

Thesis
LB
2322
.A9x
T-643

THE EFFECTS OF PERCEIVED ORGANIZATIONAL JUSTICE ON
ORGANIZATIONAL CITIZENSHIP BEHAVIORS AMONG
HIGH SCHOOL TEACHERS

RASHADA CHERRY


To the Graduate Council;


I am submitting herewith a thesis written by Rashada Cherry entitled "The Effects of Perceived Organizational Justice on Organizational Citizenship Behaviors among High School Teachers." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in Industrial/Organizational Psychology.



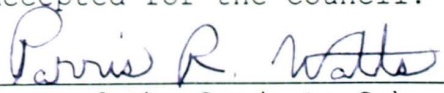
Anthony Golden, Major Professor

We have read this thesis and recommend its acceptance:





Accepted for the Council:




Dean of the Graduate School

STATEMENT OF PERMISSION TO USE

In presenting this thesis in partial fulfillment of the requirements for a Master's of Arts degree at Austin Peay State University, I agree that the Library shall make it available to borrowers under rules of the Library. Brief quotations from this thesis are allowable without special permission, provided that accurate acknowledgment of the source is made.

Permission for extensive quotation from or reproduction of this thesis may be granted by my major professor, or in his absence, by the Head of Interlibrary Services when, in the opinion of either, the proposed use of the material is for scholarly purposes. Any copying or use of the material in this thesis for financial gain shall not be allowed without my written permission.

Signature 

Date May 22, 2002

The Effects of Perceived Organizational Justice on
Organizational Citizenship Behaviors among High School
Teachers

A Thesis
Presented for the
Master of Arts
Degree
Austin Peay State University

Rashada Cherry

May 2002

DEDICATION

This is dedicated to my daughter, Malia (I am blessed that you are in my life); my mother, Connie Monroe (Thank you for constantly reminding me to pray and work on my paper); my stepfather, Arthur Monroe and my brother, Brandon (Thank you both for your support).

ACKNOWLEDGMENTS

I would like to thank Dr. Anthony Golden for his time and guidance. I would like to thank the other committee members, Dr. Uma Iyer for her comments and assistance with selecting my surveys and articles, and Dr. Charles Grah for his participation and thoughts for future research. I would also like to thank the high school teachers who participated in this study as well as the principal who granted permission for their participation. Last but not least, I am truly thankful to God for making this and all things possible.

ABSTRACT

Previous research provides empirical support for the positive influence of perceptions of fairness on organizational citizenship behaviors (OCB). The present study investigated these findings in an academic setting. High school teachers were surveyed to determine the relationship between perceptions of fairness (both procedural and distributive), job satisfaction and OCB. Organizational justice perceptions and job satisfaction both had a significant relationship with OCB. Distributive justice had a relationship with OCB. The relationship between procedural justice and OCB was not significant. The implications and limitations of this study are discussed.

TABLE OF CONTENTS

CHAPTER

I.	INTRODUCTION	1
II.	LITERATURE REVIEW	3
	Organizational Justice.	3
	Organizational Citizenship Behaviors.	5
	Organizational Justice and OCB.	6
	Hypotheses.	7
III.	METHOD	9
	Participants.	9
	Measures.	9
	Procedures.	11
IV.	RESULTS.	13
	Table 1	14
	Table 2	14
V.	DISCUSSION	15
	Limitations and Future Research	16
	REFERENCES.	18
	APPENDICES.	22
	A. Demographic Questionnaire.	23
	B. Organizational Justice Scale	24
	C. Organizational Citizenship Behavior Scale.	25
	D. Job Satisfaction Survey.	26
	VITA.	28

CHAPTER I

INTRODUCTION

Over the past few decades, numerous studies have been conducted to determine the effects of organizational justice on various outcomes, such as job satisfaction, organizational commitment, withdrawal and organizational citizenship behaviors (Colquitt, Conlon, Wesson, Porter, & Ng, 2001). Organizational justice refers to the perceptions of fairness directly related to the organization (Moorman, 1991). Specifically, organizational justice focuses on the ways in which employees determine if they have been treated fairly within their job and how these determinations influence other work-related factors, such as the outcomes addressed previously (Moorman, 1991).

