational centralization. Bivariate analyses indicated strong correlations between job classification and hierarchy of authority ( $\text{Eta} = .42$ ,  $\text{Sig. } F < .01$ ), and lack of participation in decision-making ( $\text{Eta} = .72$ ,  $\text{Sig. } F < .01$ ). A further examination of the data on hierarchy of authority showed that clerical staff scored the highest, and were significantly higher than all but program specialists and non-social work supervisors. In terms of lack of participation in decision-making, secretarial staff and family support service workers had significantly higher scores than did social work supervisors.

Female workers (mean=16.24, sd=3.49) scored significantly higher on the lack of participation in decision-making scale than did male workers (mean=14.21, sd=4.29) (Eta=.24, Sig.  $F < .01$ ). On the same measure, married workers (mean=15.26, sd=3.95) scored significantly lower than did single workers (mean=16.49, sd=3.45) (Eta=.15, Sig.  $F < .01$ ). Also, Native workers (mean=17.96, sd=2.88) reported significantly higher scores than did workers who were Caucasian (mean=15.35, sd=3.86) (Eta=.24, Sig.  $F < .01$ ). In terms of education, secretarial staff scored significantly higher on the two measures of organizational centralization than did workers with M.S.W. degrees.

There were three apparent associations between demographic variables and job motivator variables. There was a significant but weak correlation between "working agency" and "feedback from others" (Eta=.20, Sig.  $F < .05$ ). Workers at Child and Family Services Central Winnipeg (mean=2.58, sd=.91) scored significantly lower on the feedback from others item than did workers at Northeast Winnipeg Family and Extended Social Services (mean=3.12, sd=.77). Gender appeared to influence the "skill variety" variable (Eta=.18, Sig.  $F < .01$ ), with male workers (mean=19.7, sd=2.33) scoring significantly higher than their female counterparts (mean=18.59, sd=2.78). A stronger association existed between this job motivator variable and education (Eta=.33, Sig.  $F < .01$ ). People with secretarial training (mean=17.07, sd=2.60) scored significantly

lower than did people with B.S.W. (mean=19.16, sd=2.53) or M.S.W. degrees (mean=20.11, sd=2.19).

The only demographic variable which influenced social support was "working agency". Support from supervisors showed a significant and moderate association with this demographic variable ( $\text{Eta} = .29$ , Sig.  $F < .01$ ), whereas support from others resulted in a weaker association ( $\text{Eta} = .22$ , Sig.  $F < .05$ ). Workers at Child and Family Services of Eastern Manitoba scored significantly higher than did workers at Child and Family Service of Central Winnipeg on both support from supervisors and support from others measures.

#### **4.5. Relationships among Outcome Variables**

In this section, relationships among the work environment outcome variables, namely job satisfaction and burnout variables are presented. Followed this discussion is the examination of the influence of the work environment outcome variables on the intent to turnover.

In general, there were associations of some strength between job satisfaction and burnout variables. However, the financial reward component of job satisfaction showed a very weak association with emotional exhaustion ( $r = -.12$ ,  $p < .01$ ) and non-significant statistical relationships with depersonalization and personal accomplishment sub-scale (see Table 16). For the rest of the correlation coefficient matrix, with the

Table 16

**Work Environment Measures:  
Correlation Coefficients among Job Satisfaction and Burnout  
Winnipeg Child and Family Service Workers**

Job Satisfaction Variables	Maslach Burnout Inventory		
	Emotional Exhaustion	Depersonalization	Personal Accomplishment
<u>Global:</u>			
Overall Job Situation	-.56 ( $p = .00$ )	-.33 ( $p = .00$ )	.23 ( $p = .00$ )
Supervision	-.32 ( $p = .00$ )	-.33 ( $p = .00$ )	.11 ( $p = .07$ )
Agency	-.42 ( $p = .00$ )	-.32 ( $p = .00$ )	.21 ( $p = .00$ )
<u>Facets:</u>			
Promotional Opportunities	-.40 ( $p = .00$ )	-.26 ( $p = .00$ )	.23 ( $p = .00$ )
Resource Adequacy	-.46 ( $p = .00$ )	-.39 ( $p = .00$ )	.21 ( $p = .00$ )
Job Comfort	-.59 ( $p = .00$ )	-.33 ( $p = .00$ )	.05 ( $p = .39$ )
Relationship with co-workers	-.37 ( $p = .00$ )	-.36 ( $p = .00$ )	.20 ( $p = .00$ )
Financial Rewards	-.12 ( $p = .00$ )	-.06 ( $p = .32$ )	.07 ( $p = .25$ )
Job Challenge	-.33 ( $p = .00$ )	-.29 ( $p = .00$ )	.40 ( $p = .00$ )



exception of the correlation between personal accomplishment and two job satisfaction variables, namely satisfaction with supervision and job comfort, all other relationships obtained significant levels under .01. The most interesting correlation was that of job comfort and burnout. While job comfort was moderately negatively correlated with emotional exhaustion ( $r = -.59, p < .01$ ), it had a weaker association with depersonalization ( $r = -.33, p < .01$ ), and it had a weak and non-significant statistical correlation with personal accomplishment. Emotional exhaustion, more than two other burnout sub-scales, appeared to have moderate associations with both global and dimensional job satisfaction scales.

In short, there were important associations between job satisfaction and burnout variables. In general, emotional exhaustion exhibited higher correlation values with job satisfaction than did depersonalization and personal accomplishment sub-scales.

Based on the literature review related to work environment issues, there seems to be a consensus that job satisfaction and burnout are the major factors influencing turnover among human service workers. In the child and family service regionalization study, workers' intent to turnover was measured using the following question: "Taking everything into consideration, how likely is it that you will make a genuine effort to find a new job with another employer within next year?". Respondents were grouped into three "intent to turnover" groups according to the following

answer categories: "Not at all likely", "Somewhat likely", and "More than likely".

Results of analyses of variance showed that all job satisfaction variables contributed to workers' intent to turnover. Workers with low levels of job satisfaction are more likely to report that they will look for another job within a year. In terms of burnout, both emotional exhaustion and depersonalization scores were significantly different among workers who indicated an intent to turnover and those who did not. However, there were no differences on the personal accomplishment sub-scale. These findings suggest that workers with high degrees of emotional exhaustion or workers who express high levels of depersonalization are also more likely to indicate an intent to turnover (see Table 17).

Data in Table 18 showed the relationships between the "predictor" variables and the intent to turnover variable. Among the job-related stress variables, role ambiguity and values conflict were two variables contributing to the differences among the three "intent to turnover" groups. Workers who indicated high levels of role ambiguity or workers who perceived their professional values conflicting with work were more likely to report an intent to turnover. In the reverse direction, workers who reported high levels of job autonomy, skill variety, task significance, and feedback from others were less likely to report an intent to turnover. By the same token, high levels of support from supervisor and support from

Table 17

**Work Environment Measures:  
Job Satisfaction and Burnout by Intent to Turnover  
Winnipeg Child and Family Service Workers**

Work Environment Outcomes	Intent to Turnover (Question: Taking everything into consideration, how likely is it that you will make a <u>genuine effort</u> to find a new job with another employer within next year?)			F Statistics	
	Not At All Likely	Somewhat Likely	More Than Likely	Ratio	Sig.
<b>Job Satisfaction:</b>					
<u>Global</u>					
Overall Job Situation	3.27	2.81	2.28	51.48	.000
Supervision	3.21	3.04	2.63	11.79	.000
Agency	3.22	2.87	2.36	30.69	.000
<u>Facets</u>					
Promotional Opportunities	7.36	6.66	5.63	16.16	.000
Resource Adequacy	12.30	11.16	10.20	15.68	.000
Job Comfort	18.46	16.97	16.54	6.31	.002
Relationship with co-workers	9.92	9.47	8.52	11.73	.000
Financial Rewards	8.56	7.79	6.94	12.26	.000
Job Challenge	18.79	17.63	16.52	16.01	.000
<b>Burnout:</b>					
Emotional Exhaustion	20.56	25.52	30.24	18.33	.000
Depersonalization	6.22	8.35	8.44	5.19	.006
Personal Accomplishment	35.50	34.73	33.62	1.51	.223

Table 18

**Work Environment Measures:  
"Predictor" Variables by Intent to Turnover  
Winnipeg Child and Family Service Workers**

Work Environment Outcomes	Intent to Turnover (Question: Taking everything into consideration, how likely is it that you will make a <u>genuine effort</u> to find a new job with another employer within next year?)			F Statistics	
	Not At All Likely	Somewhat Likely	More Than Likely	Ratio	Sig.
<b>Job Stressors:</b>					
Role Ambiguity	8.29	9.93	10.36	14.69	.000
Role Conflict	11.78	12.35	11.87	1.49	.230
Quantitative Workload	17.21	17.27	16.28	.61	.545
Values Conflict With Work	2.38	2.97	2.99	8.39	.000
Meetings Interfere	3.00	3.09	3.07	.18	.830
Caseload Past Month	22.71	23.02	22.42	.01	.980
% Client Contact	34.70	35.88	35.28	.05	.950
<b>Job Motivators:</b>					
Job Autonomy	17.47	16.43	15.65	10.10	.000
Skills Variety	19.37	19.01	17.82	8.40	.000
Task Significance	10.57	10.07	9.76	9.27	.000
Feedback from Others	2.85	2.61	2.59	3.97	.020
Task Feedbacks	3.00	2.85	2.89	1.39	.250
Client Feedback Difficulty	2.14	2.00	2.28	2.23	.110
<b>Social Support:</b>					
Support from Supervisor	13.03	12.25	11.55	5.88	.003
Support from Others	12.87	12.19	11.58	6.12	.002
Support from Spouse/Friends	13.43	14.01	13.76	1.04	.350
<b>Centralization:</b>					
Hierarchy of Authority	10.16	11.25	12.86	8.73	.000
Lack of participation in decision-making	14.89	15.98	16.94	7.35	.000
<b>Job Involvement:</b>	32.27	33.07	31.48	.69	.500

others were associated with low intent to turnover. Also, as expected, workers who perceived a high level of hierarchy in their organization or those who indicated a lack of participation in decision-making indicated a stronger likelihood to turnover.

