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Job Satisfaction of Interpreters for the Deaf

by

Daniel B. Swartz

School of Organization and Management

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ABSTRACT

The purpose of this study was to examine relationships between job satisfaction and personal- and job-related factors among sign language interpreters for the deaf. A secondary purpose was to examine job satisfaction differences between staff, dependent contractor, and independent contractor interpreters. A third purpose of the study was to estimate a model that predicts job satisfaction among interpreters for the deaf.

A series of Spearman's rho rank correlations were performed to examine which variables most significantly relate to job satisfaction. Autonomy, workload, education, and supervision emerged as those variables significantly related to job satisfaction among interpreters in general.

Finally, a multiple regression analysis was undertaken to estimate a model that best predicts job satisfaction among interpreters for the deaf in general. Education emerged as the most important factor for interpreters, accounting for 26% of the total variance in job satisfaction. Autonomy, workload, and supervision all emerged as weak predictors of job satisfaction, accounting for only 3% of the total variance in job satisfaction.

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INTRODUCTION

Job Satisfaction of Interpreters for the Deaf

Interpreters have been around ever since communication was possible. If a member of one tribe could not understand a member of another, an intermediary was used to enable communication. When we think of interpreters, we usually think of the spoken language, but we are not limited in the profession of interpreting by those who use oral languages. A language interpreter can take a communication "symbol" from one derivation (source language) and place it into another (target language), whether the language is oral or visual. This is the premise under which sign language interpreters function, and there are many influencing factors that influence this process.

Sign language interpreters must consider cultural variations and nuances when transferring communication from the source into the target language.

Interpretation is the art and science of receiving a message from one language and rendering it into another. It involves the appropriate transfer and transmission of culturally based linguistic and

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nonlinguistic information. The goal of interpreting is to transfer a message from a source language into a target language without skewing it and keeping in mind the linguistic needs of the recipients of the message. Interpreting serves a diverse population in a variety of settings across a broad range of fields and therefore requires professional interpreters to possess a breadth and depth of knowledge. (Conference of Interpreters Trainers, 1995)

In recent years, interpreters for the deaf have become more visible to the world's population. In the United States and Canada, these interpreters, be their method of interpreting sign language, oral, tactile, or cued speech can be found almost everywhere. From the emergency rooms in hospitals to real estate and law offices, wherever there is a deaf or hard-of-hearing person and a hearing person who cannot communicate in a mutual language, there is or should be an interpreter.

The use of interpreters for the deaf has become more prevalent as more individuals have entered the profession

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of interpreting. This natural progression of the profession has created the need for work standards, ethics, and supporting constructs.

Unfortunately, in this new profession, no research has been conducted in the area of interpreter job satisfaction. Job satisfaction is a critical concern, especially in light of the profession's newness and rapid growth rate, and the far-reaching impact that interpreters have in the lives of both deaf and hearing individuals. It is in the profession's best interest to know if its members are happy with their work environment. Such feedback will better enable recruiters, trainers, and managers to address effective training of interpreters, hiring, and retention.

Definitions

There are a number of terms used in this paper that are germane to the interpreting profession, germane to this research, or both. They are defined here:

Free-lance Interpreter - any professional interpreter not employed by an agency, company, or corporation on a full- or part-time basis, but rather working for one or many such entities on a contractual or "as needed" basis.

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Staff Interpreter - any professional interpreter who is employed by an agency, company, or corporation on a full-or part-time basis. These interpreters may also be referred to as standard wage earner interpreters.

Dependent Contractor - any free-lance interpreter who works exclusively, or nearly exclusively, for one agency, company, or corporation, while still maintaining free-lance status (on a contractual or "as needed" basis).

Independent Contractor - any free-lance interpreter who does not work exclusively for one agency, company, or corporation, but rather works for many such entities on a contractual or "as needed" basis.

Certified - any interpreter who has earned national certification as recognized by the Registry of Interpreters for the Deaf, Inc. in the United States, or the Association of Visual Language Interpreters in Canada.

Employment Status - whether an interpreter works full-time or part-time.

Background of the Problem

The need for sign language interpreters has increased greatly since the implementation of the Americans with

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Disabilities Act (Government Printing Office, 1990). Even though more interpreters are entering the work force than ever before, there is still a critical shortage of interpreters throughout the United States and Canada. Faced with labor shortages, interpreters are finding themselves working long hours and sometimes under less than ideal conditions.

Interpreters, functioning as the conduits of information exchange, cross languages and cultures to decode and encode messages. Accordingly, interpreters often find themselves immersed in two cultures--one grounded in hearing and the other in deafness. In order to understand how interpreters operate between these two cultures, Lockmiller (1982) conducted research on the stressors that interpreters face. Lockmiller (1982) found that there is a great deal of emotional and job-related conflict internally for interpreters, who often are left feeling they must meet the expectations, as unreasonable as they may seem, of both the hearing and deaf participant in the interpreting communication process.

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Statement of the Problem

Due to the strains and stresses placed on interpreters for the deaf, it is prudent to take an analytical look at how interpreters are handling this situation. Interpreters often find themselves operating in isolation functioning as private contract interpreters. Thus they are free from some of the organizational constraints faced by typical wage earners. On the other hand, private contract interpreters may face workplace problems that are different and/or compounded due to their unique situation.

There are also a growing number of interpreters who are finding employment as traditional wage earners. Many companies, organizations, and government agencies are finding it beneficial to hire interpreters to full-time positions. This change may be due to the financial benefit of having an interpreter on the payroll (as opposed to hiring private contractor interpreters at an inflated cost) and/or logistic reasons. And such interpreters may be facing workplace stress that differs from the stress faced by their private contract counterparts.

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Interpreters often enter the workplace with little training in the area of people management skills and health maintenance. Adequate training is critical because most interpreters, whether traditional wage earners or private contractors, find themselves as the only individuals in their vocation at a given job site.

In order to understand how interpreters feel about their vocation - that is, establishment of a benchmark of satisfaction among working interpreters. To date, there has been no research on interpreter satisfaction, with the exception of two anecdotal studies. Rojas (1987) conducted one study on spoken language interpreters local to Geneva, Switzerland, and Watson (1987) studied interpreter burnout.

Rationale and Purpose of the Study

There were five reasons for the present study:

1. Interpreting for the deaf is a burgeoning profession that needs to be better understood.
2. Interpreters for the deaf have never been assessed before regarding job satisfaction.
3. There is growing concern among educators and employers regarding interpreter well-being.

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4. Difficulty has been expressed in recruiting interpreters who suit the job standards.
5. It is much easier to address and fix problems now while the profession is young and growing, than wait until such problems are firmly entrenched in an establishment that may be reluctant to change.

There present study had four purposes:

1. To clarify and describe the feelings and thoughts of interpreters about their profession.
2. To explore the implications of satisfaction for the profession as a whole.
3. To identify methods and policies of increasing job satisfaction among interpreters for the deaf.
4. To describe the impact, in terms of job satisfaction and retention of interpreters for the deaf, of the following variables: gender, job classification, age, education, tenure, supervision, salary, promotion, collaboration, role conflict, workload, autonomy, and working conditions.

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Research Questions

The results of this study permitted examination of the bivariate correlations between these variables and job satisfaction, and it also permitted examination of gender differences. This study addressed the following research questions and hypotheses:

Research Question 1

What job-related factors are most highly related to job satisfaction?

Research Hypothesis 1

There are significant positive correlations between job satisfaction and the following variables: age, gender, tenure, supervisory quality, salary, promotion opportunities, collaboration, workload, role conflict, working conditions, autonomy, and educational level.

Research Question 2

What job-related factors are related most closely to job satisfaction among interpreters with different job statuses (e.g. standard wage earners, independent contractors, and dependent contractors)?

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Research Hypothesis 2

There are significant positive correlations between job satisfaction among standard wage earner interpreters and following variables: supervisory quality, salary, promotion opportunities, collaboration, workload, role conflict, working conditions, autonomy, and educational level.

Research Hypothesis 3

There are significant positive correlations between job satisfaction among dependent contractor interpreters and salary, collaboration, role conflict, working conditions, autonomy, and educational level.

Research Hypothesis 4

There are significant positive correlations between job satisfaction among independent contractor interpreters and salary, role conflict, working conditions, autonomy, and educational level.

Research Question 3

What set of the following variables best predicts work satisfaction among interpreters for the deaf: age, gender, tenure, supervisory quality, salary, promotion

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opportunities, collaboration, workload, role conflict, working conditions, autonomy, or educational level?

Research Hypothesis 5

Collaboration, supervisory quality, and educational level will emerge as significant predictors of job satisfaction.

A Review of the Literature

Job satisfaction includes many connecting factors related to employment. Training, environment, salary, promotion opportunities, recognition, and ability are a few of the variables contributing to the larger whole that is job satisfaction. According to Wood, Chonko, and Hunt (1993), job satisfaction includes the dimensions of satisfaction free of cognitive dissonance, variety of tasks, freedom to perform these tasks, ability to complete tasks, pay, and security.

When we attempt to identify what makes employees content, or satisfied, we must first consider what they want out of an employment relationship. Woolridge (1995) expresses employee needs while referring to Maslow's hierarchy of needs and self-actualization. According to

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Woolridge, business must make the shift from focusing on the basic needs of employees to those needs that rise above the survival level.

Table 1

Factors in Herzberg's Two Factor Theory

Factor	Element
Motivators - satisfiers	Achievement (pride)
	Recognition (praise)
	Work (interest/challenge)
	Responsibility (tasks)
	Advancement (mobility)
Hygiene - dissatisfiers	Policy & Administration
	Interpersonal Relations
	Supervision
	Salary
	Working Conditions

Motivation theory offers insight into the needs of employees. One of the better known motivational theories, Herzberg's Two Factor theory (Turoff, 1992), is illustrated

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in Table 1. According to this theory, there is a strong tie between values, goals, and motivation. Additionally, employees are motivated by considerably more than just a steady and sufficient paycheck.

Work in its historical perspective, that is, as a unfortunate necessity, is changing at a rapid pace, and employers must recognize employee needs at all levels. Clayton Alderfer (Snaveley, 1997) recognized the need for advancement and friendly competition among coworkers, issues that were also emphasized by Catlette & Hadden (1998) in their writings on how organizations strive to make contented employees.

Herzberg (1968) contends that the opposite of satisfaction is not dissatisfaction, but rather the absence of satisfaction. Tietjen and Myers (1996) state, according to Herzberg's theory, the presence of motivators creates job satisfaction, but their absence does not create dissatisfaction.

Maidani (1991), on the other hand, suggests that hygiene factors, which include company policy, administration, supervision, salary, interpersonal

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relations and working conditions, are also sources of satisfaction, not just dissatisfaction as Herzberg (1968) contends. While Maidani disputes Herzberg's findings regarding hygiene factors, he does support the notion that motivators are sources of satisfaction.

According to Locke (1976), job satisfaction depends upon how the individual perceives a discrepancy between intended performance and achieved or actual performance. Additionally, satisfaction is achieved when performance is congruent with one's values. The closer one gets to his/her desired performance and the more he/she is in adherence with his/her values and work ethics, the higher the level of satisfaction. Values, according to Locke (1976), have the most significant impact on emotional response to one's job.