The two most frequently discussed types of organizational justice are distributive justice (perceived fairness of outcomes such as pay) and procedural justice (perceived fairness of processes used in allocating outcomes). Several studies have addressed organizational justice in relation to outcomes such as performance and organizational commitment. Williams (1999) found a positive relationship between organizational justice and task performance. When procedural and distributive justice

perceptions were fair, performance increased. Procedural justice has been found to have a positive relationship with organizational commitment (McFarlin & Sweeney, 1992). This study addresses organizational justice in the context of its relationship with organizational citizenship behaviors and job satisfaction.

LITERATURE REVIEW

Organizational Justice

Research has defined organizational justice in three different forms (Skarlicki & Folger, 1997). Distributive justice, previously studied under the premise of Adams' equity theory, has been studied widely over the past few decades (Williams, 1999). Equity theory states that individuals compare the ratios of their perceived work outcomes (i.e., pay) to their perceived work inputs (i.e., experience, education) to the corresponding ratios of others (i.e., coworkers) (Greenberg, 1990). The individual's perception of distributive justice is based on the comparison of his/her ratio with the same ratio of some comparison other (Mueller, Iverson, & Jo, 1999). Hence, distributive justice refers to the perceived fairness of the amount of compensation an individual receives (Folger & Konovsky, 1989).

The second and more recent form of organizational justice is procedural justice. This type of justice refers to the perceived fairness of the processes and procedures that lead to pay allocations (Jones, 1998). Procedural justice itself has been broken down into two components.

The first suggests that the amount of process control or "voice" individuals have influences their perception of equity (Williams, 1999). The second component has also been described as the third form of organizational justice known as interactional justice. Interactional justice refers to the importance of the quality of the interpersonal treatment individuals receive when procedures are implemented (Colquitt, et.al., 2001). For the purposes of this study, only the effects of procedural justice and distributive justice will be examined.

Organizational justice research has focused on several organizational and personal outcomes, including job satisfaction, organizational citizenship behaviors, turnover, organizational commitment, retaliation and involvement (Elovainio, Kivimäki, & Helkama, 2001). The trickle-down model of organizational justice, developed by Masterson (2001), suggested that employees' perceptions of fairness are related to their organizational commitment, which positively relates to customers' ratings of employees' effort and prosocial behaviors (helping behaviors directed at the employee). Distributive justice has been found to be a stronger predictor than procedural justice of personal outcomes, such as pay level satisfaction and job satisfaction (McFarlin & Sweeney,

1992). In a similar study, distributive justice accounted for more variance in pay satisfaction than procedural justice, whereas procedural justice accounted for more variance in employee attitudes about the employing institution and trust in supervisor (Folger & Konovsky, 1989). McFarlin and Sweeney found procedural justice to be a stronger predictor of two organizational outcomes: organizational commitment and subordinate's evaluation of the supervisor.

Organizational Citizenship Behaviors

One construct that has been recently studied in relation to organizational justice is organizational citizenship behaviors. Organizational citizenship behaviors (OCB) refers to discretionary, work-related behaviors that are not recognized by a formal organizational reward system yet support the overall effectiveness of the organization (Moorman, 1991). OCB is made up of several seemingly different dimensions: altruism, courtesy, cheerleading, peacekeeping, sportsmanship, civic virtue and conscientiousness (Podsakoff, Ahearne & MacKenzie, 1997). Altruism, courtesy, peacekeeping and some dimensions of cheerleading have been grouped together and labeled "helping behaviors". Thus, helping behaviors is the broadest dimension of OCB.

Earlier research on OCB was based on the idea that job satisfaction was related to performance (Organ, 1997). Specifically, if employees were satisfied with their job they would be more willing to help coworkers and the organization as a whole. Organ later stated that the true nature of the relationship between job satisfaction and OCB was based on the relationship between perceptions of organizational fairness and OCB (Moorman, 1991). This study addresses the relationship of all three constructs; organizational justice, job satisfaction and OCB.