## 5. Conclusion

In the previous section, data relating to the work environment issues as perceived by Winnipeg child and family service workers were organized around the two major outcome variables: job satisfaction and burnout. Discussion of each finding has been included in the previous section along with the presentation of the results. In this section, more general and significant findings will be addressed. Due to the exploratory nature of this practicum, general implications rather specific recommendations derived from the data are presented.

Role ambiguity and role conflict have been treated with special attention in many studies on the work environment issues. These two job-related stress variables have been considered as important factors in determining human service workers' job satisfaction and burnout (Jayaratne & Chess, 1984b; Jayaratne, Chess, & Kunkel, 1986; Kahn, 1973; Kahn et al., 1964; Rizzo, House, & Lirtzman, 1970; Fisher & Gitelson, 1983; Harrison, 1980; Jackson, 1983). However, it is still not clear which of these two variables have a greater influence on job satisfaction and burnout.

In this study, role ambiguity seemed to be inversely related to all job satisfaction measures with the exception of the variable "satisfaction with supervision". This finding suggests that workers who perceive unclear role expectations will experience high levels of dissatisfaction with their jobs.

However, it is interesting to note that despite the frequent presence of role ambiguity in almost every relationship between job stressors and job satisfaction, role ambiguity did not appear to be an important factor, compared with other independent variables, in determining each of the job satisfaction measures. The correlations between role ambiguity and separate job satisfaction variables were not strong. In fact, it appeared to be one of the two important factors only in the case of "satisfaction with resource adequacy". In other words, role ambiguity, along with support from supervisor were the most important variables in explaining "satisfaction with resource adequacy". On the other hand, role conflict had negative relationships with only "satisfaction with overall job situation" and "job comfort". In the latter relationship, role conflict appeared to be the most important factor in determining workers' satisfaction with the comfort dimension of the job. The above finding suggests that role ambiguity and role conflict influence job satisfaction measures differently and that it is unclear which of these two variables have a greater influence on job satisfaction.

It has become apparent that clear role definitions will increase workers' level of satisfaction with their jobs. Child and family service workers, because of the nature of their work, sometimes have to deal with clients with serious problems. The solutions to these problems, however, may not always be clear. Workers are sometimes caught in situations

where they do not clearly know how to act. Thus, it is logical for the child and family service agencies to be concerned with clearly communicating work procedures and policies to their workers. Perhaps, one method of communicating these procedures and policies is the use of high quality supervision through which social support could also be provided.

It should be noted that Winnipeg child and family service workers who reported high levels of support from their supervisors indicated a low degree of role ambiguity. Throughout the data analysis process, support from supervisors had become the most important factor in increasing workers' satisfaction with their jobs. The "support from supervisors" variable was correlated with all job satisfaction measures with the exception of "job comfort" and "financial rewards". Moreover, this social support appeared to be the important factor (or one of the important factors) in determining workers' satisfaction with supervision, with agency, with promotional opportunities, and with resource adequacy. These findings imply that child and family service agencies should emphasize the supports provided by their supervisors in order to enhance workers' satisfaction with their jobs.

Another factor which has been considered as an important variable influencing job satisfaction and burnout is the subjective interpretation of quantitative workload. However, findings of this study showed that the "quantitative workload" variable had positive associations with only two



work environment outcome variables: the "job comfort" dimension of job satisfaction and the "emotional exhaustion" sub-scale of burnout.

While role ambiguity is the job related stress variable influencing workers' satisfaction with their jobs, job autonomy plays an equal role in determining this work environment outcome. Job autonomy had positive associations with "satisfaction with overall job situation" and all job satisfaction facets with the exception of "promotional opportunities". Furthermore, job autonomy appeared to be the important factor in determining workers' "satisfaction with overall job situation" and workers' satisfaction with "resource adequacy". In general, these results suggest that a high degree of control over the one's job will lead to a high level of job satisfaction.

This finding together with the findings related to role ambiguity contribute to an interesting observation. On the one hand, workers prefer having clear definitions of what they should do. On the other hand, they also prefer to have considerable control over their jobs. Perhaps, the implication is that child and family service workers want to have control over their jobs within the boundaries imposed by clearly defined roles.

It was expected that the centralization measures, "lack of participation in decision-making" in particular, would be negatively associated with workers' satisfaction as widely expressed in many studies (Frank, Cosey, Angevine, & Cardone, 1985; Jackson, 1983; McNeely, 1983;

Sarata, 1984). It was surprising to discover that the data in this study did not support such findings. Participation in decision-making showed only a moderate negative correlation with two following job satisfaction variables: satisfaction with agency and satisfaction with promotional opportunities.

In terms of the relationships between demographic variables and job satisfaction measures, "agency worked for" appeared to be the most important variable influencing workers' job satisfaction. At the bivariate level, "agency worked for" had significant associations with all job satisfaction measures. Even after the "more conservative" Scheffé tests were done, "agency worked for" still showed significant relationships with all job satisfaction variables with the exception of "job comfort" and "job challenge". In general, workers at Child and Family Services of Central Winnipeg and workers at Northwest Child and Family Services expressed relatively lower levels of satisfaction with their jobs. On the other hand, workers at Child and Family Services of Eastern Manitoba reported high levels of satisfaction with their jobs. It is interesting to note that workers at Child and Family Services of Eastern Manitoba also indicated low degrees of role ambiguity and high levels of support from supervisors whereas workers at Child and Family Services of Central Winnipeg indicated the reserve pattern.

While support from supervisors strongly influences workers' satisfaction with their job, role ambiguity and role conflict seem to be

important factors in determining workers' levels of burnout. This is consistent with findings of previous studies (Jayaratne and Chess, 1984).

Both role conflict and role ambiguity (in that order) were the most important factors in explaining workers' levels of emotional exhaustion. Unclear or conflicting role expectations are likely to increase workers' emotional exhaustion levels. Furthermore, while role conflict was positively related with the depersonalization dimension of burnout, role ambiguity was negatively associated with the personal accomplishment sub-scale. It should be noted that high scores on the personal accomplishment sub-scale indicate a low level of burnout. Although role ambiguity showed some association with workers' personal accomplishment, the opportunity to use different skills at work is the most important factor in determining workers' burnout in terms of personal accomplishment.

Surprisingly, despite its strong association with job satisfaction, support from supervisors showed a moderately negative association with only the emotional exhaustion dimension of burnout. This confirms only partially the findings reported by Russell, Altmaier, and Van Velzen (1987) that a high level of support from supervisors was associated with a low level of emotional exhaustion and a high level of personal accomplishment.

These results imply that in order to reduce workers' burnout level, roles expectations should be clearly defined and consistently communicated. Furthermore, child and family service agencies should create opportunities

which allow their workers to use different skills on their jobs in order to increase their sense of accomplishment.

While "where one works" influences one's level of satisfaction with the job, "what one does" seems to effect one's level of burnout. Job classification showed a significant association with all three burnout sub-scales. Specifically, direct service workers reported high degrees of burnout on the emotional exhaustion and depersonalization dimensions. Secretarial/administrative staff indicated high levels of burnout on the depersonalization and personal accomplishment sub-scales. These results, at least, should be able to help the agencies to identify the groups needing the most attention relative to the burnout levels in the organization.

The literature review confirmed that job dissatisfaction and burnout could affect workers' physical and mental health, turnover, and poor quality services. The data used in this report indicated that job satisfaction and burnout were correlated with workers' intent to turnover. These data also suggested that clear and consistent role expectations, and high levels of support from supervisors were two major helping factors that could reduce the unhealthy feelings of dissatisfaction with the job and burnout among child and family service workers.