Tietjen and Myers (1996) interpreted Herzberg's theory by contending that attitude is a formidable force in determining job output and satisfaction. Locke's (1976) view that values have a direct impact on work goals and subsequent satisfaction is complimentary to this interpretation.

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Table 2

Gallup's Elements of Job Satisfaction

Element	Explanation
Expectations	Congruent with values, needs
Materials	Tools to do the job
To do what I do best	Match with skills
Recognition	Management's appreciation
Supervisor cares	Compassion
Encourages development	Training is critical
Opinions count	Appreciation from others
Mission	Tasks count in global objective
Commitment to quality	Corporate quality control
Best friend	Workplace social interactions
Learn and grow	Upward mobility
Progress	Can see accomplishments

The Gallup Organization (1999b) has surveyed job satisfaction extensively. Generally, when a population of workers is asked how satisfied they are at work, most (79%) say they are either very satisfied (28%) or satisfied

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(51%). The Gallup Organization (1999c) found a number of elements that contribute to job satisfaction (see Table 2). These factors support the idea that job satisfaction is tied to motivation, with elements of personal growth and competition playing important contributing factors.

Cooper and Artz (1995) used discrepancy theory to examine job satisfaction. Discrepancy theory suggests that individual satisfaction is determined, in part, by whether there is a "gap" between actual rewards or performance and individual goals or expectations. This theory also suggests that satisfaction decreases if there is a gap between expectations and performance. These expectations are not only those that a worker places upon him or herself, but also those that others place on the worker. Cooper and Artz (1995) found that if they controlled for performance, entrepreneurs with higher initial expectations would subsequently have lower levels of satisfaction. Contrary to discrepancy theory, those who had higher initial expectations were later more satisfied, not less. This might suggest, as Staw and Ross (1985) found in a

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longitudinal study of employee satisfaction, that attitudes are, in part, a function of stable individual traits.

Expansion on the Factors of Satisfaction

As stated earlier, many factors compose what we consider to be overall job satisfaction. For our purposes, we will consider factors that are especially important to interpreters for the deaf. Some of these constructs are unique to interpreters, although most constructs are shared across many job categories.

Cross-Cultural Considerations

In 1977, Harboe wrote that sign language interpreters must take the technical language of judges and lawyers and make it understandable to deaf people, especially because deaf people tended to be undereducated (p. 10). Harboe's point has validity in terms of the role conflict and cultural adjustments that interpreters face regularly. An interpreter is often the only individual in a situation who is aware of these culture differences.

Harboe (1977) also stated that, ". . . deaf people, by and large, are not sufficiently trained in how to use an

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interpreter" (p. 10). Presently, deaf people are becoming better educated and more upwardly mobile. The cause of their "under education" (and its diminishing continuance) in the past never reflected the intellect of deaf people, but rather the ability of the educational systems to address the different learning styles and needs of deaf people properly.

Loncke (1995) points out that interpreters, when working with "minimally language skilled people" (p. 6), must constantly adjust. He identifies four types of adjustments. These appear in Table 3.

Table 3

Loncke's Adjustments

Adjustment	Explanation
Linguistic adjustment	Vocabulary & repetition
Cognitive adjustment	Redundancy and repetition
Adjustment of knowledge	World knowledge and reference point
Adjustment of communication	Right style/modality

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These adjustments reflect the paces an interpreter must go through in order to render the message faithfully and accurately from the source language to the target language. Though Loncke's adjustments are geared towards those who have lower linguistic skills, these adjustments are still applicable in varying degrees as interpreters function in both the hearing world and deaf culture. When both sides of the language interchange fail to understand these adjustments, and/or appreciate the difficult decisions involved, stress for the interpreter can result. Ultimately, this stress can lead to a lessening of his or her job satisfaction.

Other researchers agree that interpreters must possess considerable skill (Anderson & Stauffer, 1991; Bosman, 1995; Irwin & Morgan 1985). Not only must they be fluent in both the source and the target language, they must also have skills that allow them to mediate beyond cultural boundaries. They must be ethical (see Code of Ethics, RID, 1998, p. 34), culturally sensitive, and rhetorically and pragmatically astute. Professors at the Interpreter Training Program at Oakland Community College (1991) in

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Oakland, California agree when they report that the interpreting profession is a demanding one with considerable physical and intellectual stress.

Interpreters must possess expert knowledge in order to function effectively using different modes of communication within a wide variety of environmental settings. They must be fluent in American Sign Language (ASL), Manually Coded English (MCE), Signed English (SE), and/or any of the several Signed Exact English (SEE) systems. They must interpret in legal, medical, educational, and numerous other settings with seamless communication. Interpreters are constantly walking the fine line between explaining the nuances of language and insulting other participants.

Bourcier (1981) points out that interpreters also feel a lack of power. According to Herzberg's theory of motivation, discussed earlier, interpreters need effective and strong interpersonal relations (hygiene factors). An absence of strong interpersonal skills creates incongruence, as interpreters are often obligated to think and make decisions for the deaf person, but receive no

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recognition for right decisions and all the blame for wrong ones.

Working Conditions

Working conditions involve compensation, benefits, hours and schedules, supervision, evaluation, mentoring/support, professional development and advancement, and physical environment. Hurwitz (1995) states that working conditions and compensation for interpreters vary widely. The implementation of PL 94-142 in 1974 (implemented in 1976) created a tremendous demand for sign language interpreters, a demand that increased significantly with the passage of the Americans with Disabilities Act in 1990. Both pieces of federal legislation caught interpreters and educators largely unprepared. Hurwitz (1995) also makes the following contentions:

1. The interpreter's role is largely undefined.
2. There is little training for interpreters who engage in educational interpreting.
3. In schools where interpreters are employed, working conditions are poor and turnover is high.

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4. Many people falsely equate signing skill to interpreting skill.
5. Many interpreters in the U.S. and the world suffer from repetitive motion injury, or upper extremity cumulative trauma disorder.
6. Interpreters report that they are isolated.

With regard to #4 above, fluency in any language does not imply the ability to interpret to and from that language. A person must engage in a totally different cognitive process while interpreting, a complex process of receiving a message in one language and delivering it in another language.

Hurwitz (1995) suggests that supervision and mentoring of interpreters can lead to increased stamina and a larger repertoire of tools with which to handle the multifaceted tasks of the job. Supervision, mentoring, and training, according to Hurwitz, are important factors in preparing interpreters for their critical work. They are also important variables in the gestalt of job satisfaction among interpreters.

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Training is an extremely important construct influencing work conditions and overall job satisfaction. As early as 1985, Barber-Gonzales, Preston and Sanderson (1985) reported that the National Center on Deafness at California State University Northridge provided numerous programs and avenues for improving working conditions. These ranged from workshops for stress, performance recognition, and in-services. It appears that most training for interpreters regarding stress is directed toward those who are employed as staff interpreters. This does not include free-lance and private contract interpreters who are in essence functioning as self-employed entrepreneurs or the interpreters who consider themselves the "lone wolf" (Hurwitz, 1995, p. 9). These dependent and independent contractors may not be benefiting from job-based training that alleviates job tension and improves overall working conditions.

Woll & Porcari (1995) state that there are also some negative social implications of using, and being, an interpreter. Interpreters are often the focus of attention in the working environment, seen as an oddity. This can be

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uncomfortable for the deaf person, especially if they do not want to draw attention to themselves in a large room. It also can be disquieting to the interpreter, especially those with low self-esteem or confidence. It is akin to being under a magnifying glass, and not everyone is comfortable in this situation. Cassell (1984) believes that interpreter training programs (ITP's) must accept the responsibility of enabling students to handle themselves in a professional manner. This type of training should equip these future interpreters to handle themselves with confidence and professionalism while under the consumers' scrutiny.

The Registry of Interpreters for the Deaf (1993) membership discussed the issue of working conditions during their 1993 convention. Subjects of interest are outlined and explained in Table 4. Many of the items discussed in this workshop showed the infancy of the profession and the lack of standardized practices in the profession. It also showed a lack of the public's understanding of the job/profession. Where working standards in other professions are well-developed, or at least instituted,

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fought for, and supported by labor unions, interpreters are now struggling to build a foundation of minimal working conditions.

Woll (1988) reported that the 12 member countries of the European Community recognized that some standards need to be established with regard to working conditions for interpreters for the deaf. Some six years later, The European Forum of Sign Language Interpreters (1994) published a booklet that highlighted working conditions in over 12 European countries. This booklet demonstrates that most countries have some form of training for interpreters as well as written guidelines for working conditions.

Switzerland has a training program that consists of 1800

"lessons" (p.7). They also have rather sophisticated standards for interpreter working conditions. England, Wales and Northern Ireland have an extensive training program for interpreters, as well as an interpreter's exam (RSLI examination). However, there seems to be no common thread between, and even within countries for the most part.

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Table 4

RID Member Working Conditions Concerns

Condition	Explanation
1. Two hour minimum	1. Minimum 2 hours pay
2. Compensatory preparatory time	2. Payment for time preparing for tasks
3. Limitations on contract interpreting time (avoid Repetitive Motion Injury - RMI)	3. More protection for private contract interpreters - support of team interpreting
4. Career ladders/upward mobility	4. Alleviation of job "stuckness"
5. Cancellation policy	5. Payment for interpreting services contracted, but cancelled
6. Portal to portal	6. Payment for roundtrip mileage
7. Paying time for travel	7. On-the-clock while enroute
8. Conditions of employment with service agencies	8. Protection when the "lone wolf"

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Despite growing concern among the interpreting profession regarding working conditions, limited research has been done on this subject. Carstensen (1994) discussed that Denmark issued a survey to interpreters gauging working conditions, and most reported physical distress associated with their job. Ninety-five percent said they had motion disorders in the past year. Among interpreters for the deaf, physical distress and injury is tantamount to the potential loss of the very tools (their hands) they need to perform their vocation.

Interpreting Standards

Interpreting standards concerns the professional requirements that various entities place upon practicing interpreters. Utah State Board of Education (1997), like other states, is aggressively addressing the issue of state certification for interpreters (Virginia Department of Education, 1993). These states recognize a shortage of certified interpreters and want to develop their own state system. The idea behind establishing a state system is plausible, as it sets minimum standards for practicing in the states. However, such state systems (sometimes called

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Quality Assurance systems) have limited reciprocity to other states.

One problem that states confront when they implement rigid statewide requirements for interpreters is that they effectively eliminate many interpreters who are already working in the system. This problem is indicative of the less than satisfactory quality of many interpreters who are already working, causing many states to establish a waiver system so present interpreters can eventually come into compliance (Virginia Department of Education, 1993).

Simply because states mandate minimum standards for interpreters does not automatically lead to compliance. Stewart and Kluwin (1996) found discrepancies between guideline recommendations and what actually happened in the interpreting environment (schools). The implementation of standards is simplistic compared to the development of mechanisms by which these standards can be monitored and compliance ensured.

Many states, such as Ohio, still give the auspices of awarding certification to national testing bodies (e.g. The Registry of Interpreters for the Deaf, Inc; The National

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Association of the Deaf, Inc.), but require the interpreter be certified nonetheless (Ohio Interpreter Standards Committee, 1998). The problem with requiring national certification, as with state certification, is that there are insufficient interpreters who meet these standards.