Organizational Justice and OCB

Previous studies on organizational justice, or perceptions of fairness, on OCB have focused on procedural justice and OCB. Moorman and Niehoff (1998) found that procedural justice had a positive affect on OCB with perceived organizational support as a mediating variable. The employee's perception of organizational support, which is based on the organization's decisions and the amount of control employees believe the organization has over these decisions, in turn influences the work related behaviors of the employee.

Distributive justice has been found to have a significant relationship with performance. Williams (1999) found that distributive justice had a positive effect on

task performance, such that when perceptions of fairness (i.e. equity) increased, performance also increased. Other empirical evidence for the relationship between fairness perceptions and OCB exist. Job equity and pay equity have been found to have a significant relationship with extra-role behavior (Moorman, 1991).

If perceptions of fairness are related to performance or the likelihood to exhibit OCB, which variable actually influences the other? As stated earlier, when measuring job satisfaction and perceptions of fairness together with OCB, perceptions of fairness are expected to have more influence on OCB than job satisfaction (Moorman, 1991). The goal of this study was to determine the nature of the relationship between perceptions of fairness, OCB and job satisfaction for high school teachers. The study examines the relationship among the three concepts in a school setting. It is possible that OCB contributes to job satisfaction and thus fairness perceptions. It is also possible that previous research on the three concepts will be supported with job satisfaction being the mediating variable of perceptions of fairness and OCB.

Hypotheses

Hypothesis 1: Fairness perceptions will have a positive relationship with OCB.

Hypothesis 2: Fairness perceptions will have a positive relationship with job satisfaction.

METHOD

Participants

The participants in this study were teachers from a high school in the southern United States. Of the 35 participants, 60% (N=21) were African-American, 34% (N=12) were Caucasian, 3% (N=1) were Asian and 3% (N=1) indicated other as their racial group. Of the participants, 71% (N=25) were female. All participants (except one whose highest educational level was an associate's degree) had at least a bachelor's degree. Of those with bachelor degrees, 43% (N=15) also had a master's degree. The age of the participants ranged from 25 to 64 years with a mean age of 44.2. The number of years teaching ranged from 1 to 36 years with a mean tenure of 14 years.

Measures

Organizational Justice. The justice scale (Niehoff & Moorman, 1993) consists of two dimensions: a 6-item measure of procedural justice and a 5-item measure of distributive justice. The procedural justice dimension (the first six items) includes items on employee voice, unbiased information and the use of an appeals process. The distributive justice dimension (last five items)

assesses the perception of fairness of employee workload, work schedules and job responsibilities. The reported reliabilities (Moorman, 1991) of the two dimensions are above .90.

Organizational Citizenship Behaviors. The Smith, Organ and Near (1983) Organizational Citizenship Behavior Scale was used to measure this variable. This scale, made up of 16 items, measures two dimensions of OCB: altruism (helping behaviors aimed at specific individual) and generalized compliance (internalizing the schools' norms). The reliability (coefficient alpha) of both dimensions is .88 and .85, respectively.

Job Satisfaction. A 36-item, nine-facet scale was used to measure this variable. The Job Satisfaction Survey (JSS) was developed by Spector (1994) to assess employee attitudes about the job and aspects of the job. The scale includes the following nine dimensions: pay (.75), promotion (.73), supervision (.82), fringe benefits (.73), contingent rewards (.76), operating procedures (.62), coworkers (.60), nature of work (.78) and communication (.71). The scale has an overall reliability coefficient (coefficient alpha) of .91 (the individual reliabilities are reported in parentheses).