The above discussion has provided some general and significant findings from this research. These findings should be interpreted from the viewpoint that the work environment issues were examined using an

exploratory approach. In exploratory research, hypotheses can be explored and constructed rather than tested. Furthermore, the construction of hypotheses is often based on an inductive approach. The inductive method is a logical model in which general principles are developed from specific observations (Atherton & Klemmak, 1982; Babbie, 1983). Therefore, the final findings of this study are presented in a set of hypotheses. Also, because of the characteristics of the inductive logic mentioned above, the hypotheses address child and family service workers in general rather than specifically to the child and family service workers in Winnipeg. Based on the results presented in this report, fourteen hypotheses are suggested to guide further study in this area. These are:

1. A high level of job autonomy as perceived by child and family service workers will be associated with a high level of satisfaction with the overall job situation.
2. Child and family service workers who receive a high degree support from their supervisors are more likely to be satisfied with the supervision component of the organization.
3. Child and family service workers who experience professional values which conflict with their work are more likely to report

a low level of satisfaction with the agency.

4. A high level of support from supervisors as perceived by child and family service workers will be associated with a high level of satisfaction with the agency.
5. A high level of support from supervisors as perceived by child and family service workers will be associated with a high level of satisfaction with promotional opportunities.
6. A high level of support from supervisors as perceived by child and family service workers will be associated with a high level of satisfaction with resource adequacy.
7. Child and family service workers who experience role ambiguity are more likely to report a low level of satisfaction with the adequacy of resources.
8. A high degree of role conflict as perceived by child and family service workers will be associated with a low level of satisfaction with job comfort.

9. A high level of support from others as perceived by child and family service workers will be associated with a high level of satisfaction with relationships with co-workers.
10. Child and family service workers who perceive a high degree of job autonomy are likely to report a high level of satisfaction with the job challenge.
11. Child and family service workers who perceive the opportunity to use many different skills at work are likely to report a high level of satisfaction with the challenge aspect of their job.
12. A high degree of role ambiguity as perceived by child and family service workers will be associated with a high level of emotional exhaustion.
13. A high degree of role conflict as perceived by child and family service workers will be associated with a high level of depersonalization.
14. Child and family service workers who perceive the opportunity to use many different skills at work are likely to report a high

level of personal accomplishment.

In this section, concluding themes which emerged from the work environment data have been discussed. Important factors determining job satisfaction and burnout including role ambiguity, role conflict, values conflicting with work, job autonomy, and skill variety have been identified. Support from supervisors appears to be an important means to enhance workers' job satisfaction. Some general implications for improving the work environment in the child and family service field have been addressed. In the form of hypotheses, these findings also suggest directions for further research to test the relationships among the variables affecting the work environment outcomes related to job satisfaction, burnout and intent to turnover.



## Endnotes

1. By definition, regionalization is a form of decentralization. In this report, these two words have the same meaning. For further discussion of decentralization and regionalization, please see Rein (1972) and McKenzie (1987) respectively.
2. Please note that when the term regionalization study is used to refer to the report of the regionalization study, it refers to the report by McKenzie, Kristjanson, & Penner (1989).
3. Most of information on the background of the regionalization of child and family services in Winnipeg is based on McKenzie, B. (1987). *Decentralizing child welfare services: Policy implementation and the role of the street-level bureaucrat* (Series # 0474), School of Social Work, University of Manitoba: Child and Family Research Group.
4. Letter from Child and Family Support Branch dated December 3, 1986 addressed to Professor Brad McKenzie.
5. The turnover rate is calculated by comparing the number of terminations over the number of year end positions.
6. At this writing, the current version of this software is SPSS/PC+ 3.1 which allows up to 500 active variables.
7. Spector's original terms for "job challenge" and "financial rewards" were "nature of work" and "pay" respectively. The items in the scales used by Spector were similar to those used in the Regionalization Study.
8. For more information on this meta-analysis method, please see Hunter, J. E., Schmidt, F. L., & Jackson, G. B. (1982). *Meta-analysis: Cumulating research findings across studies*. Beverly Hills, California: Sage.

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**APPENDIX A**

**STAFF QUESTIONNAIRE**

**CHILD AND FAMILY SERVICES**



**A. JOB BACKGROUND**

1. Identifying information is used ONLY to enable distribution and collection of questionnaires, and to group findings by agency for analysis. Individual respondents will not be identified in any way in analysis or reporting.

a. Regional Name: \_\_\_\_\_

b. Unit or Team Name: \_\_\_\_\_

c. Survey Identification Number: \_\_\_\_\_

2. Check the one category that best describes your job.

\_\_\_\_\_ direct provision of case related child and family services

\_\_\_\_\_ program specialist (eg. child abuse, foster home, community services, volunteer coordinator, etc.)

\_\_\_\_\_ community development worker

\_\_\_\_\_ supervision/administration of social work staff and services

\_\_\_\_\_ supervision/administration of non-social work staff and/or programs

\_\_\_\_\_ direct provision of family support services such as child care and homemaker services

\_\_\_\_\_ secretarial, clerical or administrative support

\_\_\_\_\_ other (specify) \_\_\_\_\_

3. (a) Are you employed? (CHECK ONE)

\_\_\_\_\_ full time      \_\_\_\_\_ part time

- (b) If you are employed part time what is the average hours of work you are assigned each week? \_\_\_\_\_ hours per week.

4. How many hours of overtime (time worked beyond normal working hours on job related activities) have you worked IN THE PAST MONTH? (PLEASE CHECK).

\_\_\_\_\_ none

\_\_\_\_\_ 1 to 5 hours

\_\_\_\_\_ 6 to 10 hours

\_\_\_\_\_ 11 to 15 hours

\_\_\_\_\_ 16 to 20 hours

\_\_\_\_\_ 21 to 25 hours

\_\_\_\_\_ 26 to 30 hours

\_\_\_\_\_ more than 30 hours (specify) \_\_\_\_\_

5. Think back to how your time has been spent in the past month. For each activity described below circle the number that best describes your level of involvement between 1 and 5.

Answer Key:

Not at all	1
Less than 10% of my work time	2
Between 10 & 30% of my work time	3
Between 30 & 50% of my work time	4
More than 50% of my work time	5

a) PROTECTION SERVICES

- includes investigation of neglect, assessment placement, work with foster or adoptive parents and related supervision.

1 2 3 4 5

b) EARLY CASE INTERVENTION

- includes counselling to prevent placement, advocacy, voluntary family counselling, use of family and social networks, supportive work with families including provision of homemakers and other support services, and related supervision.

1 2 3 4 5

c) COMMUNITY OUTREACH

- includes work with community groups, consumer groups, volunteers and other organizations and related supervision.

1 2 3 4 5

d) ADMINISTRATIVE

- includes clerical support, receptionist duties, case recording, meetings, report preparation and other administrative supervision.

1 2 3 4 5

- 6 (a) Do you provide direct social work or family support services, supervise social work staff or coordinate services in a program area?

\_\_\_\_\_ yes (answer 6 (b))

\_\_\_\_\_ no (go to Part B, Question 1)

- (b) Of your total work time in the past month, indicate approximately what percentage of your time was spent in...

i. direct contact with clients (in person or on phone).

\_\_\_\_\_ %

- |      |   |              |
|------|---|--------------|
| ii.  | staff meetings, supervision and peer consultation within agency.  | _____ %      |
| iii. | administrative tasks including paperwork, resource finding, reports, information retrieval and provision. | _____ %      |
| iv.  | collaborative work with staff from other child welfare or community agencies.                             | _____ %      |
| v.   | travel to see clients, other staff, or resource personnel.  | _____ %      |
| vi.  | staff development, professional reading, etc.   | _____ %      |
| vii. | other activities (please specify below).  |              |
|      | _____   | _____ %      |
|      | _____   | _____ %      |
|      | TOTAL   | <u>100</u> % |

**COMPLETE QUESTION 7 ONLY IF YOU CARRY A CASELOAD.**

7. Complete caseload estimates as accurately as possible:
- a. What is your current caseload in numbers?
- \_\_\_\_\_ family service
- \_\_\_\_\_ children in care
- \_\_\_\_\_ foster homes under study or with children
- \_\_\_\_\_ adoption homes under study or with children
- \_\_\_\_\_ post-adoption
- \_\_\_\_\_ other (specify) \_\_\_\_\_
- \_\_\_\_\_ TOTAL
- b. Approximately how many of the cases listed in (a) involved work activity (with or on behalf of a client) in the past month? \_\_\_\_\_

**B SERVICE PROVISION**

1. In your opinion, is the provision of service better or worse now than it was prior to April 1, 1985 in the geographic area served by your agency? You are asked to answer each question whether or not you were employed in the Child Welfare system in your area prior to April 1985. However, if you feel you do not have enough knowledge to make a judgement, circle "0" = unable to assess. (CIRCLE ONE RESPONSE PER ITEM).