D. A. Miller (Personal Communication, February 9, 1999) says that Nebraska, while instituting state certification standards, has a waiting list over one year long to take the examination. Perhaps states are establishing unreasonable standards that they cannot meet; requirements that neglect to recognize the already critical shortage of interpreters.

Interpreters for the deaf may be able to point to spoken language interpreters for solace. Viaggio (1996) states that spoken language interpreters have accomplished much in the past 50 years. Considering that interpreters for the deaf did not formally organize until 1964 (Registry of Interpreters for the Deaf, 1998), perhaps interpreters for the deaf are about 20 years behind spoken language interpreters, and improvements will evolve over time.

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Unfortunately, the present situations for interpreters, who lack professional work standards, can cause stress and discord. The present situation can lead to animosity between qualified, trained interpreters and those who are not qualified but are in high demand due to the severe shortage of interpreters.

The concept of interpreter standards not only includes nationally or locally recognized certification, but also what employers and consumers expect from interpreters. There is extensive discord among deaf people, educators, and interpreters with regard to sign language and what may constitute a "sign system." Sign systems refer to those methods of communication for the deaf that usually constitute a contrived system of symbols, rather than a natural progression of a maturing language as found in American Sign Language (ASL). The Canadian Association of the Deaf (1994b) is in direct opposition to sign systems, only recognizing American Sign Language (ASL) and la Langue des Signes du Quebec (LSQ) as the only official, working sign languages in Canada. This contention within the Deaf community often places interpreters in the precarious

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position of being required by a school district or other paying entity to interpret in a given "sign system" with many political undertones directed towards the interpreter.

In a conflicting report, The Canadian Association of the Deaf (1994a) supports the right of deaf people to use sign systems in interpreting situations. This is a conundrum. This paradox exemplifies the confusion that many people who are deaf or who work in the field of deafness face. There is strong public outcry to adhere to politically correct behavior and "standards," but sometimes these requirements neglect to consider the present condition of the population. This discord and confusion place the interpreters in the middle, trying to please both sides of the interpreting equation, but usually only managing to satisfy one. This disparity among institutions and people who use interpreters may lead to an erosion of job satisfaction among interpreters for the deaf.

Interpreter Shortages

As addressed earlier, the demand for interpreters far surpasses supply. According to the Virginia Department of Education (1993) there is an inadequate supply of

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interpreters to meet local school division demands.

Despite the implementation of standards, the limited supply of interpreters cannot be brought into compliance (with state standards) fast enough.

Supply shortages date back to the beginning of time. When the caveman realized that he was short on food, he went out to slay another animal. When the supply of animals diminished, surely the caveman devised an alternative solution, lest he painfully experienced his own demise. The caveman learned that the food supply was cyclical and he had to plan his hunting and storage of food to coincide with the supply cycles.

Business addresses the supply-demand equation in a similar manner to that of the caveman. Demand can create an abundance or shortage in supplies, as can over- and under-production. It is the responsibility of business to constantly have its pulse on economic indicators in order to plan compensatory measures to achieve a desired balance of supply and demand. Of course, as history has demonstrated, supply shortages can be contrived in order to achieve financial gain, political advantage, and other

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economic, social, and political leverages. A prime example of this was the oil shortage experienced in North America (and worldwide) created by the Middle East oil embargo. Surely some of the shortage was real, but much of it was contrived in order to manipulate pricing.

Skilled labor is in short supply in a number of industries. This is due, at least in part, to the refinement of labor, namely the specialization of skills. According to Green, Machin, and Wilkinson (1996), this can be attributed to a number of other factors, including an expanding product market, and new technology development with lack of trained labor.

Lewis (1998) suggests that many of our shortages are self-inflicted. Regarding computer specialists (e.g. information technology gurus), the personnel pool is shrinking due to restrictive requirements on applicants to enter this pool (advanced degrees, numerous years of experience). Lewis' (1998) observations suggest that businesses and trainers have ineffectively predicted future labor needs.

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Jerry Jasinowski, president of the National Association of Managers, believes that the greatest jeopardy to business growth in the U.S. is an "...[in]adequate supply of workers or adequately trained workers" (Reuters, 1998). Jasinowski suggests that increased immigration and earmarking by employers of ample training dollars may be two methods for alleviating the human resource supply "pinch" (Reuters, 1998). Detractors from Jasinowski's position might point to NAFTA (North American Free Trade Agreement) as an example of what happens when labor needs cannot be met and businesses go elsewhere to manufacture their products.

Others seem to echo Lewis' (1998) position regarding corporate America creating its own problem of diminished labor resources. Donahue (1998) suggests that we have created our own problem to a great degree - computer technology has created a huge demand for those with computer skills and displaced many unskilled, or differently-skilled workers. In this sense, technology and its fallout prove to be a double-edged sword.

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Fisher (1997) believes that the fallout of the air traffic controller strike during the Reagan era, a revamping of human resource policy, has global implications. He points out that attracting, motivating, and retaining employees must be a part of cultural and institutional norms. If anything, the emphasis in recent years has been for an employee to go "where the grass is greener." Employee loyalty to a firm has become a negligible issue in many industries. It is rare for the contemporary employee to work for a company their entire working lives. We need look no further than free agency in Major League Baseball, a trend that typifies the American workers' changing ethic.

According to Green (1998), demographic changes have reduced the labor supply, with ". . . fewer people ages 16-34 are [sic] entering the labor force than was the case over the past few decades--approximately one-half the rate of the 1980s--and a growing number of workers are retiring" (p. 34). Couple this with the fact that the proportion of older and retired Americans is increasing, we can then see

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that we have a shrinking human resource pool serving a much larger (and longer living) population.

In the sign language interpreting profession there has been an unusual situation related to demographics. Until recently, most interpreters for the deaf were those who had deaf parents (Children of deaf adults, or Coda's).

Interpreting, moving from a gratis profession to one that is legitimate and financially rewarding, is blossoming and has had to increase the range of its demographic draw.

Other non-Coda's are entering the field, but they are not entering fast enough to meet the demand.

Green (1998) also points that out we have experienced a large number of women entering the work force in the past 50 years. This infiltration seems to be leveling off and indeed may be shrinking due to the number of women who are reconsidering their decision to leave the home, now opting to raising their families as stay-at-home moms.

Many companies are utilizing private contract individuals in lieu of employees, a trend that the IRS as undoubtedly opposed. The use of private contractors has been led to a great degree by the federal government,

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turning to downsizing (right-sizing) and outsourcing to curb federal spending. This complements those individuals who wish to work from their home or exercise more freedom in their degree of mobility. The ability to work from one's home is especially important in highly congested areas where commuting to and from work is counter-productive. In the interpreting industry, the majority of interpreters are private contract workers. This has come out of necessity, mostly due to the "newness" of the profession and the lack, until recently, of central points for referral/employment.

Green (1998) points out the companies are shifting their geographic locations, enticed by the lower cost of moving to rural areas where they can pay less in the form of taxes. This does not necessarily mean that the labor pool they need moves with them. Employers must adapt to the change, either paying for relocation of employees, or training the existing labor pool.

Housing shortages (Green, 1998) may also influence the availability of a sufficient human resource pool. This is especially true in situations where companies have

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relocated or the rapid growth of companies in certain areas has exceeded the growth of available housing and/or the human resource pool. In the interpreting industry this has far-reaching implications, as the need for interpreters in certain geographic regions has exceeded their availability.

The Registry of Interpreters for the Deaf (RID), addresses the shortage of interpreters in its mission statement: ". . . RID has worked diligently to provide the three Q's of interpreting: Quantity, Qualification and Quality" (Registry of Interpreters for the Deaf, 1998). However, as suggested earlier, local governments are becoming less reliant on RID to set a standard of quality for interpreters and are more frequently establishing their own local testing and quality controls. Despite RID's best efforts, RID membership and/or certification is not seen as a necessary requirement in order to practice the profession of interpreting. Many interpreters forgo the expense of joining RID, opting for a working environment where there are no ties to a professional association of interpreters. This could be due to a lack of confidence in RID, monetary concerns (although RID membership is less than \$100

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annually), or fear that RID will require them to adhere to ethical standards that they do not support or endorse.

Another reason that interpreters are in increasing demand is the rising number of job opportunities for deaf people. Deaf people are becoming more upwardly mobile and need interpreters on a more frequent basis (increased need to communicate with the hearing majority). There has been a change in the curriculum for deaf children. Due to PL94-142 the focus is now on mainstreaming into public school settings, and this requires an exponential increase in the number of interpreters in the classroom.

Paradoxically, as the need for interpreters increases, it has become increasingly difficult to recruit them to the profession. Interpreter pay, while increasing in recent years, is not on a par with that of spoken language interpreters. Interpreting for the deaf is seen as a social service/civil servant function, with pay that reflects a lack of understanding or appreciation for the profession. While referral agencies may wish to increase the rate of pay to interpreters, third party users of the service often contest even minimal payment for a service

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they perceive as benefiting a small minority of the population (akin to funding for "orphan" diseases).

K. Shirley (Personal Communication, February 12, 1999) suggests that money is not always the deciding factor when recruiting an interpreter. Often the candidate is more interested in support they will receive once they are hired, as well as opportunities for professional growth and job variety. B. Way (Personal Communication, February 24, 1999) says it is not always money that is the top priority when hiring interpreters in British Columbia and Alberta, but also the stability of the position. In Way's school district it is often difficult to hire interpreters because the Ministry personnel are not always receptive to hiring interpreters on a full-time basis, preferring to only provide interpreter's employment for the school year. This employment is always in jeopardy - if a student withdraws, the interpreter is terminated. It would appear to be valuable to recruiters to know what interpreters want and what creates higher levels of satisfaction.

The crisis of insufficient human resources to meet the demand for interpreting has led some employers to be novel

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in their approach to a solution. Some interpreter referral agencies have attempted to thrive without a professional staff, depending solely, or heavily, on private contract interpreters (free-lance interpreters) to perform all revenue producing work (interpreting). This is very risky in terms of ability to perform the work as private contract interpreters notoriously have full schedules and are difficult to retain on short notice.

Additionally, as a serious caveat, the Internal Revenue Service (IRS) has made it a point to more strictly define what a private contractor is, especially as it relates to an employer's ability to avoid payment of matching withholding taxes.

The sum result of interpreter shortages has created an unhealthy and dangerous burden on the interpreters working in the profession. Frequently one interpreter is sent to an interpreting situation when two are required. Best practices in the profession suggest two interpreters on any engagement that lasts over two hours, and in some instances one-and-one-half hours. This creates physical and mental stress on the interpreter who is sent, expected to do the

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job of two. Interpreters who must work in these situations are endangering their very livelihood with increased incidence of Cumulative Motion Injury/Repetitive Motion Injury (RID, 1998), as well as mental fatigue.

All such factors can lead the interpreter to lose faith in their profession, their job, and their ability to provide the service in a professional manner. Subsequently, the interpreter suffers a loss in vocational satisfaction, prompting the interpreter to leave the profession for something with less stressors.