Procedures

Permission to obtain the data was given by the principal of the high school where the teachers were employed. Participants were first made aware of the study through a brief announcement made at a monthly faculty meeting. They were then recruited for the study by packets that were left in their individual school mailboxes. Each packet contained an informed consent form, which verified that participation in the study was voluntary. The informed consent form also explained that participants' individual responses would remain confidential and not be revealed to their supervisors (i.e., Principal, school board) or other coworkers. The other materials in the packet included the organizational justice, job satisfaction and OCB scales. The last form was the demographic questionnaire, which asked the participants to identify their age, gender, race, education and tenure. The packet also contained one self-addressed manila envelope in which the participant placed completed scales and a signed copy of the consent form. The participants placed the stuffed manila envelope into a sealed box in the faculty lounge. They also had the option of mailing the manila envelope to the researcher (at their own expense). Of the 99 packets that were left in mailboxes, 44 were

returned. Since some of the surveys were returned incomplete, only 35 of the 44 could be used in the study.

RESULTS

Pearson r was performed to test the relationships between organizational justice, organizational citizenship behaviors and job satisfaction. The first hypothesis,

stated that perceptions of fairness would be positively related to OCB ($r = .35, p < .05, df = 34$), was

supported. Support was found for the second hypothesis,

stated that perceptions of fairness would be positively related to job satisfaction ($r = .69, p < .01, df = 34$).

These results suggest that perceptions of organizational justice do have a relationship with both job satisfaction and OCB. These results are shown in Table 1.

Further analysis was done on the two dimensions of organizational justice. Procedural justice had a significant correlation with distributive justice ($r = .53, df = 34$). Both procedural ($r = .56, p < .01, df = 34$) and distributive justice ($r = .66, p < .01, df = 34$)

had significant correlations with job satisfaction. The procedural justice-OCB relationship was not significant ($r = .22, p > .01, df = 34$). Distributive justice did have a significant relationship with

CHAPTER IV

RESULTS

A Pearson r was performed to test the relationships between organizational justice, organizational citizenship behaviors and job satisfaction. The first hypothesis, which stated that perceptions of fairness would be positively related to OCB ($r = .35, p < .05, df = 34$), was supported. Support was found for the second hypothesis, which stated that perceptions of fairness would be positively related to job satisfaction ($r = .69, p < .01, df = 34$). These results suggest that perceptions of organizational justice do have a relationship with both job satisfaction and OCB. These results are shown in Table 1.

Further analysis was done on the two dimensions of organizational justice. Procedural justice had a significant correlation with distributive justice ($r = .53, p < .01, df = 34$). Both procedural ($r = .56, p < .01, df = 34$) and distributive justice ($r = .66, p < .01, df = 34$) had significant correlations with job satisfaction. Although the procedural justice-OCB relationship was not significant ($r = .22, p > .01, df = 34$), distributive justice did have a significant relationship with

TABLE 1

CORRELATIONS AMONG ORGANIZATIONAL JUSTICE, JOB SATISFACTION AND OCB.

	1. OJ	2. JS	3. OCB
<i>Pearson Correlation</i>			
1. Organizational Justice	1.000		
2. Job Satisfaction	.693 ^a	1.000	
3. Organizational Citizenship Behaviors	.352 ^b	.475 ^a	1.000
<i>Sig.</i>			
1. Organizational Justice	---		
2. Job Satisfaction	.000	---	
3. Organizational Citizenship Behaviors	.038	.004	---
^a $p < .01$ $df = 34$			
^b $p < .05$			

OCB ($r = .41$, $p < .05$, $df = 34$). These results are shown in Table 2.

TABLE 2

CORRELATIONS AMONG PROCEDURAL/DISTRIBUTIVE JUSTICE, JOB SATISFACTION AND OCB.