Answer Key:

Unable to Assess	Much worse	Somewhat Worse	No change	Somewhat Better	Much Better
0	1	2	3	4	5
a)	Accessibility of services to clients		0	1	2 3 4 5
b)	Participation of Native people in service provision		0	1	2 3 4 5
c)	Child abuse services		0	1	2 3 4 5
d)	Services to children in care		0	1	2 3 4 5
e)	Financial efficiency of services		0	1	2 3 4 5
f)	Appropriate placement of children in substitute care resources		0	1	2 3 4 5
g)	Homemaker, support and early intervention services to families		0	1	2 3 4 5
h)	Services to foster parents		0	1	2 3 4 5
i)	Responsiveness to community needs		0	1	2 3 4 5
j)	Service coordination between social service agencies within a regional area		0	1	2 3 4 5
k)	Services in adoption		0	1	2 3 4 5
l)	Peri-natal services		0	1	2 3 4 5
m)	Protective counselling and intervention with families who have children at risk		0	1	2 3 4 5
n)	Response to client requests for service		0	1	2 3 4 5

Answer Key:

Unable to Assess	Much worse	Somewhat Worse	No change	Somewhat Better	Much Better
0	1	2	3	4	5

o)	Community prevention services	0	1	2	3	4	5
p)	Voluntary family counselling services	0	1	2	3	4	5
q)	Service coordination between social service agencies across regional boundaries	0	1	2	3	4	5
r)	Staff input into service planning and decision-making	0	1	2	3	4	5
s)	Standards of general child welfare services	0	1	2	3	4	5
t)	Community participation in planning services	0	1	2	3	4	5
u)	Client participation in planning services	0	1	2	3	4	5
v)	Participation of volunteers	0	1	2	3	4	5
w)	Response to referrals from other agencies	0	1	2	3	4	5
x)	Intake Services	0	1	2	3	4	5
y)	Follow-up services with clients	0	1	2	3	4	5
z)	Child and family services in general	0	1	2	3	4	5

2. (a) In your opinion, what has been the major benefit of regionalization?

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(b) In your opinion, what has been the major problem with regionalization?

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3. How much support or resistance concerning community-based child and family services (regionalization) is there among the following groups at this time? (CIRCLE ONE RESPONSE PER ITEM.)

Answer Key:

A Lot of Resistance	Some Resistance	Neither Support or Resistance	Some Support	A Lot of Support
1	2	3	4	5
<hr/>				
a)	Staff in your unit		1	2 3 4 5
b)	Most staff in your agency		1	2 3 4 5
c)	Senior management in your agency		1	2 3 4 5
d)	The board of your agency		1	2 3 4 5
e)	Senior officials within the Child and Family Support Branch		1	2 3 4 5
f)	Elected members of the provincial government		1	2 3 4 5
g)	Formal groups and organizations in your immediate community		1	2 3 4 5
h)	Consumers of child welfare services in your area		1	2 3 4 5
i)	Other social and human service organizations outside your immediate community		1	2 3 4 5
j)	Foster parents and other volunteers		1	2 3 4 5

- k) Your immediate supervisor 1 2 3 4 5
- l) You, personally 1 2 3 4 5
- m) You, personally prior to April 1, 1985 1 2 3 4 5

4. This question lists several goals that have been mentioned as important to effective community-based services. Within your agency this time, how important do you think each goal should be? (CIRCLE ONE RESPONSE PER ITEM.)

Answer Key:

	Not Important at all	Marginally Important	Moderately Important	Very Important
	1	2	3	4
a) To increase community ownership of child and family services	1	2	3	4
b) To increase Native participation in the provision of child and family services	1	2	3	4
c) To increase community prevention & outreach services	1	2	3	4
d) To increase early intervention and support services for children within their own family units	1	2	3	4
e) To place children who must be removed from their natural family with extended family members.	1	2	3	4
f) To emphasize the placement of Native and other minority group children in culturally similar substitute care environments	1	2	3	4
g) To place children who must be removed from their natural families in resources within the local community	1	2	3	4
h) To avoid the placement of children in care in group homes and institutions	1	2	3	4
i) To increase the coordination of services among child and family service agencies	1	2	3	4
j) To increase the coordination of child welfare services with other relevant community services who relate to the child and family service system	1	2	3	4
k) To develop service standards and enhance service effectiveness	1	2	3	4

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| l) | To place more emphasis on the development of a generalist model of service     | 1 | 2 | 3 | 4 |
| m) | To improve the number and type of resources for children who require placement | 1 | 2 | 3 | 4 |
| n) | To increase the efficiency of current child welfare expenditures               | 1 | 2 | 3 | 4 |
| o) | To increase consumer participation in the development of services              | 1 | 2 | 3 | 4 |

5. The following are some of the factors that have been mentioned as important to the success or lack of success of community-based child and family services. What is your opinion of the effect of each of the following items in your agency at this time? (CIRCLE ONE RESPONSE PER ITEM.)

ANSWER KEY:

- |                               |        |
|-------------------------------|--------|
| Hinders success a great deal  | .....1 |
| Hinders success somewhat      | .....2 |
| Promotes success somewhat     | .....3 |
| Promotes success a great deal | .....4 |

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| a) | Skills and abilities of staff   | 1 | 2 | 3 | 4 |
| b) | Degree of cooperation from other community services   | 1 | 2 | 3 | 4 |
| c) | General planning in my agency   | 1 | 2 | 3 | 4 |
| d) | Management in my agency   | 1 | 2 | 3 | 4 |
| e) | Increased number of clients requesting services   | 1 | 2 | 3 | 4 |
| f) | Increased community expectations regarding child and family services                        | 1 | 2 | 3 | 4 |
| g) | The generalist model of service   | 1 | 2 | 3 | 4 |
| h) | Volunteer involvement in my agency  | 1 | 2 | 3 | 4 |
| i) | The existence of six regional agencies in Winnipeg  | 1 | 2 | 3 | 4 |
| j) | Decentralized work sites within regions   | 1 | 2 | 3 | 4 |
| k) | The Child and Family Support Branch   | 1 | 2 | 3 | 4 |
| l) | The board of my agency  | 1 | 2 | 3 | 4 |
| m) | Advisory Committees (please leave blank if there are no Advisory Committees in your agency) | 1 | 2 | 3 | 4 |



6. The following initiatives could be considered in trying to improve the success of community-based child and family services. Given funding limitations which require that priorities be set, how important are each of the following in your agency at this time? (CIRCLE ONE RESPONSE PER ITEM.)

Answer Key:

Not Important at all	Marginally Important	Moderately Important	Very Important	
1	2	3	4	
<hr/>				
a)	Increase the number of clerical and support staff			1 2 3 4
b)	Provide more training for staff			1 2 3 4
c)	Improve facilities within work sites			1 2 3 4
d)	Increase resources for the foster home program			1 2 3 4
e)	Increase the number of direct service social work staff			1 2 3 4
f)	Increase the number of residential placement beds (in group homes and institutions)			1 2 3 4
g)	Expand community prevention services			1 2 3 4
h)	Increase resources for homemaker and family support services			1 2 3 4
i)	Increase the number of supervisory personnel			1 2 3 4
<u>Other</u> (specify below)				
j)	<hr/>			1 2 3 4
k)	<hr/>			1 2 3 4

7. (a) What is the most important thing that you think should be done to improve the quality of services to your clients or community?

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(b) What prevents this from being done now?

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8 (a) In your opinion what is the current role of the Child and Family Support Branch?

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(b) In your opinion what should be the role of the Child and Family Support Branch?

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**C. WORK ENVIRONMENT**

1. Here are some items which deal with different aspects of your work situation. Please indicate how often these aspects appear in your job. (CIRCLE ONE NUMBER PER STATEMENT).

Answer Key:

	Rarely	Occasionally	Sometimes	Fairly Often	Very Often
	1	2	3	4	5
a) How often are you clear on what your job responsibilities are?					1 2 3 4 5
b) How often does your job require you to work very fast?					1 2 3 4 5
c) How often can you predict what others will expect of you on the job?					1 2 3 4 5
d) How often does your job require you to work very hard?					1 2 3 4 5
e) How much of the time are your work objectives well defined?					1 2 3 4 5
f) How often does your work leave you with little time to get things done?					1 2 3 4 5
g) How often are you clear about what others expect of you on the job?					1 2 3 4 5
h) How often is there a great deal to be done?					1 2 3 4 5
i) How often do you feel professional values conflict with what you have to do on the job?					1 2 3 4 5
j) How often do meetings interfere with other work responsibilities?					1 2 3 4 5

2. Here are some statements that describe the work situation. Please indicate how true you feel each statement is of your job. (CIRCLE ONE NUMBER PER STATEMENT)

Answer Key:

	Not at all True	A little True	Somewhat True	Very True
	1	2	3	4
a) The chances for promotion are good.	1	2	3	4
b) I have enough authority to do my job.	1	2	3	4
c) Travel to and from work is convenient.	1	2	3	4
d) I am given a lot of chances to make friends.	1	2	3	4
e) My supervisor/superior is successful in getting people to work together.	1	2	3	4
f) The pay is good.	1	2	3	4
g) I am given the chance to do the things I do best.	1	2	3	4
h) The job security is good.	1	2	3	4
i) The problems I am expected to solve are hard enough.	1	2	3	4
j) My fringe benefits are good.	1	2	3	4
k) The physical surroundings are pleasant.	1	2	3	4
l) The people I work with take a personal interest in me.	1	2	3	4
m) I receive enough help and resources to get the job done.	1	2	3	4
n) I have enough time to get the job done.	1	2	3	4
o) I am free from the conflicting demands that others make of me.	1	2	3	4
p) My personal safety is secure at work.	1	2	3	4
q) The hours are good.	1	2	3	4
r) Promotions are handled fairly.	1	2	3	4
s) Office space and equipment are adequate.	1	2	3	4

Answer Key:

	Not at all True	A little True	Somewhat True	Very True
	1	2	3	4
t)	My employer is concerned about giving everyone a chance to get ahead.			
	1	2	3	4
u)	Different units in our agency communicate well with one another.			
	1	2	3	4
v)	Communication between regions is good.			
	1	2	3	4
w)	There is a good level of support from the Child and Family Support Branch			
	1	2	3	4
x)	There is a good level of support from the Board in the agency.			
	1	2	3	4
y)	There is a good level of support from senior management in the agency.			
	1	2	3	4
z)	My supervisor/superior is helpful to me in getting the job done.			
	1	2	3	4
aa)	The people I work with are friendly.			
	1	2	3	4
bb)	My supervisor/superior is available to me when needed.			
	1	2	3	4
cc)	I am not asked to do excessive amounts of work.			
	1	2	3	4
dd)	The work is interesting.			
	1	2	3	4
ee)	I can forget about my personal problems at work.			
	1	2	3	4
ff)	I can see the results of my work.			
	1	2	3	4

3. Below is a list of items which may be used to describe your agency as a whole. Each item should be considered as a separate description of your agency. (CIRCLE ONE RESPONSE PER STATEMENT)

Answer Key:

Very False	False	Undecided	True	Very True
1	2	3	4	5

- |    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| a) | Any decision I make has to have my supervisor's/<br>superior's approval.                  | 1 | 2 | 3 | 4 | 5 |
| b) | Even small matters have to be referred to someone<br>higher up for a final decision.      | 1 | 2 | 3 | 4 | 5 |
| c) | There can be little action taken here until a<br>supervisor/superior approves a decision. | 1 | 2 | 3 | 4 | 5 |
| d) | A person who wants to make his/her own decisions<br>would be quickly discouraged here.    | 1 | 2 | 3 | 4 | 5 |
| e) | I have to ask my supervisor/superior before I can do<br>almost anything.                  | 1 | 2 | 3 | 4 | 5 |

4. The following are items about your involvement in decisions in your organization. Each question about the extent of your current participation is followed by a question about the amount you would wish to participate in that decision. (CIRCLE ONE RESPONSE PER ITEM.)

Answer Key:

Never	Seldom	Sometimes	Often	Always
1	2	3	4	5

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| a) | How frequently do you participate in the decision<br>to hire new staff?          | 1 | 2 | 3 | 4 | 5 |
| b) | How frequently do you wish to participate in the<br>decision to hire new staff?  | 1 | 2 | 3 | 4 | 5 |
| c) | How frequently do you participate in the decisions<br>on the promotion of staff? | 1 | 2 | 3 | 4 | 5 |

Answer Key:

Never	Seldom	Sometimes	Often	Always
1	2	3	4	5

- |    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| d) | How frequently do you wish to participate in the decisions on the promotion of staff?                   | 1 | 2 | 3 | 4 | 5 |
| e) | How frequently do you participate in decisions on the adoption of new policies?                         | 1 | 2 | 3 | 4 | 5 |
| f) | How frequently do you wish to participate in decisions on the adoption of new policies?                 | 1 | 2 | 3 | 4 | 5 |
| g) | How frequently do you participate in the decisions on the adoption of new services or programs?         | 1 | 2 | 3 | 4 | 5 |
| h) | How frequently do you wish to participate in the decisions on the adoption of new services or programs? | 1 | 2 | 3 | 4 | 5 |

5. The following items concern the nature of your work. Please indicate how much you agree or disagree with each statement. (CIRCLE ONE RESPONSE PER ITEM.)

Answer Key:

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

- |    |  |   |   |   |   |
|----|--|---|---|---|---|
| a) | I never seem to have enough time to get everything done on my job. | 1 | 2 | 3 | 4 |
| b) | I decide when I take breaks.                                       | 1 | 2 | 3 | 4 |
| c) | My job requires that I keep learning new things.                   | 1 | 2 | 3 | 4 |
| d) | A lot of people can be affected by how well I do my job.           | 1 | 2 | 3 | 4 |
| e) | I have the freedom to decide what I do on my job.                  | 1 | 2 | 3 | 4 |
| f) | On my job I cannot satisfy everybody at the same time.             | 1 | 2 | 3 | 4 |
| g) | I get to do a number of different things on my job.                | 1 | 2 | 3 | 4 |
| h) | The work I do on my job is meaningful to me.                       | 1 | 2 | 3 | 4 |

Answer Key:

		Strongly Disagree	Disagree	Agree	Strongly Agree				
		1	2	3	4				
i)	Supervisors or co-workers usually let me know how well I am doing in my work.					1	2	3	4
j)	To satisfy some people on my job I have to upset others.					1	2	3	4
k)	I have a lot of say about what happens on my job.					1	2	3	4
l)	My job requires that I do the same thing over and over.					1	2	3	4
m)	I feel that most of the things I do on my job are meaningless.					1	2	3	4
n)	Even if no one tells me I can figure out how well I am doing on my job.					1	2	3	4
o)	I determine the speed at which I work.					1	2	3	4
p)	I have too much work to do everything well.					1	2	3	4
q)	My job requires a high level of skill.					1	2	3	4
r)	It is basically my own responsibility to decide how my job gets done.					1	2	3	4
s)	My job lets me use my skills and abilities.					1	2	3	4
t)	I decide who I work with on the job.					1	2	3	4
u)	My job requires that I be creative.					1	2	3	4



ANSWER QUESTION 6 ONLY IF YOU PROVIDE SOCIAL WORK SERVICES TO CLIENTS OR A CLIENT GROUP.

6. Indicate how strongly you agree or disagree with each of the following statements by circling the correct response.

Answer Key:

Strongly Disagree      Disagree      Agree      Strongly Agree

1                                  2                                  3                                  4

- a) I find my personal values and those of my clients differ greatly. 1 2 3 4
- b) I find it difficult to get useful feedback from my clients. 1 2 3 4
- c) Thinking about the clients I served last year, I was generally successful in my work. 1 2 3 4

THE FOLLOWING QUESTIONS ARE TO BE COMPLETED BY ALL RESPONDENTS.

7. Here are some statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, write a "0" before the statement. If you have had this feeling write the number that best describes how frequently you feel this way.

HOW OFTEN:

0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

PLEASE NOTE:

The term "recipients" is used in several statements. Please interpret this as clients if you frequently work with clients or community groups. If you have very little contact with clients and deal more directly with staff in your job interpret "recipients" to mean staff.

HOW OFTEN

0-6

Statements:

- a) \_\_\_\_\_ I feel emotionally drained from my work.
- b) \_\_\_\_\_ I feel used up at the end of the workday.

- c) \_\_\_\_\_ I feel fatigued when I get up in the morning and have to face another day on the job.
- d) \_\_\_\_\_ I can easily understand how recipients feel about things.
- e) \_\_\_\_\_ I feel I treat some recipients as if they were impersonal objects.
- f) \_\_\_\_\_ Working with people all day is really a strain for me.
- g) \_\_\_\_\_ I deal very effectively with the problems of recipients.
- h) \_\_\_\_\_ I feel burned out from my work.
- i) \_\_\_\_\_ I feel I am positively influencing other people's lives through my work.
- j) \_\_\_\_\_ I have become more callous toward people since I took this job.
- k) \_\_\_\_\_ I worry that this job is hardening me emotionally.
- l) \_\_\_\_\_ I feel very energetic.
- m) \_\_\_\_\_ I feel frustrated by my job.
- n) \_\_\_\_\_ I feel I am working too hard on my job.
- o) \_\_\_\_\_ I don't really care what happens to some recipients.
- p) \_\_\_\_\_ Working with people directly puts too much stress on me.
- q) \_\_\_\_\_ I can easily create a relaxed atmosphere with recipients.
- r) \_\_\_\_\_ I feel exhilarated after working closely with recipients.
- s) \_\_\_\_\_ I have accomplished many worthwhile things in this job.
- t) \_\_\_\_\_ I feel like I'm at the end of my rope.
- u) \_\_\_\_\_ In my work, I deal with emotional problems very calmly.
- v) \_\_\_\_\_ I feel recipients blame me for some of their problems.
- w) In my answers I have defined the term "recipients" as (CHECK ONE)