Other Labor Concerns

Job satisfaction in general is also affected by other factors, including how the employees were trained, recruited, mentored, and what initiatives were instituted to retain them. Because today's workforce is highly mobile, of increasing concern is the issue of training, especially for new employees and those who are required to acquire new skills. This coincides with The Gallup Organization's (1999c) contention that changing job tasks creates great tension and lack of satisfaction, while

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training appropriately resolves some of the tension and dissatisfaction.

Coaching or mentoring employees, whether they are new to the job or seasoned workers, has gained a great deal of credibility in the past decade. The concept of mentoring is not a new one - it has been around, at least informally, since ancient times. No doubt the experienced hunter brought the adolescent into the wild to teach, guide, and support the "recruit."

What is mentoring on a formal level? In most instances in vocational settings, mentoring can be described as a structured, enduring relationship between two individuals with one providing help, support, and guidance to the other (Angle, 1998). Though mentoring shares many of the traits of friendship and can develop into friendship, its focus is often directed to a particular skill to be learned, an issue to be examined, or some other specific problem to be solved.

Another method of alleviating the shrinking human resource pool in certain trades/professions is through active and creative recruitment. This does not mean

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recruitment that is unmeasured or haphazard. Bellinger (1998) points out that companies need to carefully examine the procedures they use for recruitment, discarding ineffective measures and capitalizing on the effective ones. Employers should also consider community college programs, as these are often successful in attracting students who can become the company's future workers.

The Nursing Recruitment and Retention Taskforce (1998) cites that recruitment in nursing is accomplished by strengthening partnerships between undergraduate and graduate programs, clinicians, and others. It is not significantly different in the interpreting profession. The Virginia Department of Education (1993) says that those who are responsible for training educational interpreters should assume leadership for the recruitment initiative. If strong relationships are formed between employers and high schools, interpreter training programs and other feeder institutions, recruitment efforts are ultimately improved.

H. L. Reed (Personal Communication, February 17, 1999) says that it is difficult to recruit interpreters because

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of keen competition from other agencies who need interpreters. Not only are many organizations looking to recruit interpreters for employment, many others are also willing to contract with interpreters on an as-needed basis. Interpreters can make a comfortable, livable salary as free-lancers (private, independent contract interpreters), so there is minimal incentive for these interpreters to give up this freedom in exchange for full-time employment. This has led many agencies to contract for interpreting services.

The Swedish National Association of the Deaf (1991), along with other special interest associations, are attempting to address the issue of recruiting interpreters. They recognize the need will increase, making an already short supply of interpreters a critical one. Like any other commodity, educators in Sweden recognize that interpreters must be actively recruited and the profession of interpreting must be aggressively marketed as a viable vocation.

Once the interpreter is recruited, the ideal situation would be retention of the employee for an extended period

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of time. If employees are not satisfied with their job situation they will either opt for a new employment situation or continue in their present job as an unhappy, dissatisfied, and possibly disgruntled employee. There is, or at least should be, an obvious relationship between an organization's success and its ability to retain satisfied employees.

Human resource shortages due to the high turnover of employees are destructive to the stability and growth of any company unless such turnover is expected and planned for. Other theories, issues, and forces previously mentioned focus on alternative strategies to increase the influx of human resources (supply) into the supply-demand chain. Retention is the logical issue a company must consider internally, a force under its own control in most instances.

According to Catlette and Hadden (1998), one method to curb human resource shortages is through proactive retention of employees. Their methods, as outlined in The Contented Cows Book (Catlette & Hadden, 1998) focus on getting employees committed, showing them you care, and

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enabling them to achieve their top performance. The authors (Catlette & Hadden, 1998) suggest such employee perquisites as flexible work weeks, compressed work schedule, telecommuting, childcare, and gourmet cafeterias, to name a few.

Russ and McNeilly (1995) cite experience and performance as predictors of turnover. Inexperienced employees tended to leave sooner and firms should try to improve their satisfaction, promote, and give them a reason to stay. Performance is an issue because top performers always see the grass greener on the other side. The excellent employee tends to experience a loss of satisfaction with their present situation. They will always think they should be able to do better elsewhere, especially if they are dissatisfied with their present situation.

Training Specific for Interpreters

As previously stated, American workers greatly value training as a method to alleviate job stress and increase job satisfaction (The Gallup Organization, 1999c). However, in the interpreting profession it appears that our

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best efforts may be falling short. Irwin and Morgan (1985) state that training programs do not provide potential interpreters with instructions, guidelines, or sufficient information to make decisions about educational interpreting. The role of the interpreter needs to be more clearly defined. The same can be said for interpreters in all settings, as many enter the field with little preparation to handle the rigorous requirements of the profession.

Although this training gap may have narrowed in the past 14 years, there is reason to believe that there may be continued inadequate training for educational interpreters, and interpreters for the deaf in general. Elliott & Povers (1995) did research that supports this notion; there is a need for specialized training for educational interpreters.

The U.S. Department of Education (1997) has identified 10 awards of \$120,000-\$160,000 each that will go to new or existing programs for interpreter training. A little over \$1 million appears to be inadequate federal support for a service that is required under The Americans with Disabilities Act (Government Printing office, 1990). With

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over 500 thousand deaf Americans, this equates to less than \$2 per deaf person in order to insure adequately prepared interpreters.

In some areas we are losing Interpreter Training Programs (ITP's). According to The Canadian Hearing Society (1996), Sheridan College in Ontario announced the closing of their ITP. Rather than taking steps forward, some areas are taking steps backwards by not affording more training to prepare interpreters. Sheridan closed reportedly because of provincial government budget cuts.

Tseng (1992), in addressing the problems in Taiwan regarding spoken language interpreting, states that formal training programs must have competent trainers. If they do not exist they must be cultivated. The same must apply to interpreters for the deaf. The Conference of Interpreter Trainers (CIT) is a member association in the United States comprised of sign language interpreter educators. Despite the best efforts of this association to provide training to new and working interpreters, it does not seem to be sufficient. Interpreters, especially in rural areas, go without new or continued training due to demographic and

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geographic constraints. Additionally, CIT may not be promoting their own directory of interpreters trainers to those who can provide and pay for the programs. Even though CIT trainers may be superbly qualified to train future and present interpreters, the limited number of trainers available may not be sufficient to meet demand. (Conference of Interpreter Trainers, 1998).

Limited research has been done on ITP's. Most of what has been done was for institutional or "in house" purposes. Smith and Gorelick (1979) conducted a survey of the effectiveness and efficiency of recruiting and training in ITP's approximately 20 years ago with results that were inconclusive. Massoud (1994) offered a review of Mott Community College's ITP, but the result was actually a descriptive summary of what the program offered.

Program administrators complain of students entering interpreting programs ill-prepared. Wilcox (personal conversation, January 31, 1999) says that students often have to be "taught" the language (American Sign Language) - the actual process of learning interpretation cannot begin

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until after the students have effectively become fluent in the language.

In order for interpreters to enter the profession fully prepared, ITP's and other training options must be fully explored, funded, and expanded. A poorly trained interpreter is likely to become a dissatisfied one, disillusioned and destined to leave the profession prematurely, in addition to providing poor or unethical service to deaf and hearing consumers.

Personal Issues

The personal issues and conflicts that interpreters face on a daily basis can be alleviated, in large part, by proper training and preparation. Lockmiller (1982) contends that interpreters are under a great deal of pressure, rarely enjoying the satisfaction that they have had any involvement in resolving any problems that have arisen during the communication/interpretation process. They are seen as passive participants in a communication process, and must be so, according to strict adherence to RID's Code of Ethics (RID, 1998). For an interpreter to be truly effective they must be "invisible." Invisibility,

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the concept that the interpreter is a transparent channel through which communication is encoded and decoded, is a goal yet a paradox for interpreters. The interpreter who is successful often feels worthless, meaningless, and never recognized for their hard work (Lockmiller, 1982). They feel powerless to influence the outcome of the communication situation in any way.

As aforementioned, the short supply of interpreters has led many to work long hours, often out of necessity. This can result in burnout in the most motivated interpreters. New interpreters, as well as seasoned ones, become disillusioned and cite feelings of exhaustion, depression and being overwhelmed. Lockmiller (1982) says that interpreting students, or any interpreters entering the profession, need to be told about burnout and how to prevent it.

Watson (1987) first examined interpreter burnout, mostly in an anecdotal manner. The number of interpreters who were leaving the field due to stress and exhaustion alarmed her. Two years earlier, the Conference of Interpreter Trainers (1995) stated in their standards that

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ITP's must include in their content instruction in stress management and personal health care. Today, few (if any) ITP's require or provide stress management classes.

Recruiters should also consider looking for interpreters who provide the best fit to meet the stress and other requirements inherent to the profession. Taylor and Elliott (1994) report, in their survey of interpreters and trainers, that 75% of all respondents believed that "attitudinal requirements are equally as important as those for knowledge and skills" (p. 186). Assuming a valid survey, it appears that three-fourths of the population believe that the interpreter's attitude, and indeed their personality are integral factors in ensuring an one's success in the profession.

Luciano and Swartz (1997) found, as did Blake (1997), that personality type and job satisfaction are interrelated. Blake cites Myers (1980) in stating that the S/N (Sensors/Intuitives) preference is dominant in predicting career choice (earlier identified by Doerfert and Wilcox, 1986). Sensors are fact oriented, while intuitives are drawn to possibilities, and both can be

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profiled in Myers-Briggs as well as the California Personality Inventory as used by Luciano and Swartz (1997).

As Provost (1990) suggests, if we do not work in a profession that is congruent to our personality type, then undue stress can be experienced. Provost also found that many interpreters were Myers-Briggs NF types (Intuitive/Feeling). This is not surprising - interpreters are people who base decisions on values, harmony, and mercy (Provost, 1990).

Studies on Satisfaction in General

The Gallup Organization (1998a) reported:

Traditional employee attitude/satisfaction surveys have proven only moderately useful as an instrument for improving the workplace. Because these surveys attempt to measure employee attitudes about a range of often unrelated issues, they lack a central workplace focus. In addition, such surveys are usually infrequent, isolated events, occurring every few years that produce spasms of "fix-it" action plans but no sustainable improvement.

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Despite this report, we still cannot discount satisfaction surveys as meaningless, snapshots of employee attitudes about their employment situation. Perhaps if we collect data about employee satisfaction, and do nothing with our findings to improve noted problems and deficiencies, we are guilty of complacency as charged by Gallup (1998a).

Among survey instruments, the Job Satisfaction Blank #5 (JSB) was one of the first used, developed by Robert Hoppock, the pioneer of job satisfaction research (Hoppock, 1935). It is a four-item, 7-point Likert scale measure of global job satisfaction. Like most job satisfaction survey instruments used today, subjects respond by checking weighted value statements that ask how much they like their jobs, how much of the time they are satisfied with their jobs, how they view the prospect of changing their jobs, and how much they enjoy their jobs compared to other people they know.