	1. PJ	2. DJ	3. JS	4. OCB
<i>Pearson Correlation</i>				
1. Procedural Justice	1.000			
2. Distributive Justice	.531 ^a	1.000		
3. Job Satisfaction	.557 ^a	.658 ^a	1.000	
4. Organizational Citizenship Behaviors	.216	.405 ^b	.475 ^a	1.000
<i>Sig.</i>				
1. Procedural Justice	---			
2. Distributive Justice	.001	---		
3. Job Satisfaction	.001	.000	---	
4. Organizational Citizenship Behaviors	.212	.016	.004	---
^a $p < .01$ $df = 34$				
^b $p < .05$				

DISCUSSION

The results of this study offer support for previous research regarding organizational justice (perceived fairness) and its effects on job satisfaction and OCB. In this study, although a relationship was found between fairness and OCB, job satisfaction had a stronger relationship with OCB than fairness. Previous research has found a strong relationship between fairness perceptions and OCB. When fairness and job satisfaction were measured together, fairness influenced OCB (Moorman, 1991).

Moorman's study reflected a causal relationship between three dimensions of fairness (procedural, distributive and interactional) and organizational citizenship behaviors. Of the three, interactional justice was the only dimension to significantly relate to OCB. When employees believed that their supervisor treated them fairly they appeared to exhibit OCBs.

Support for previous research can be found in the fairness-job satisfaction relationship. Procedural and distributive justice (measured together and individually) had a significant relationship with job satisfaction. In this study, distributive justice had a stronger

relationship than did procedural justice on job satisfaction. This supports previous studies, such as McFarlin and Sweeney (1992), who found that distributive justice had a greater impact than procedural justice on personal outcomes (i.e., job satisfaction). Dailey and Kirk (1992) had similar results in their study on fairness and job satisfaction.

Overall, the results suggest that teachers are more likely to exhibit organizational citizenship behaviors when they are satisfied with their job. Although a relationship was found with distributive justice and OCB, job satisfaction had a slightly stronger relationship with OCB. These results could be due to the nature of the profession. Teachers reported high scores on the supervision, nature of work, and coworker facets of the job satisfaction measure. In the academic profession, these factors may be more important for predicting citizenship behaviors.

Limitations and Future Research

The first limitation of this study was the small sample size. This response rate could also be a factor in not providing support for both hypotheses. Due to the low response rate, multiple schools should have been used to recruit participants in the study. Not only secondary schools should have been used, but higher education

professionals as well. The use of college/university professors would also allow more generalizability of the results.

Another limitation was the use of self-report questionnaires. Previous research on OCB has used managers as the source for rating citizenship behaviors of employees. In the interest of time and confidentiality, this study allowed employees to rate their own occurrences of citizenship behaviors. Allowing the principal or vice-principal the opportunity to complete the OCB measure may have produced less bias.

Future studies should also assess the effects of interactional justice on organizational and personal outcomes. The high scores on the supervision facet of the satisfaction measure may suggest that there is a relationship between this dimension of fairness and OCB.

REFERENCES

REFERENCES

Colquitt, J.A., Conlon, D.E., Wesson, M.J., Porter, C.O. & Ng, K.Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. Journal of Applied Psychology, 86(3), 425-445.

Dailey, R.C. & Kirk, D.J. (1992). Distributive and procedural justice as antecedents of job dissatisfaction and intent to turnover. Human Relations, 45(3), 305-317.

Elovainio, M., Kivimäki, M. & Helkama, K. (2001). Organizational justice evaluations, job control, and occupational strain. Journal of Applied Psychology, 86(3), 418-424.

Folger, R. & Konovsky, M.A. (1989). Effects of procedural and distributive justice on reactions to pay raise decisions. Academy of Management Journal, 32(1), 115-130.

Greenberg, J. (1990). Organizational justice: yesterday, today, and tomorrow. Journal of Management, 16(2), 399-432.

Jones, F.F. (1998). Pay procedures and voluntary turnover: does procedural justice matter? Psychological Reports, 83, 475-482.

Masterson, S.S. (2001). A trickle-down model of organizational justice: relating employees' and customers'

perceptions of and reactions to fairness. Journal of Applied Psychology, 86(4), 594-604.

McFarlin, D.B. & Sweeney, P.D. (1992). Distributive and procedural justice as predictors of satisfaction with personal and organizational outcomes. Academy of Management Journal, 35(3), 626-637.