\_\_\_\_\_ clients    \_\_\_\_\_ staff

8. The following questions concern the support you receive on your job. (CIRCLE ONE RESPONSE PER ITEM.)

Answer Key:

Don't have any Such Person(s)	Not at all	A little	Somewhat	Very Much
0	1	2	3	4

- a) How much does each of the following go out of their way to make your work life easier for you?
- |      |  |   |   |   |   |   |
|------|--|---|---|---|---|---|
| i)   | Your immediate supervisor                | 0 | 1 | 2 | 3 | 4 |
| ii)  | Other people in your work team or office | 0 | 1 | 2 | 3 | 4 |
| iii) | Your spouse, friends and relatives       | 0 | 1 | 2 | 3 | 4 |
- b) How easy is it to talk with each of the following person(s)?
- |      |  |   |   |   |   |   |
|------|--|---|---|---|---|---|
| i)   | Your immediate supervisor                | 0 | 1 | 2 | 3 | 4 |
| ii)  | Other people in your work team or office | 0 | 1 | 2 | 3 | 4 |
| iii) | Your spouse, friends and relatives       | 0 | 1 | 2 | 3 | 4 |
- c) How much can each of the following be relied on when things get tough at work?
- |      |  |   |   |   |   |   |
|------|--|---|---|---|---|---|
| i)   | Your immediate supervisor                | 0 | 1 | 2 | 3 | 4 |
| ii)  | Other people in your work team or office | 0 | 1 | 2 | 3 | 4 |
| iii) | Your spouse, friends and relatives       | 0 | 1 | 2 | 3 | 4 |
- d) How much is each of the following willing to listen to your personal problems?
- |      |  |   |   |   |   |   |
|------|--|---|---|---|---|---|
| i)   | Your immediate supervisor                | 0 | 1 | 2 | 3 | 4 |
| ii)  | Other people in your work team or office | 0 | 1 | 2 | 3 | 4 |
| iii) | Your spouse, friends and relatives       | 0 | 1 | 2 | 3 | 4 |
9. In general how satisfied do you feel about each of the following: (CIRCLE ONE RESPONSE PER ITEM.)

Answer Key:

Not at all Satisfied	Not too Satisfied	Somewhat Satisfied	Very Satisfied
1	2	3	4

- |    |                            |   |   |   |   |
|----|----------------------------|---|---|---|---|
| a) | Your overall job situation | 1 | 2 | 3 | 4 |
| b) | Your supervision           | 1 | 2 | 3 | 4 |
| c) | Your agency                | 1 | 2 | 3 | 4 |

10. a) 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? (CIRCLE ONE RESPONSE.)

Not at all likely  
1

Somewhat likely  
2

More than likely  
3

b) Why is that? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Would you say that your work life is better, the same or worse than:

	Worse	Same	Better
a) it was a year ago	1	2	3
b) it was two years ago	1	2	3
c) it will be a year or so from now	1	2	3
d) the jobs of most other people I know	1	2	3

12. How many days of work did you miss in the past month because of not feeling well (include mental health days)?

None	One	Two	Three	Four	Five or more
0	1	2	3	4	5

13. How strongly do you agree or disagree with each of the following statements about your present job? (CIRCLE ONE RESPONSE PER STATEMENT).

Answer Key:

Strongly Disagree	Disagree	Mildly Disagree	Mildly Agree	Agree	Strongly Agree
1	2	3	4	5	6
a) The most important things that happen to me involve my present job.				1	2 3 4 5 6
b) To me, my job is only a small part of who I am.				1	2 3 4 5 6
c) I am very much involved personally in my job.				1	2 3 4 5 6
d) I live, eat and breathe my job.				1	2 3 4 5 6
e) Most of my interests are centered around my job.				1	2 3 4 5 6

**Answer Key:**

Strongly Disagree	Disagree	Mildly Disagree	Mildly Agree	Agree	Strongly Agree
1	2	3	4	5	6
f)	I have very strong ties with my present job which would be very difficult to break.				1 2 3 4 5 6
g)	Usually I feel detached from my job.				1 2 3 4 5 6
h)	Most of my personal life goals are job-oriented.				1 2 3 4 5 6
i)	I consider my job to be very central to my existence.				1 2 3 4 5 6
j)	I like to be absorbed in my job most of the time.				1 2 3 4 5 6

**D. GENERAL**

- 1a) What does the term "generalist worker" in child and family services mean to you? Check the one response which best represents your opinion.

\_\_\_\_\_ A Social Worker who possesses general child welfare knowledge  
in a variety of program areas.

\_\_\_\_\_ A Social Worker who carries a caseload which includes clients  
from a variety of program areas.

\_\_\_\_\_ A Social Worker who possesses the ability to assess the needs  
of clients with a wide variety of presenting problems.

\_\_\_\_\_ Other (specify) \_\_\_\_\_  
\_\_\_\_\_

- b) In your opinion does there need to be more or less emphasis on the provision of services through the use of generalist workers in your agency. (CIRCLE ONE RESPONSE)

- requires a lot less emphasis 1
- requires a little less emphasis 2
- requires the same emphasis 3
- requires a little more emphasis 4
- requires a lot more emphasis 5

3. A generalist team can be described as a group of staff working together who possess different and specialized skills but who collectively provide a very broad range of child and family services. In your opinion does there need to be more or less emphasis on the provision of services through the use of generalist teams in your agency. (CIRCLE ONE RESPONSE).

- requires a lot less emphasis 1
- requires a little less emphasis 2
- requires the same emphasis 3
- requires a little more emphasis 4
- requires a lot more emphasis 5

QUESTIONS 4 AND 5 ARE TO BE COMPLETED BY STAFF WHO PROVIDE SOCIAL WORK SERVICES TO FAMILIES, CHILDREN AND THE COMMUNITY, OR STAFF WHO SUPERVISE THOSE PROVIDING THESE SERVICES.

- 4a) Do you define your service role now as generalist or specialist? (CIRCLE ONE RESPONSE)

- very much a generalist 1
- more generalist than specialist 2
- about half generalist and half specialist 3
- more specialist than generalist 4
- very much a specialist 5

- b) Since beginning work with your present employer, have your job responsibilities changed significantly? (CHECK ONE RESPONSE).

\_\_\_\_\_ have become more generalized  
\_\_\_\_\_ have not changed significantly  
\_\_\_\_\_ have become more specialized

If your job responsibilities have changed please explain how or why this occurred?

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- c) Prior to your current job were you previously employed in a social work role? (CHECK)

\_\_\_\_\_ yes \_\_\_\_\_ no (Go to Question 5)

- d) If yes, would you have defined your role in your previous job as generalist or specialist? (CIRCLE ONE RESPONSE).

- very much a generalist	1
- more generalist than specialist	2
- about half generalist and half specialist	3
- more specialist than generalist	4
- very much a specialist	5

- e) Additional comments on the role of the generalist in child and family service (optional).

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- 5a) Where did you receive your Social Work Education or Training?

(i) Degree/certificate/program \_\_\_\_\_  
(ii) Year received \_\_\_\_\_  
(iii) Name of Institution/Program \_\_\_\_\_

- b) Considering your present job how helpful was this to you? (CIRCLE ONE RESPONSE).

Not at all helpful	Somewhat helpful	Very helpful
1	2	3

ALL RESPONDENTS ARE TO ANSWER THE FOLLOWING QUESTIONS

- 6a) How helpful have agency sponsored workshops been to you? Circle "0" if you have not had any direct experience.

Unable to Assess	Not at all helpful	Somewhat helpful	Very helpful
0	1	2	3

- b) How helpful have training programs sponsored by the Child and Family Support Branch been to you? Circle "0" if you have not had any direct experience.

Unable to Assess	Not at all helpful	Somewhat helpful	Very helpful
0	1	2	3

7. In relation to your present job what additional training would help you provide better services? (Specify area).

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8. Consider each of the following groups in your agency at this time. How strongly do you agree or disagree with the following statement in relation to each group "In general personnel in each group are adequately trained to carry out their responsibilities effectively."

Answer Key:

No Opinion	Strongly Disagree	Disagree	Agree	Strongly Agree
0	1	2	3	4
a) Agency Board				0 1 2 3 4
b) Agency management (includes Executive Director supervisors, program coordinators)				0 1 2 3 4
c) Social Work Staff				0 1 2 3 4
d) Family Support Staff (includes homemakers, child care staff)				0 1 2 3 4



Answer Key:

No Opinion	Strongly Disagree	Disagree	Agree	Strongly Agree
0	1	2	3	4
e) Clerical and Administrative Support Staff				0 1 2 3 4
f) Volunteers				0 1 2 3 4
g) Other (specify) _____				0 1 2 3 4

9. List any recommendations on training that you would make to improve the quality of Child and Family services in Winnipeg.