Crites (1969) indicated 30 years ago that the JSB is the "best-known and most widely used measure of job satisfaction" (p. 480). Crites (1966) says that the Hoppock Job Satisfaction Blank #5 (JSB) is probably the

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best survey for most purposes because it is easy to administer and score, takes only a few minutes to complete, and is applicable to all occupations. The JSB assumes that global job satisfaction is different than a simple summation of components of the job (Crites, 1969), i.e. the whole (gestalt) is greater than the sum of the parts. Thus, when completing the instrument, employees are expected to sum their likes and dislikes of the job and weigh them subjectively by personal importance (Crites, 1969).

Bersani and Heifetz (1985) wrote on job satisfaction among staff members in community residences for mentally retarded adults. They identified a separation of stress between work related and resident-related (violent behavior). They used the JSB developed by Hoppock in 1935, and examined both work-related satisfaction, and object-related satisfaction on the job. Their results indicated a dual track of job satisfaction, one influenced by clients and the other influenced by the work that was not directly influenced by clients. This is one of the earliest surveys

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done where interpersonal behaviors were assessed separately from actual job duties.

Numerous other studies have examined a multitude of factors that influence job satisfaction (see Table 5). As we can see from Table 5, employee satisfaction is related to age, salary, job stability, management style, and employee involvement, to name only a few factors. Heneman, Eskew and Fox (1998) wrote on job satisfaction surveys as they have been used in the military. They found that satisfaction is again related to pay, rating of performance, and pay-for-performance. The latter is a new policy being implemented by the federal government that bases employee salary increases on the quality of work done; a method that has been used by the private sector for decades.

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Table 5

Job Satisfaction Research Summary

Study	Findings
1. George and Baumeister (1981)	1. low salary and excessive job variation were major contributors of stress
2. Campbell et al (1976); Herzog and Rogers (1986); Bernal (1998)	2. have lower expectations and aspirations as we age - easier to achieve satisfaction
3. McNeely and Meglino (1994)	3. a positive relationship between job satisfaction and extra-role, prosocial behavior
4. McNeal (1996); McNeese-Smith (1996); Jun (1998)	4. satisfaction was related to management style and ability to empower employees
6. Lee (1990); Tett (1993)	6. intention/withdrawal cognitions and personality type strongly predict satisfaction

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A number of studies have been done recently in the computer and technology industries on job satisfaction. Because this industry is a burgeoning, growth industry, there is a great deal of interest in how the employees are faring. Of special interest are effective methods of attracting and retaining these workers because they are in such short supply.

In one study, Goff (1998) identified the following areas when examining Information Technology (IT) professionals for job satisfaction: salary, opportunity for advancement, use of new technologies, challenging assignments, career/goals planning, access to training, manageable stress, and overall job satisfaction. His findings suggest that managers create many problems with regard to employee job satisfaction; in effect, managers do not understand the employees or their jobs. When asked what factors would increase their job satisfaction, they ranked performance bonuses, salary increases, and training availability. Goff (1998) also found:

1. Women are much less satisfied than men.
2. Satisfaction varies greatly according to age.

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3. Senior computer IT managers have higher stress but higher satisfaction.

In another study on IT professionals, Paschke (1998) suggested the following improvements to increase job satisfaction:

1. Ensure that work is interesting, challenging, and varying.
2. Establish a work environment where network professionals feel they are learning and growing professionally.
3. Implement formal training programs that satisfy the career objectives of network professionals.
4. Keep overall compensation competitive with the market.
5. Ensure that compensation programs are equitable both internally and externally.
6. Implement a performance review process that is timely, provides valuable feedback, and establishes clear objectives.
7. Provide network professionals with opportunities for advancement and ensure that these

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opportunities are clearly communicated and well understood.

Numerous other studies have been done on finite professional groups. One such study was done by Black-Branch (1996) who examined teacher satisfaction along the constructs of nature of work (teaching responsibilities, students/parents, and work conditions), context of the job (physical environment), and the consequences of the job (remunerations, federation/union, and career development). He used a three-phase research method: 1) collecting survey data; 2) interviewing a sample of the respondents; 3) meta-analysis of the two sets of data from phases one and two. Black-Branch (1996) found the following among teachers (p. 247):

1. Satisfaction increases with the number of years of experience.
2. Women were more satisfied than men with their physical work environment.
3. As age increased, so did satisfaction.
4. Satisfaction is greatly affected by accomplishments and gains made by the

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federation/union, especially when it relates to pay.

O'Quin (1998) found that a 2 (number of agencies) x 2 (levels of security, high or low) multivariate analysis of variance indicated that ratings of job insecurity were significantly related to job dissatisfaction in the agency perceived as nonstable, but not in the agency perceived as stable. Discrepancy theory, as suggested by Locke (1976), suggests that individual satisfaction is determined, in part, by whether there is a "gap" between actual rewards or performance and the individual's goals or expectations.

Michalos (1986) also discovered a kind of discrepancy called "expectation-reality gap theory" where there is a perceived gap between the situation that is achieved now, and what the individual expected it to be. This theory was later expounded on by Cooper and Artz (1995, as outlined earlier). Michalos found that 90% of the studies investigating the existence of discrepancy theory reported finding a significant relationship between the satisfaction levels of individuals and some type of perceived "gap"

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between what they currently have, and what they want to have.

Paul Spector (1997) has discussed many facets of job satisfaction:

1. Work and family, and work schedule are work-related antecedents to job satisfaction.
2. Gender interacts with age to produce differing patterns of job satisfaction for women and men.
3. Job satisfaction is an independent variable and it is important to examine the effects of job satisfaction on a range of outcome variables, including performance, turnover and emotional distress, and apparent life satisfaction.

In a recent interview (personal conversation, February 24, 1999) Spector elaborated on his impressions regarding job satisfaction in today's workforce in terms of trend towards a more transient, mobile worker. Spector said that it is difficult to determine what effect this will have on job satisfaction. Spector explained:

National surveys have shown that satisfaction has been high for the vast majority of Americans over time. It

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should have more of an effect on turnover. Unhappy people are likely to quit. Maybe this means people will tend to be found more often in jobs they like.
(personal conversation, February 24, 1999)

Spector (personal conversation, February 24, 1999)

further states:

There isn't much evidence that job satisfaction leads to job performance directly via effort. There is some relation, but it seems as likely performance leads to satisfaction. I don't buy the Herzberg idea.

However, there can be indirect effects. Unhappy customer service people likely have unhappy customers, which results in loss of business in the long run. I agree with Locke that values and personality are more related to motivation and thus to performance. Some might be through goal setting, but it can be through other mechanisms. (personal conversation, February 24, 1999)

From Spector (personal conversation, February 24, 1999) and the many other researchers on job satisfaction who have

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come before him, we can clearly see that job satisfaction is a variable that is influenced by many factors. Only by understanding and accounting for these factors can we truly understand what comprises satisfaction and dissatisfaction.

Job Satisfaction Among Self-Employed

Many researchers have found that the self-employed are more satisfied with their jobs than wage and salary earners (Hornaday and Vesper, 1982; Duffy and Stevenson, 1984; Naughton, 1987a, 1987b; Katz, 1993). Spector (personal conversation, February 24, 1999) notices that all facets of standard job satisfaction inventories do not apply to people who are self-employed. Additionally, the self-employed have no supervision, per se.

VandenHeuvel and Wooden (1997) conducted some excellent research on job satisfaction among self-employed contractors. According to them, independence is a misnomer because contractors depend on organizations for their income. They may be independent to a degree in that they can choose the organization with which to be affiliated, but they still have no true independence. They bear all of the risks associated with self-employment, such as poor job

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security and the absence of benefits typically available to employees.

Table 6

Satisfaction Levels: Self-Employed v. Wage Earner
Comparison (VandenHeuvel and Wooden, 1997)

	Self-Employed	Wage Earners
Overall Satisfaction	Higher	Lower
Job Security	Lower	Higher
Income	Lower	Higher
Amount of Control	Higher	Lower
Work Hours	Higher	Lower

VandenHeuvel and Wooden (1997) also found gender differences, with women exhibiting higher levels of satisfaction than men. Their research supports earlier research which showed that older workers are more satisfied (Campbell et al, 1976; Herzog and Rogers, 1986; Bernal, 1998). However, VandenHeuvel and Wooden (1997) found that the youngest of workers are also very satisfied, suggesting

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a U-shaped distribution of satisfaction, with those in their mid-thirties being least satisfied.

It is important to note, as many researchers discovered, that the term "private contractors" is broad, encompassing both independent and dependent contractors. Independent contractors are very different from dependent contractors, providing their services to many organizations while dependent contractors provide their services to one organization. Bearing this in mind, it is important to note that independent contractors had significantly higher job satisfaction than dependent contractors (VandenHeuvel and Wooden, 1997).

Job Satisfaction Among Interpreters

As previously mentioned interpreters for the deaf are in extremely short supply, mostly as a result of the incredible demand placed upon the profession with the passage of ADA (and subsequent requirements under Title III). Interpreters complain of burnout, being under-appreciated, having poor working conditions (e.g. carpal tunnel syndrome, repetitive motion injury, and cumulative motion injury), consumer's ignorance or confusion over

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their role, and lack of appropriate training. All of these factors can lead to low job satisfaction, yet there is no current literature on job satisfaction among interpreters.

One common theme missing from the research of recruiters, trainers, and interpreters is a linear and global approach to satisfaction among interpreters. Researchers seem able to identify the faults within the training, employment, and development of interpreters, but have yet to devise a method for translating solutions into a logical goal - a satisfied interpreter.

The only job satisfaction research that has been conducted on interpreters for the deaf was done by Rojas (1987), and this was conducted using spoken language interpreters; research regarding job satisfaction has yet to be conducted using interpreters for the deaf. Rojas' (1987) research, though based upon an instrument that has no described validity or reliability, showed that the majority of interpreters (92.75 percent) were fairly satisfied to very satisfied with their jobs. Unfortunately, the researcher did not perform any sophisticated statistical analysis of the data; the only

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statistics offered are percentile breakdowns across broad demographic variables. Rojas (1987) did not account for any demographic variables, so any results must be considered as truly broad-stroke accounts, nearly anecdotal in nature. The majority of subjects were free-lance interpreters (94.5 percent, n=57), indicating that any results can only be applied to the free-lance population, excluding standard wage earning interpreters. Confirming job security issues that independent contractors face (VandenHeuvel and Wooden, 1997), Rojas' (1987) found half of the interpreters surveyed had concerns about their job security and stability.

Measurement of Job Satisfaction

There exist numerous instruments for the measurement of job satisfaction (Brayfield & Rothe, 1951; Buckley, M., 1992; Donovan, M., & Drauden, R.; Edwards, 1978; Holland and Gottfredson, 1994; Hoppock, 1935; Koustelios, A., & Bagiatis, 1997; O'Connor, Peters, and Gordon, 1978; Smits, 1972; Spector, 1994; Weiss, D., 1977; Wood, Chonko, & Hunt, 1986;). No research has been performed, prior to this study, assessing the job satisfaction of sign language

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interpreters using a standardized instrument. Many inventories for job satisfaction have been developed for specific populations, such as the one by Koustelios & Bagiatris (1997), which is for Greek workers, and the inventory by Edwards (1978), which assesses occupational attitude among U.S. Air Force airmen.