Moorman, R.H. & Niehoff, B.P. (1998). Does perceived organizational support mediate the relationship between procedural justice and organizational citizenship behavior? Academy of Management Journal, 41(3), 351-357.

Moorman, R.H. (1991). Relationship between organizational justice and organizational citizenship behaviors: do fairness perceptions influence employee citizenship? Journal of Applied Psychology, 76(6), 845-855.

Mueller, C.W., Iverson, R.D., & Jo, D. (1999). Distributive justice evaluations in two cultural contexts: a comparison of U.S. and South Korean teachers. Human Relations, 52(7), 869-893.

Niehoff, B.P. & Moorman, R.H. (1993). Justice as a mediator of the relationship between methods of monitoring and organizational citizenship behavior. Academy of Management Journal, 36(3), 527-556.

Organ, D.W. (1997). Organizational citizenship behavior: It's construct clean-up time. Human Performance, 10(2), 85-97.

Podsakoff, P.M., Ahearne, M. & MacKenzie, S.B. (1997). Organizational citizenship behavior and the quantity and quality of work group performance. Journal of Applied Psychology, 82(2), 262-270.

Scarlicki, D.P. & Folger, R. (1997). Retaliation in the workplace: the roles of distributive, procedural, and interactional justice. Journal of Applied Psychology, 82(3), 434-443.

Smith, C.A., Organ, D.W. & Near, J.P. (1983). Organizational citizenship behavior: Its nature and antecedents. Journal of Applied Psychology, 68(4), 653-663.

Spector, P.E. (1994). Job Satisfaction Survey. Available: chuma.cas.usf.edu/~spector/scales/jsspag.

Tyler, T.R. (1994). Psychological models of the justice motive: antecedents of distributive and procedural justice. Journal of Personality and Social Psychology, 67(5), 850-863.

Williams, S. (1999). The effects of distributive and procedural justice on performance. The Journal of Psychology, 133(2), 183-193.

APPENDICES

Appendix A

DEMOGRAPHIC QUESTIONNAIRE

Please answer the following questions about yourself.

Age: _____

Gender: ☐ Female ☐ Male

Race: ☐ African-American ☐ White
☐ Asian ☐ Other
☐ Hispanic

Education: ☐ Associate's Degree
☐ Bachelor's Degree
☐ Master's Degree
☐ Doctoral Degree

of years teaching: _____

ORGANIZATIONAL JUSTICE SCALE Moorman (1991); Niehoff & Moorman (1993)								
THINK ABOUT YOUR CURRENT JOB. READ EACH STATEMENT BELOW AND CIRCLE THE NUMBER THAT INDICATES YOUR ATTITUDE ABOUT THE STATEMENT USING THE SCALE TO THE RIGHT.		Strongly Disagree	Slightly Disagree	Disagree	Undecided	Agree	Slightly Agree	Strongly Agree
1	Job decisions are made by supervisors in an unbiased manner.	1	2	3	4	5	6	7
2	My supervisors make sure that all employee concerns are heard before job decisions are made.	1	2	3	4	5	6	7
3	To make job decisions, my supervisors collect accurate and complete information.	1	2	3	4	5	6	7
4	My supervisors clarify decisions and provide additional information when requested by employees.	1	2	3	4	5	6	7
5	All job decisions are applied consistently across all affected employees.	1	2	3	4	5	6	7
6	Employees are allowed to challenge or appeal job decisions made by the supervisors.	1	2	3	4	5	6	7
7	My work schedule is fair.	1	2	3	4	5	6	7
8	I think that my level of pay is fair.	1	2	3	4	5	6	7
9	I consider my work load to be quite fair.	1	2	3	4	5	6	7
10	Overall, the rewards I receive here are quite fair.	1	2	3	4	5	6	7
11	I feel that my job responsibilities are fair.	1	2	3	4	5	6	7