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10. Here are some questions about yourself.

a) What is your sex? \_\_\_\_\_ Female \_\_\_\_\_ Male

b) What is your age? \_\_\_\_\_ years

c) Education (CIRCLE ONE RESPONSE)

1 Secretarial/clerical training

6 Bachelor of Social Work

2 New Careers Graduate

7 Master of Social Work

3 Some New Careers Training

8 Master of Social Work in progress

4 Community College Graduate

9 Other University degree (specify)

5 Some Community College

10 Some University

11 Other (specify)

- d) How much work experience in each of the following categories of work have you had? Circle the correct response for each category using the following scale.

Less than 1 year ..... A  
Between 1 and 3 years ..... B  
Between 3 and 5 years ..... C  
Between 5 and 7 years ..... D  
Between 7 and 9 years ..... E  
9 years or more ..... F

- i) work experience in child welfare A B C D E F  
ii) work experience in a social service field  
closely related to child welfare A B C D E F

- e) Were you employed with the Winnipeg Children's Aid Society prior to your present job? \_\_\_\_ yes \_\_\_\_ no

- f) Were you employed with the Department of Community Services, Winnipeg Region prior to your present job? \_\_\_\_ yes \_\_\_\_ no

- g) Have you been employed with your present agency since April, 1985?  
\_\_\_\_ yes \_\_\_\_ no

If no, how many months have you been employed with your present agency?  
\_\_\_\_ months.

- h) What is your racial/ethnic background? Check.

\_\_\_\_ Caucasian  
\_\_\_\_ Native (Indian, Metis or Inuit)  
\_\_\_\_ Other (specify) \_\_\_\_\_

- i) Are you currently married or living as married? \_\_\_\_ yes \_\_\_\_ no

THE FINAL SECTION OF THE QUESTIONNAIRE IS TO BE COMPLETED ONLY BY THOSE WHO WERE EMPLOYED BY THE WINNIPEG CHILDREN'S AID SOCIETY OR IN CHILD WELFARE WITH THE WINNIPEG REGION PRIOR TO APRIL 1, 1985. IF YOU WORKED IN EITHER OF THESE AGENCIES PLEASE PROCEED TO SECTION E. ALL OTHER RESPONDENTS ARE NOW FINISHED THE QUESTIONNAIRE. THANK YOU VERY MUCH FOR YOUR PARTICIPATION. PLEASE CHECK TO ENSURE YOU HAVE ANSWERED ALL QUESTIONS AND FEEL FREE TO USE THE FINAL PAGE TO MAKE ANY ADDITIONAL COMMENTS.

COMPLETE ONLY IF YOU WERE EMPLOYED BY THE CHILDREN'S AID SOCIETY OF WINNIPEG OR THE WINNIPEG REGION, DEPARTMENT OF COMMUNITY SERVICES PRIOR TO APRIL 1, 1985.

**E. WORK ENVIRONMENT BEFORE REGIONALIZATION**

Several of the following questions ask you to think back and describe how you felt during the period of time prior to regionalization.

**I. Participation in Planning**

Government and the Implementation Committee set up a series of Working Committees to review and plan for how various aspects of the service delivery system should operate under a regionalized system.

1. Did you participate as a member of any of these Working Committees or did you have direct input into the planning of regionalization in some other way? (Check)

\_\_\_\_\_ yes (go to question 3)

\_\_\_\_\_ no (go to question 2)

2. Select one response only. The reason I did not participate was:

\_\_\_\_\_ I did not want to.

\_\_\_\_\_ I did not believe I had anything to contribute.

\_\_\_\_\_ There was no appropriate method available to me.

\_\_\_\_\_ I did not know I had the opportunity to participate.

\_\_\_\_\_ I did not believe my contribution would make a difference.

\_\_\_\_\_ Other (please specify) \_\_\_\_\_

\_\_\_\_\_  
NOW GO TO QUESTION 4.

3. For this question you may check more than one response. Please indicate how you participated. I participated in the planning process that preceded the start up of regional agencies:

\_\_\_\_\_ by making an individual presentation or submission.

\_\_\_\_\_ by making a presentation or submission as a member of a group.

\_\_\_\_\_ as a member of one of the Working Committees on Regionalization  
(specify) \_\_\_\_\_

\_\_\_\_\_ by advancing my concerns outside of the formal structures set up for planning

\_\_\_\_\_ other (specify) \_\_\_\_\_

ALL RESPONDENTS ARE TO ANSWER QUESTION 4

4. During the period prior to April 1, 1985 how much support or resistance did you personally feel toward the planned development of regionalization? (Check one response only).

\_\_\_\_\_ a lot of resistance  
 \_\_\_\_\_ some resistance  
 \_\_\_\_\_ neither support or resistance  
 \_\_\_\_\_ some support  
 \_\_\_\_\_ a lot of support

ANSWER QUESTIONS 5, 6, AND 7 ONLY IF YOU WORKED AT THE WINNIPEG CHILDREN'S AID SOCIETY OF WINNIPEG.

5. During the time period before government intervention to replace the board of the Winnipeg CAS, indicate how you felt in general about the following work related items (CIRCLE ONE RESPONSE PER ITEM).

Answer Key:

Not at all Satisfied	Not too Satisfied	Somewhat Satisfied	Very Satisfied
1	2	3	4

a.	Your overall work situation	1	2	3	4
b.	Your supervision	1	2	3	4
c.	Your agency	1	2	3	4

6. What is your opinion of how true the following statements were during the time period before government intervention to replace the board of the Winnipeg CAS. (CIRCLE ONE RESPONSE PER ITEM.)

Answer Key:

Very False	False	Undecided	True	Very true
1	2	3	4	5

a.	There could be little action taken until a supervisor approved a decision.	1	2	3	4	5
b.	Even small matters had to be referred to someone higher up for a final decision.	1	2	3	4	5

7. What was your level of participation in service and program decisions during the time period before government intervention to replace the board of the Winnipeg CAS. (CIRCLE ONE RESPONSE PER ITEM.)

Answer Key:

Never	Seldom	Sometimes	Often	Always
1	2	3	4	5

- a. How frequently did you participate in decisions on the adoption of new policies? 1 2 3 4 5
- b. How frequently did you participate in decisions on the adoption of new services or programs? 1 2 3 4 5

ANSWER QUESTIONS 8, 9, AND 10 ONLY IF YOU WORKED AT THE WINNIPEG REGION, DEPARTMENT OF COMMUNITY SERVICES.

8. During the time period before child welfare services ceased to be offered through the Winnipeg Region, indicate how you felt in general about the following work related items (CIRCLE ONE RESPONSE PER ITEM).

Answer Key:

Not at all Satisfied	Not too Satisfied	Somewhat Satisfied	Very Satisfied
1	2	3	4

- a. Your overall work situation 1 2 3 4
- b. Your supervision 1 2 3 4
- c. Your agency 1 2 3 4

9. For the time period prior to regionalization, circle the correct response for each of the following two items. Answer key:

Answer Key:

Very False	False	Undecided	True	Very true
1	2	3	4	5

- a. There could be little action taken until a supervisor approved a decision. 1 2 3 4 5
- b. Even small matters had to be referred to someone higher up for a final decision. 1 2 3 4 5

10. What was your level of participation in services and program decisions prior to regionalization? Circle one response per item.

Answer Key:

Never	Seldom	Sometimes	Often	Always
1	2	3	4	5

- a. How frequently did you participate in decisions on the adoption of new policies? 1 2 3 4 5
- b. How frequently did you participate in decisions on the adoption of new services or programs? 1 2 3 4 5

THANK YOU FOR YOUR PARTICIPATION. IF YOU HAVE ANY FURTHER COMMENTS PLEASE FEEL FREE TO NOTE THESE ON THE REMAINDER OF THIS PAGE.

We are particularly interested in your perceptions of the process of regionalization and/or your opinion of child welfare services in Winnipeg and Manitoba.

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**APPENDIX B**

**RECOMMENDATIONS OF  
THE CHILD AND FAMILY SERVICE REGIONALIZATION STUDY**

## RECOMMENDATIONS OF THE CHILD AND FAMILY SERVICE REGIONALIZATION STUDY

(Source: McKenzie, B., Kristjanson, K., & Penner, A. (1989, May). *The regionalization of child and family services in Winnipeg: Trends in service demand, resources and effects on service providers 1985/86 to 1987/88* (Series # 07932). School of Social Work, University of Manitoba: Child and Family Services Research Group.)

### **Community participation and development:**

1. that government review and approve standards for community participation and development.
2. that funding for community prevention be extended to all Child and Family service agencies in the province, and that the overall amount of funds available for this program be increased to ensure that no agency receives a reduction in funds based on 1987/88 levels.
3. that allocation procedures for prevention grants incorporate a guaranteed base level of funding provided to agencies with additional project approved funds provided at a centralized level for special initiatives.
4. that agencies institute a unified recording system for service monitoring purposes in prevention programs, and that adequate evaluation procedures be instituted for prevention programs so that the effectiveness of these programs can be assessed over time.
5. that initiatives for community participation and development give priority to activities which target children and families in which there is a risk of child maltreatment and where collaborative efforts with other agencies and organizations in the community are possible.
6. that a program co-ordinator be assigned responsibility at the Child and Family Support Branch for community participation and development programs.