For assessing job satisfaction among interpreters, an instrument with application to general populations, as well as good validity and design, would be preferable. The Index of Job Satisfaction (IJS) by Brayfield and Rothe (1951) appears to be a good instrument for this purpose. Brayfield and Rothe (1951) noted that the IJS had high validity based on the nature of the items, the means in which the instrument was constructed, and the ability of the tool to differentiate job satisfaction between two or more groups. The IJS had a significant correlation of $r = .92$ when correlated with scores on the Hoppock Job Satisfaction Scale (Miller, 1978).

The IJS has been used with success by McNeely (1984) and McNeely, Feyerherm, & Johnson (1986) for assessing job satisfaction among human service populations. Interpreters

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for the deaf are considered to be human service workers, in that requirements of the job entail characteristics inherent in other human service professions, such as sensitivity, compassion, listening skills, and empathy.

While the IJS appears to be an excellent tool for measuring job satisfaction, another tool, or tools, should be used to assess the various correlates of job satisfaction. These variables, such as working with colleagues, autonomy, and workload, have been measured with success by Spector (1994), Quinn and Staines (1979), and Quinn et al. (1971). Paul Spector (1974) has developed the Job Satisfaction Survey (JSS), a 36 item, nine facet scale to assess employee attitudes. These nine facets include pay, promotion, supervision, fringe benefits, contingent rewards (performance based rewards), operating procedures (required rules and procedures), coworkers, nature of work, and communication. The JSS (Spector, 1994) was originally developed for use in human service organizations, and is one that would suit the assessment of interpreters for the deaf.

Quinn and Staines (1979) have developed scales for

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autonomy and role conflict that have been used with assessment of human service workers (Jayaratne & Chess, 1986; Siefert, Jayaratne, & Chess, 1991). Earlier, Quinn et al. (1971) developed a 4-item scale that explicitly examines the variable of workload. This scale was used for human service workers by Jayaratne & Chess (1986), and Siefert, Jayaratne & Chess (1991). These three subscales, examining autonomy, role conflict, and workload, would be a good complement for the examination of overall job satisfaction among interpreters for the deaf.

Summary of Literature Review

After a review of the literature, the following variables seem to be associated with job satisfaction or dissatisfaction of employees:

1. Age (Bernal, 1998; Campbell, Converse, & Rogers, W.L., 1976; Goff, 1998; Herzog & Rogers, 1986)
2. Quality of supervision (Gallup, 1999c; Herzberg, 1968; Hurwitz, 1995; Spector, Personal Communication, February 24, 1999)

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3. Pay/Salary (Black-Branch, 1996; Eskew & Fox, 1998; Herzberg, 1968; Registry of Interpreters for the Deaf, 1993)
4. Opportunities for promotion (Herzberg, 1968; Russ & McNeilly, 1995)
5. Working with colleagues (Gallup, 1999c; Herzberg, 1968; Hurwitz, 1995; Maidani, 1991)
6. Workload (Carstensen, 1994; Registry of Interpreters for the Deaf, 1993; Watson, 1987)
7. Working conditions (Barber-Gonzales, Preston and Sanderson, 1985; Carstensen, 1994; European Forum of Sign Language Interpreters, 1994; Registry of Interpreters for the Deaf, 1993; Woll, 1988)
8. Role conflict (Anderson & Stouffer, 1991; Bosman, 1995; Bourcier, 1981; Canadian Association of the Deaf, 1994a; Cooper & Artz, 1995; Harboe, 1977; Hurwitz, 1995; Irwin & Morgan, 1985; Loncke, 1995; Oakland Community College, 1991; Registry of Interpreters for the Deaf, 1998; Stewart & Kluwin, 1996; Woll & Porcari, 1995)

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9. Autonomy (Hurwitz, 1995; Registry of Interpreters for the Deaf, 1993)
10. Length of time at work (Black-Branch, 1996; Lewis, 1998)
11. Gender (Spector, 1997; VandenHeuven & Wooden, 1997)
12. Training and education (Cassell, 1989; Elliott & Povers, 1995; European Forum of Sign Language Interpreters, 1994; Gallup, 1999c; Goff, 1998; Green, 1998; Hurwitz, 1995; Irwin & Morgan, 1985; Jasinowski (in Reuters, 1998), 1998; Smith & Gorelick, 1979; Tseng, 1992; U.S. Department of Education, 1997; Virginia Department of Education, 1993)

The literature examined demonstrates that job satisfaction is based upon many influencing factors. There is some disagreement regarding how these factors influence job satisfaction, especially concerning Herzberg's (1968) two-factor motivation model. Whether motivational factors comprise job satisfaction alone, or if they are

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complemented by hygiene factors as well, seems to be open to debate.

Various studies suggest that training, empowerment, promotions, performance ratings, mentoring/support, upward mobility, recognition, general working conditions, and goal realization are some of the key ingredients contributing to the gestalt of overall job satisfaction. Other factors, such as supply shortages, increased demands placed on employees, and educational preparation are contributory in affecting an employee's overall attitude and satisfaction.

Increased interest in recent years expressed by employers in keeping their employees happy and content has resulted in a number of job satisfaction surveys (Catlette & Hadden, 1998; The Gallup Organization, 1999c). Most surveys demonstrate that the majority of Americans are satisfied with their working situation. According to P. Spector (Personal Communication, February 24, 1999), "National surveys show that satisfaction has been high for the vast majority of Americans over time." This makes sense and follows human nature; an employee would not be expected to stay in a profession where one-third of their

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adult life is spent in a situation that causes distress or dissatisfaction.

However, many of these same studies have also demonstrated variances in job satisfaction according to gender, age, number of years employed at the job in question, degree of independence, and management style or composition of supervision. The research to date suggests that, while the majority of Americans may be satisfied with their employment, certain factors can be manipulated to increase satisfaction.

No research to date has been done with regard to the job satisfaction of interpreters for the deaf. One cursory study was conducted by Rojas (1987) on spoken language interpreters in Switzerland, yielding mostly general descriptive results that were less than conclusive. Other studies have been performed using free-lance and independent contractors, suggesting that this workgroup is very satisfied with their freedom but is less than satisfied with their lack of job security - a true paradox.

Interpreting for the deaf, a rather new and recently organized profession, has grown rapidly in the past decade.

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Many stressors have been placed on the profession, namely human resource shortages and lack of completely adequate and accessible training. While the profession began as mostly a free-lance, private contractor workforce, it has evolved over time to include more interpreters who have standard wage earning jobs. There are no contemporary studies that have examined the job satisfaction of interpreters for the deaf as either free-lance, private contractor "employees," or those who have standard, wage earning jobs.

METHOD

Introductory Statement

The main purpose of this study was to describe job satisfaction among interpreters for the deaf. A second purpose was to examine and develop a model that uses personal and job-related factors to predict job satisfaction among interpreters for the deaf in general. This study tested the relationships between job satisfaction and various variables, compared job satisfaction of males and females, and compared job satisfaction levels of standard wage earner, independent contractor interpreters, and dependent contractor interpreters. The study also examined what set of variables best predicts job satisfaction among standard wage earner, independent contractor interpreters, and dependent contractor interpreters. Moreover, this study examined what set of variables best predicts job satisfaction among interpreters for the deaf in general.

This chapter identifies the dependent and independent variables, their levels of measurement, and their definitions; and describes the research design. The

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chapter also reports the sample size and the methods of sample selection, data collection, instruments, and the statistical tests that were used to analyze the data. Finally, this chapter includes an evaluation of parametric assumptions and human subjects' issues.

Review of Research Questions and Hypotheses

Research Question 1

What job-related factors are most highly related to job satisfaction?

Research Hypothesis 1

There are significant positive correlations between job satisfaction and the following variables: age, gender, tenure, supervisory quality, salary, promotion opportunities, collaboration, workload, role conflict, working conditions, autonomy, and educational level.

Research Question 2

What job-related factors are related most closely to job satisfaction among interpreters with different job

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statuses (e.g. standard wage earners, independent contractors, and dependent contractors)?

Research Hypothesis 2

There are significant positive correlations between job satisfaction among standard wage earner interpreters and following variables: supervisory quality, salary, promotion opportunities, collaboration, workload, role conflict, working conditions, autonomy, and educational level.

Research Hypothesis 3

There are significant positive correlations between job satisfaction among dependent contractor interpreters and salary, collaboration, role conflict, working conditions, autonomy, and educational level.

Research Hypothesis 4

There are significant positive correlations between job satisfaction among independent contractor interpreters and salary, role conflict, working conditions, autonomy, and educational level.

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Research Question 3

What set of the following variables best predicts work satisfaction among interpreters for the deaf: age, gender, tenure, supervisory quality, salary, promotion opportunities, collaboration, workload, role conflict, working conditions, autonomy, or educational level?

Research Hypothesis 5

Collaboration, supervisory quality, and educational level will emerge as significant predictors of job satisfaction.

Variables, Levels of Measurement, and Definitions

The main dependent variable in this study is job satisfaction (interval). The independent variables in this study included the following: gender (nominal-dichotomous), job classification which includes standard wage earner, independent contractor, dependent contractor (nominal-dichotomous), age (ratio), education (nominal-dichotomous), time in current job (ratio), supervision (interval), salary (interval), autonomy (interval), promotion (interval), working with colleagues (interval), workload (interval),

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role conflict (interval), autonomy (interval), education (nominal-dichotomous), and working conditions (interval). For the purpose of this study, these variables were conceptualized as follows:

Job Satisfaction is the degree to which interpreters for the deaf view their feelings about their overall work.

Supervision is the extent to which supervision is available on a regular basis and when needed, that is, a supportive supervisor.

Salary is the extent to which interpreters for the deaf believe that they are paid what they deserve and that this salary is adequate for normal living.

Promotion is the opportunity for advancement, recognition, and increase in pay associated with advancement for interpreters for the deaf.

Working with colleagues is the interrelationship between interpreters for the deaf and colleagues at work and whether or not interpreters for the deaf share similar attitudes and values with their colleagues and feel comfortable working with them.

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Workload is the extent to which the demands made of interpreters for the deaf are excessive.

Role conflict is the conflict between what interpreters for the deaf are expected to do and actually what they are capable of doing.

Working conditions is the extent to which interpreters for the deaf feel comfortable in the work place and enjoy being there, that is, a good and pleasant working environment.

Research Design

The design of this study was a cross-sectional survey. A cross-sectional survey was used to identify and describe opinions and attitudes of interpreters about their job and to test relationships among variables (Heppner, Kivlighan & Wampold, 1992). Another common use of the survey design is to compare data collected between groups (e.g. standard wage earner, independent contractor, and dependent contractor). Self-administered questionnaires were provided to interpreters for the deaf working throughout North America (United States and Canada). In addition to a

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number of demographic questions, the questionnaires included a number of items measured on a Likert-type scale.

This study employed quantitative methods.

Quantitative methods are the methods of choice because they are typically "succinct, parsimonious, and easily aggregated for analysis; they are systematic, standardized, and easily presented in a short space" (Patton, 1987, p. 11). Unlike qualitative methods, quantitative methods allow the researcher to summarize the results, compare groups, and generalize the findings to the population(s) from which the sample(s) is/are drawn (Patton, 1987).