Appendix C

ORGANIZATIONAL CITIZENSHIP BEHAVIOR SCALE Smith, Organ, & Near (1983)						
THINK ABOUT YOUR CURRENT JOB. READ EACH STATEMENT BELOW AND CIRCLE THE NUMBER THAT INDICATES HOW MUCH OF THE BEHAVIOR YOU HAVE ENGAGED IN USING THE SCALE TO THE RIGHT.		Never	Seldom	Occasionally	Often	Always
1	Helps others who have been absent.	1	2	3	4	5
2	Punctuality.	1	2	3	4	5
3	Volunteers for things that are not required.	1	2	3	4	5
4	Takes undeserved breaks.	1	2	3	4	5
5	Orients new people even though it is not required.	1	2	3	4	5
6	Attendance at work is above the norm.	1	2	3	4	5
7	Helps others who have heavy work loads.	1	2	3	4	5
8	Coasts towards the end of the day.	1	2	3	4	5
9	Gives advance notice if unable to come to work.	1	2	3	4	5
10	Great deal of time spent in personal phone conversations.	1	2	3	4	5
11	Does not take unnecessary time off work.	1	2	3	4	5
12	Assists supervisor (principal) with his or her work.	1	2	3	4	5
13	Makes innovative suggestions to improve department (school).	1	2	3	4	5
14	Does not take extra breaks.	1	2	3	4	5
15	Attends functions not required but that help company image.	1	2	3	4	5
16	Does not spend time in idle conversation.	1	2	3	4	5

JOB SATISFACTION SURVEY Paul E. Spector Department of Psychology University of South Florida Copyright Paul E. Spector 1994, All rights reserved.							
PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.		Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
2	There is really too little chance for promotion on my job.	1	2	3	4	5	6
3	My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
4	I am not satisfied with the benefits I receive.	1	2	3	4	5	6
5	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5	6
6	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5	6
7	I like the people I work with.	1	2	3	4	5	6
8	I sometimes feel my job is meaningless.	1	2	3	4	5	6
9	Communications seem good within this organization.	1	2	3	4	5	6
10	Raises are too few and far between.	1	2	3	4	5	6
11	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6
12	My supervisor is unfair to me.	1	2	3	4	5	6
13	The benefits we receive are as good as most other organizations offer.	1	2	3	4	5	6
14	I do not feel that the work I do is appreciated.	1	2	3	4	5	6
15	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5	6
17	I like doing the things I do at work.	1	2	3	4	5	6
18	The goals of this organization are not clear to me.	1	2	3	4	5	6
19	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
20	People get ahead as fast here as they do in other places.	1	2	3	4	5	6
21	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
22	The benefit package we have is equitable.	1	2	3	4	5	6

PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT. Copyright Paul E. Spector 1994, All rights reserved.		Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
23	There are few rewards for those who work here.	1	2	3	4	5	6
24	I have too much to do at work.	1	2	3	4	5	6
25	I enjoy my coworkers.	1	2	3	4	5	6
26	I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
27	I feel a sense of pride in doing my job.	1	2	3	4	5	6
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29	There are benefits we do not have which we should have.	1	2	3	4	5	6
30	I like my supervisor.	1	2	3	4	5	6
31	I have too much paperwork.	1	2	3	4	5	6
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33	I am satisfied with my chances for promotion.	1	2	3	4	5	6
34	There is too much bickering and fighting at work.	1	2	3	4	5	6
35	My job is enjoyable.	1	2	3	4	5	6
36	Work assignments are not fully explained.	1	2	3	4	5	6

Rashada Cherry was born in 1976 in Norfolk, Virginia and later raised in Fayetteville, North Carolina. She graduated high school in 1994 and in 1997 received a Bachelors of Arts degree in Psychology from North Carolina A&T State University in Greensboro, North Carolina. In 1998, she gave birth to her daughter, Malia Arienne.

A year later she started graduate school at Radford University in Radford, Virginia. She completed her studies in 2002 at Austin Peay State University with a Master of Arts degree in Industrial/Organizational Psychology. She plans to gain employment as a Human Resources Generalist.