### **Accessibility, Service Demand and the Impact on Service Quality:**

7. that planning efforts designed to meet increased service demands give adequate attention to the following:
  - a) the identification of needs and the strategies required to access the resources needed for a more adequate service response;
  - b) while there is a need to base any decision to limit the protective services offered by agencies to areas where service effectiveness is least likely to be achieved, it is essential to evaluate the impact of such a decision on an ongoing basis so that such a decision can be altered as indicated by new information or changes in circumstances;
  - c) the need to co-ordinate evaluation and planning related to service demand stress points, across child and family service agencies, so that problems such as those related to placement resources and teen-parent conflicts be also considered from a city-wide



- d) or provincial perspective whenever it is appropriate to do so; and the need to integrate planning and response patterns to identified needs in child and family services with responses made by other service organizations wherever possible. Particular attention needs to be addressed to the possibilities for greater co-operation between the Departments of Health, Education and Community Services, beginning at senior governmental levels.
8. that a review of the appropriate mix of placement resources for children, including residential care, (receiving, group home and treatment resources), foster care, specialized support services for children in care, and independent living alternatives be conducted, and that this review consider both the needs and outcomes (including cost) of the children currently utilizing these in-care placement options in order to enhance improved system-wide planning and the utilization of such resources.
  9. that existing programs to support children in their parental homes be reviewed to ascertain the effectiveness and efficiency of these family support efforts in preventing children from coming into care, and in improving the quality of parenting.
  10. that new family-based treatment models be developed and systematically evaluated for their effectiveness in preventing the removal of children from families.
  11. that service planning give more attention to the need for a co-ordinated range of specialized treatment responses to both victims of child abuse and abusers.

**Staff Morale:**

12. that high priority be given to the implementation and refinement of the recently approved workload measurement tool, and that these results be utilized to determine policy and resourcing decisions.
13. that in co-operation with the appropriate union or staff group problems of burnout and their effects on service delivery be closely monitored in an ongoing fashion and that strategies to respond to this issue include the following:
  - (a) changes to the way work is organized and management processes, if required; and
  - (b) the provision of assistance to staff on methods to prevent or alleviate problems of burnout as determined by consultation with staff groups or the union as appropriate.

**Service Delivery Costs:**

14. that new resources inputs be provided to child and family service agencies to ensure an adequate standard of child protection services, and to provide a required range of preventive, supportive and treatment services to clients, and that these amounts be based on a review of recommendation and work yet to be completed by the joint funding committee or by a separate committee developed for this purpose.
15. that cost-outcome evaluations be incorporated in service evaluations as appropriate for components of the child and family services system, and that efficiency be more explicitly

studied and addressed as one of the criteria in program planning.

**System Governance and Service Quality:**

16. that current efforts to involve agency representatives and government staff in working committees to develop proposed solutions around funding and workload measurement problems be extended to other planning areas in establishing a more widely recognized collaborative planning process between government and community-based agencies.
17. that service contracts between government, as recommended in the 1987 External Review into Child Abuse in Winnipeg be established by 1990/91 in order to help clarify respective responsibilities between agency boards and government.
18. that systematic approaches to strategic planning be developed in all agencies, and that agency planning processes be integrated with an approach and time line for planning undertaken at the governmental level so that problems of interface can be effectively negotiated and resolved.
19. that a mandated board orientation program be developed by the Manitoba Association of Child and Family Services agencies, and assistance be provided, as required, to individual boards in the planning and development of an ongoing training program for board members.
20. that the highest priority be given to the ongoing development and system-wide implementation of the computerized service information system.
21. that a protocol for service evaluation be established with leadership from the Child and Family Support Branch to include the following components:
  - a) ongoing service monitoring of client outcomes;
  - b) quality assurance assessment of agency procedures and practices in conformity with minimum standards to be conducted by agencies through internally instituted ongoing reporting requirements, and by government or another appointed group at regularly established intervals;
  - c) regularly scheduled external reviews of agency programs including assessment of service outcomes and practices; and
  - d) specially commissioned reviews of programs across agencies (e.g. the efficiency and effectiveness of foster care) which may be conducted through contracts established with external evaluators or groups like the Child and Family Research Group at the School of Social Work.

## **APPENDIX C**

### **WORK ENVIRONMENT MEASUREMENTS**

#### **CHILD AND FAMILY SERVICES**

#### **RELIABILITY COEFFICIENTS OF THE WORK ENVIRONMENT MEASURES**

Concept Measures	Items	Source	Reliability (Previous Use)	Reliability (Current Study) (*)
<u>Centralization</u>				
a) Hierarchy of authority	Five	Hage and Aiken as cited in Price & Mueller (1986). <i>Handbook of Organizational Measurement</i> , pp. 50-55.	Alpha = .70 to .96	Alpha = .90
b) Participation in decision-making	Four		Alpha = .81 to .95	Alpha = .85
c) Combined measure		Procedure used by Glisson & Martin (1980) and Friesen (1983)	Not available	Alpha = .87
<u>Burnout</u>				
a) Emotional Exhaustion	Nine	Maslach & Jackson (1986) <i>Maslach Burnout Inventory</i> (2nd ed.)	Alpha = .90 Test-retest = .82	Alpha = .93
b) Depersonalization	Five		Alpha = .79 Test-retest = .60	Alpha = .79
c) Personal Accomplishment	Eight		Alpha = .71 Test-retest = .80	Alpha = .77
<u>Job Motivators</u>				
a) Task Feedback	One	Quinn & Staines (1979), pp. 194-197. Adapted from <i>Job Diagnostic Survey</i> developed by Hackman & Oldham, 1974.	N/A	N/A
b) Feedback from others	One		N/A	N/A
c) Job autonomy	Six		Alpha = .78	Alpha = .74
d) Skill Variety	Six		Alpha = .77	Alpha = .73
e) Task Significance	Three		Alpha = .53	Alpha = .60
f) Combined		Procedure followed by Eisenstat & Felner (1984)	Not available	Alpha = .83

Concept Measures	Items	Source	Reliability (Previous Use)	Reliability (Current Study) (*)
<u>Intent to Turnover</u>	One	Jayaratne & Chess (1984a)	N/A	N/A
<u>Job Alienation</u>	Ten	Kanungo (1982). <i>Work alienation</i> , and Price & Mueller (1986), pp. 174-177	Alpha = .87 Test-retest = .85	Alpha = .83
<u>Social Support</u>				
a) Social Support from Supervisor	Four	Caplan et al (1980), p. 251-252	Cross-sectional reliability = .83	Alpha = .86
b) Social Support from Co-Workers	Four		Cross-sectional reliability = .73	Alpha = .82
c) Social Support from Family	Four		Cross-sectional reliability = .81	Alpha = .86
d) Combined			N/A	Alpha = .82
<u>Job Related Stress</u>				
a) Role Conflict	Four	- Quinn & Staines (1979), p. 196. Adapted from Rizzo, House, & Lertzman (1970).	Alpha = .62	Alpha = .68
b) Role Ambiguity	Four	- Caplan, Cobb, French, Van Harrison, & Pinneau (1980). <i>Job demands and worker health</i> , p. 37, 246. Adapted from Kahn et al. (1964), and Caplan (1971).	Cross-sectional reliability = .84	Alpha = .85
c) Quantitative Workload	Four	- Caplan et al. (1980), p. 238; adapted from Quinn et al (1971).	N/A	Alpha = .81
d) Overtime	One	Self-constructed	N/A	N/A
e) Client Contact	One	Self-constructed	N/A	N/A
f) Active Caseload	One	Self-constructed	N/A	N/A
g) Client Feedback	One	Jayaratne & Chess (1984a)	N/A	N/A

Concept Measures	Items	Source	Reliability (Previous Use)	Reliability (Current Study) (*)
<u>Job Satisfaction</u>				
a) <u>Global</u>				
- Overall	One	Jayaratne & Chess (1984a). <i>Job satisfaction, burnout and turnover: A national survey</i>	N/A	N/A
- Agency	One		N/A	N/A
- Supervision	One		N/A	N/A
b) <u>Facets</u>				
- Promotional Opportunity	Three	Quinn & Staines (1979). <i>The 1977 quality of employment survey</i> , p.216-221	Alpha=.76	Alpha=.66
- Financial Rewards	Three		Alpha=.66	Alpha=.73
- Resource Adequacy	Four		Alpha=.71	Alpha=.72
- Job Comfort	Seven		Alpha=.69	Alpha=.70
- Job Challenge	Six		Alpha=.88	Alpha=.66
- Relationship with Co-workers	Three		Alpha=.48	Alpha=.71
- Combined Facets			Alpha=.92	Alpha=.86

Sources: With the exception of the last column, data for this appendix is from McKenzie, Kristjanson, & Penner (1989, May), Appendix C.

(\*) Reliability was obtained from 289 cases using the alpha model.