Sampling Procedures

Sample Size

Data collected in this research study was used in significance tests in order to assess the viability of the null hypothesis. The p-value yielded from these significance tests, and used to reject the null hypotheses, was dependant on three factors: The larger the observed effect, the larger the sample size, and/or the more flexible/liberal the criterion required for significance

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(alpha), the more likely it is that the test will yield a significant p-value.

Prior to the collection of data a power analysis was conducted to determine sample size needed for the two-way analysis of covariance (ANCOVA) (gender x job status) to yield statistically significant results when the null hypotheses are false for populations from which the samples are drawn. As in the actual study itself, this power analysis is based on the same factors as the significance test itself.

The goal of a power analysis is to find an appropriate balance among these factors and to increase the statistical conclusion validity (Heppner, Kivlighan, & Wampold, 1992). For a given effect size and alpha, increases in the sample size will, in turn, increase the potential for generalization of the results to the population from which the sample is drawn.

Results of the power analysis indicated that a sample size of 100 subjects was needed. A power analysis was also conducted to determine the sample size needed to conduct multiple regression analysis. The results suggested that a

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sample size of 77 standard wage earner interpreters and 77 free-lance/private contractor interpreters ($N = 154$) was needed to detect significant results ($R^2 > .20$, power = .80, with an alpha level of .05) with 11 independent variables. A sample size of 150 was considered acceptable for this study.

Sample Selection

Because all subjects would be contacted by electronic mail (email), a pool of email addresses obtained from the following sources in the United States and Canada:

1. ListServe maintained by Terps-L (Cowley, 1999).
2. ListServe maintained by the Texas Society of Interpreters for the Deaf (Domo, 1999).
3. Membership list maintained by the Utah Registry of Interpreters for the Deaf, Inc. (Utah Registry of Interpreters for the Deaf, Inc., 1999).
4. Membership directory maintained by the Potomac Chapter of the Registry of Interpreters for the Deaf, Inc. (PCRID, 1999).

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5. Membership directory maintained by the Conference of Interpreter Trainers (Conference of Interpreter Trainers, 1999).

Procedures

The administration of surveys for this research was unique due to the fact that it was conducted entirely over the Internet (World Wide Web or web). The research, from web design to administration and collection, was conducted in the following phases:

Web Design of Instruments

Although all survey instruments existed in paper form, they had to be adapted to web administration. This entailed writing all text from the survey instruments into HTML (Hyper Text Markup Language) code, a complicated language that is read by various web browsers, such as Netscape Browser and Internet Explorer. Greg Baugher, of Sentinel Networks, Inc. (Baugher, 1999) was hired to design the pages and write the code. The finished pages, as they appears on the Internet, can be found in Appendix C.

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The web pages were designed with the following criteria in mind:

1. Easy navigability
2. Ability for the web pages to recognize missing (required) responses and prompt the user to complete the missing data
3. Brief instructions that would be read in total, yet not detract from the integrity of the study
4. Clear separation between questions to avoid confusion between questions and/or entering data in the wrong box or field.

In addition to the above criteria, the Internet survey site was designed so that all completed web forms (surveys) were fed into a web-based database. The database designed by Greg Baugher (Baugher, 1999) was a Microsoft Access database that was designed to be imported directly into the SPSS software package that was used for statistical analysis.

The designing of the survey instrument pages was a long process that required revision through trial and error, as well as an extensive amount of testing. The goal

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was to write the code for the Internet so that most browsers would be able to read and decipher the code. This was a difficult task, mostly because web browsers, and the code they read (HTML for the most part), are not standardized. There are many different generations of HTML code, with each subsequent generation building on (not replacing) previous editions. However, not all browsers are able to all generations of HTML code. Additionally, all browsers cannot read all of the features that HTML incorporates, such as CGI script and Java Applets.

Bearing this in mind, the web designer (Greg Baugher) decided to write the pages gearing it towards the lowest common denominator, or those who had older, slower browsers. The HTML code is available through site <http://www.pieinc.com/survey/> on the Internet. It can be viewed by going to this site and then changing the browser's view properties to "source."

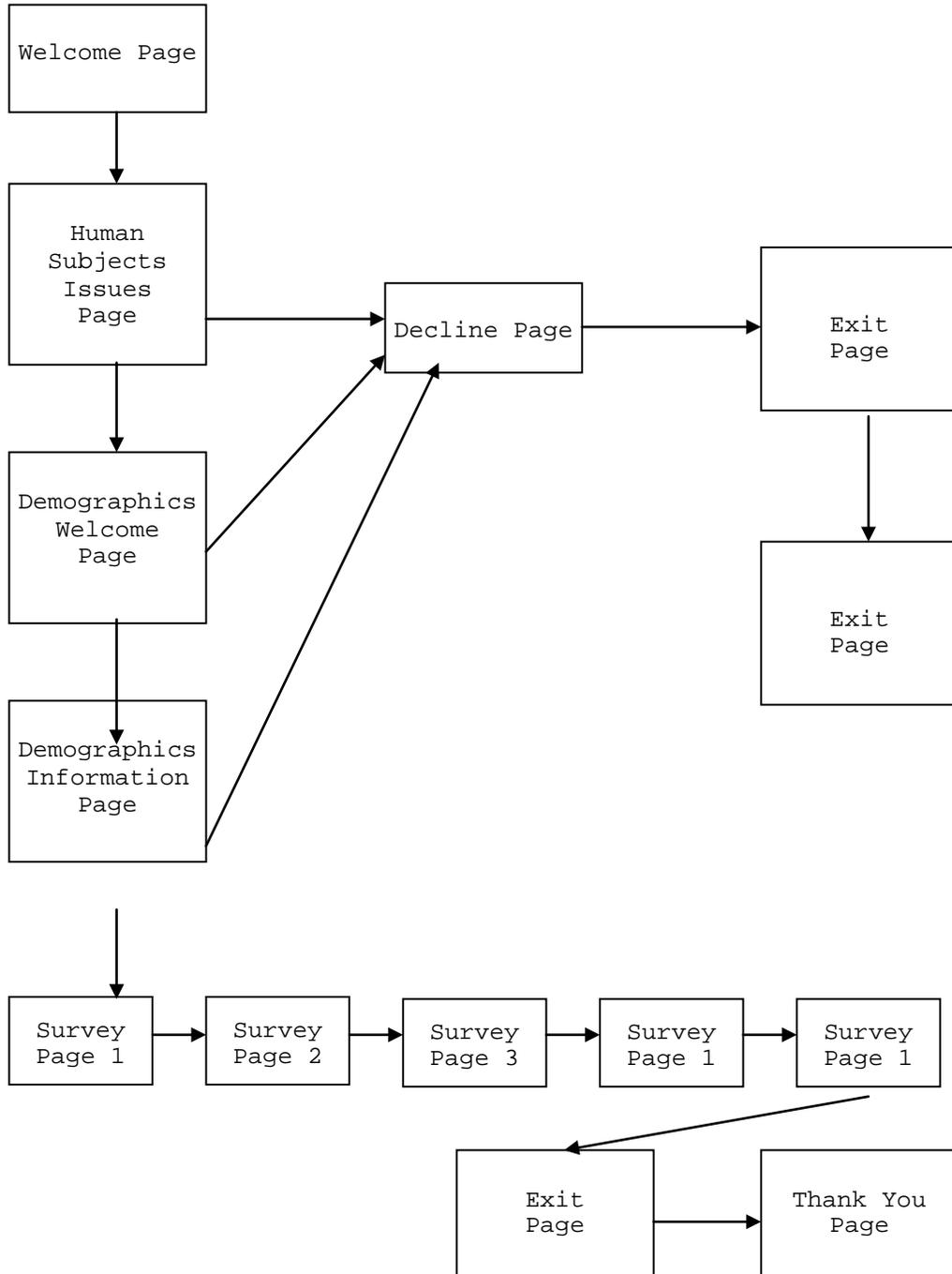
Once the pages were initially developed, they were tested on various browsers. All problems were noted, and they ranged from the inability of the browser to register responses on a page, to error messages returned after the

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pages were completed. Once all the problems (bugs) were resolved, the pages were placed on the Internet at a test site (<http://www.sentinelnet.com/swartz/survey/index.asp>). At this point various individuals were asked to view the pages and submit suggestions for revision. All suggestions were collected and, when reasonable or possible, were incorporated into the design.

A pilot test was then conducted among 12 interpreters at a local interpreting agency in Laurel, Maryland (Professional Interpreter Exchange, Inc.). The purpose of the pilot was only to test the integrity of the web design as well as the ability to extract the database and import it into SPSS. The pilot test revealed no problems and the survey site was considered a fully functioning site, ready for the actual subjects to complete the surveys. To give a better understand of how a subject would navigate through the web pages of the survey, the flow chart showing progression through the web site is depicted in Figure 1.

Figure 1. Survey Web Site Design



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Subject Notification and Participation

As stated earlier, subject email addresses were gathered from various sources. These addresses, a total of 3,000, were entered into a database and arranged in alphabetical order (by the first character of the actual address). The database was then manipulated to select every other address and compile them into a separate data file. Once this was accomplished the new file of addresses was imported into E-Mass, a mass email program (Zino, 1998).

All subjects selected were notified (by email using E-Mass) of their selection by using the standardized cover

letter found in Appendix A. This letter instructed them of their selection for the research, gave them a brief background on the research, and provided initial instructions for the completion of the surveys. In the mailing, all participants were given a URL (Uniform Resource Locator) address, e.g.

<http://www.pieinc.com/survey/index.asp>, the web site they should go to in order to complete the surveys. The survey forms on this site were accomplished by filling in

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demographic fields and clicking on Likert-type answer items. There was no field for name, and names will not be collected to protect the anonymity of participants. The participants completed the forms and once they were completed, they were sent automatically to the web-based database collection depository located at <http://www.pieinc.com/survey/admin.asp>. The subjects were informed in the email that they had a total of nine days to complete the survey on-line. At that point the data generated from the site was downloaded into a Microsoft Access database file.

Of the 1500 emails that were sent out to subjects, 338 were returned without delivery due to mail delivery problems. These problems included:

1. Incorrect email address was given from source.
2. Email address was no longer valid - individual had changed jobs or Internet service provider.
3. Mail server malfunctions at receiving end.

With 1500 emails having been sent out, and 338 returned, the best guess assumption is that 1162 emails were delivered. Of these, a total of 177 subjects completed the

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web-based survey. This translated into a response rate of 15 percent.

Human Subjects' Issues

The Association of Visual Language Interpreters of Canada (AVLIC) was informed of this study and lent their cooperation and support for the research. In order to ensure participants' rights, all interpreters received, along with the questionnaires, a cover letter explaining the purpose of the study and how the data would be used and for what purpose. Interpreters were also notified that their participation in this study was completely voluntary and that their identity would be anonymous. They were not asked for their names, telephone numbers, or any identifying information. Thus, the potential risk, if any, to the participants was be minimal.

Instruments

The questionnaires included information in three general areas (Appendix B): (a) demographic variables, (b) job satisfaction, and (c) factors associated with job satisfaction.

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Part I: Demographic Variables

Subjects were asked to describe their gender, marital status, age, number of children, education, years of college, ethnicity, religion, time in current job, title in current job, monthly income, interpreter training received, level of certification, job status (standard wage earner or free-lance/contractor interpreter, with identification of independent and dependent contractor status), and full- or part-time status.

Part II: Job Satisfaction

This variable was measured using the Index of Job Satisfaction (IJS). This is a well-developed and widely used instrument (McNeely, 1984, 1987, 1989; McNeely, Feyerherm, & Johnson, 1986; Poulin, 1994, 1995; Poulin & Walter, 1992; Wright, King, & Berg, 1985), and has been widely used among human service workers. Because it has been a widely used instrument, and has been used extensively with human service workers, it was selected for use with this study.

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The IJS contains 19 items measuring overall job satisfaction on a 5-point Likert scale (1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, and 5 = strongly disagree). Possible scores for the IJS range between 18 (low satisfaction) to 95 (high satisfaction), with a score of 57 as the neutral score. Nearly half of the items (1,2,5,7,9,12,13,15, and 17) were negatively worded; thus, for the analysis the scores of these items were reversed (1 to 5, 2 to 4, 4 to 2, and 5 to 1).

The corrected odd-even reliability coefficient for the IJS is .87 as verified by Miller (1978). Brayfield and Rothe (1951) noted that the IJS had high validity based on the nature of the items, the means in which the instrument was constructed, and the ability of the tool to differentiate job satisfaction between two or more groups. Brayfield, Wells, and Strate (1957) found that the IJS had a correlation of .40 with the Science Research Associates Inventory and .32 with the Weitz Test of General Satisfaction. A correlation was also found between the IJS and the Rundquist-Sletto Morale Scale. The IJS had a significant correlation of $r = .92$ when correlated with

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scores on the Hoppock Job Satisfaction Scale (Miller, 1978).

Part III: Factors Related to Job Satisfaction

Spector's (1986) Job Satisfaction Survey (JSS) was used to collect data regarding factors related to interpreter job satisfaction. This inventory has been used extensively among human service workers, civil servants, and workers in the medical field (Durr, 1996; Gillispie, 1993; Spector, 1985;). This inventory was selected for use with this study because of its extensive use with human service workers.

(The JSS contains nine subscales (Spector, 1994): pay (4 items, reliability coefficient of .75), promotion (4 items, reliability coefficient of .73), supervision (4 items, reliability coefficient of .82), fringe benefits (4 items, reliability coefficient of .73), contingent rewards (4 items, reliability coefficient of .76), working conditions (4 items, reliability coefficient of .62), colleagues (4 items, reliability coefficient of .60), nature of work (4 items, reliability coefficient of .78), and communication (4 items, reliability coefficient of

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.71). Participants in the study were asked to rate their answers for each item on a 6-point Likert scale (1 = disagree very much, 2 = disagree moderately, 3 = disagree slightly, 4 = agree slightly, 5 = agree moderately, 6 = agree very much). Some of the items in each scale were negatively worded; thus, for analysis the scores of these items were reversed (1 to 6, 2 to 5, 3 to 4, 4 to 3, 5 to 2, and 6 to 1).

Autonomy

This variable was measured using a scale of six items developed by Quinn and Staines (1979) and has a reliability coefficient of .78 (Quinn & Staines, 1979). This instrument was selected due to its extensive use with human service professionals. Participants were asked to rate their answers to each item on a 4-point Likert scale (1 = strongly agree, 2 = agree, 3 = disagree, 4 = strongly disagree). Possible scores range from 4 to 24, with lower scores indicating high autonomy and high scores indicating low autonomy at work.

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Workload

This scale consists of four items developed by Caplan, Cobb, French, Harrison, & Pinneau (1975). It has a reliability coefficient of .60 (Caplan et al., 1975). This instrument was selected due to its extensive use with human service professionals. Participants were asked to rate their answer to each item on a 5-point Likert scale (1 = rarely, 2 = occasionally, 3 = sometimes, 4 = fairly often, and 5 = very often). Possible scores range from 4 to 20, with lower scores indicating less workload and higher scores indicating greater workload.

Role Conflict

This variable was measured using a scale first used by Quinn and Staines (1979). The 4-item scale has a reliability coefficient of .62 (Quinn & Staines, 1979). This instrument was selected due to its extensive use with human service professionals. Participants are asked to rate their answers for each item on a 4-point Likert scale (1 = strongly agree, 2 = agree, 3 = disagree, 4 = strongly disagree). Possible scores for this scale range between 4

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to 16, with higher scores indicating greater conflict and lower scores indicating less conflict at work.

Data Analysis

Descriptive and inferential statistics were computed using the Statistical Package for Social Sciences for Windows Version 8.0 (Norusis, 1998). Measures of central tendency, variations, Pearson's skewness coefficient, distributions, and Fisher's skewness coefficients were generated for all variables. The standardized skewness statistics (Pearson's and Fisher's) were used as they render the statistic free of scale. The resulting coefficients can be used to test whether the data was derived from a normal distribution. If it does, the statistic will fall between -2 and +2 about 95% of the time.

The following statistical tests were accomplished to address the three research questions:

1. Chi-square, Kruskal-Wallis (this test does not assume that the populations follow Gaussian distributions), and one-way analysis of variance (ANOVA) tests was used to test group differences

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(standard wage earner interpreters and free-lance/private contractor interpreters, and independent contractor interpreters and dependent contractor interpreters) regarding gender, age, employment status (full-time or part-time), certification, ethnicity, number of children, marital status, years of education, monthly pay, and years in current job.

2. Spearman's rho rank correlation was used to address the first four research hypotheses (Research Questions 1 and 2).
3. A multiple regression analyses was conducted to test the set of variables that best predicts job satisfaction among interpreters for the deaf (Research Questions 3).

RESULTS

Introductory Statement

This chapter includes five sections. The first section is a presentation of sample characteristics. The second section is a presentation of descriptive statistics of job satisfaction. The third section includes correlates of job satisfaction (Research Question 1), job satisfaction based on job status (Research Question 2), and multiple regression analyses of predictors of job satisfaction (Research Question 3). The fourth section is a comparison of standard wage earner and contract interpreters with regard to sample characteristics. The last section is a summary of the results.

Sample Characteristics

Of the 1500 subjects emailed invitation to participate, 1162 were successfully delivered. Of these 1238 delivered, 177 completed the surveys for a response rate of 15%. A response rate of 50%, according to Rubin and Babbie (1997), is considered adequate for analysis and reporting. Therefore, the response rate obtained falls far short of what Rubin (1997) considers adequate. Most respondents were female (81.9%), Caucasian (92.1%), married

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(54.2%), had graduated from an interpreter training program (71.8%), were not certified (58.2%), and had a Bachelor's degree (35.6%). Participants' ages ranged from 19 to 66 years old, with a mean age of 36 years (Mdn = 37, SD = 9.03). Monthly gross income of all participants ranged from \$50 to \$4,489 (U.S. Dollars).

It would have been preferable at this point to compare this sample with the general population of interpreters, however, there is no maintained register of interpreter demographics available. In this study there were more standard wage earner interpreters (N = 90) than private contractor interpreters (N = 77). Of the private contractor interpreters there were more who were independent (contracting with many agencies, N = 53) than dependent (contracting exclusively with one agency, N = 24).

In the power analysis discussed earlier, a sample size of 77 standard wage earner interpreters and 77 free-lance/private contractor interpreters (N = 154) was needed to detect significant results (R² > .20, power = .80, with

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an alpha level of .05) with 11 independent variables. The sample used minimally satisfies this requirement.

Descriptive Statistics for Job Satisfaction

In addition to the demographic characteristics, data was collected for 9 subscales: job satisfaction, quality of supervision, salary, opportunities for promotion, efficient working with colleagues, workload, role conflict, comfortable working conditions, and autonomy. Table 7 presents the means, medians, standard deviations, and ranges of scores for each variable. Appendix D presents the percentages of respondents for each item in each subscale. Following are the results of some items representing job satisfaction. (See Table 7 and Appendix D for the results of all other subscales.)

Job Satisfaction

One of the 19 items included in the job satisfaction subscale was "I feel fairly well satisfied with my present job." Of the 176 interpreters who answered this item, 83% agreed or strongly agreed with the statement, 6% could not decide, and the remainder disagreed or strongly disagreed

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with this statement. Eighty-seven percent of the respondents agreed or strongly agreed with the statement "I find real enjoyment in work."

Table 7

Descriptive Statistics for Subscales (N =177)

Variable	<u>N</u>	<u>\bar{X}</u>	<u>Mdn</u>	<u>SD</u>	Range
Job satisfaction	174	57.2	58	4.3	39-68
Salary	131	13.2	13	5.6	4-24
Quality of supervision	127	18.7	21	5.6	4-24
Promotion	125	11.3	11	4.8	4-23
Working with colleagues	152	18.3	19	4.1	7-24
Workload	172	12.2	12	3.3	5-20
Role conflict	174	10.4	11	2.5	4-16
Working conditions	151	16.1	16	4.1	5-24
Autonomy	173	13.2	13	3.9	6-22

When presented with the statement "I am disappointed that I ever took this job," approximately 92% of the interpreters disagreed or strongly disagreed with the

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statement. Regarding the statement "I am often bored with my job," over 85% of the respondents disagreed or strongly disagreed. Eighty-five percent of the respondents agreed or strongly agreed with the statement "There are some conditions concerning my job that could be improved."

Overall, the mean score for job satisfaction was 57.2 (SD = 4.3) on scale of 19 to 95, with the higher scores indicated higher satisfaction.

Correlates of Job Satisfaction

Spearman's rho rank correlations were undertaken to address the first four hypotheses (Research Questions 1 and 2).

Research Hypothesis 1

There are significant positive correlations between job satisfaction and the following variables: age, gender, tenure, supervisory quality, salary, promotion opportunities, collaboration, workload, role conflict, working conditions, autonomy, and educational level.

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Table 8

Correlations Between Job Satisfaction and the Independent Variables

Variable	N	<u>R</u>	<u>p</u> *
Education	154	-.21	.004
Autonomy	173	.18	.010
Workload	176	-.18	.011
Supervision	127	-.18	.020
Role conflict	174	.11	.079
Age	171	-.10	.087
Working Conditions	151	.11	.094
Promotion	125	-.05	.289
Working with colleagues	152	.04	.322
Salary	131	-.40	.326
Years in current job	174	-.03	.348

*1-tailed p.

Note: High scores of job satisfaction, working with colleagues, promotion, salary, role conflict, and workload indicate a greater value of that variable. Low scores of autonomy, supervision, and comfort indicate a greater value of that variable.

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Findings

Results of the Spearman's rho rank correlation test for the first research hypothesis are presented in Table 8. These results show significant positive correlations between job satisfaction and autonomy. Workload is negatively correlated, meaning that those interpreters who experienced less workload also experienced higher satisfaction. In other words, interpreters who have higher levels of autonomy, and less workload were more satisfied than interpreters who did not have these conditions.

The results also show negative correlation between job satisfaction, education and supervision. That is, interpreters who had less education and less competent supervision were more satisfied than interpreters who did not have these conditions.

Older interpreters also reported lower levels of satisfaction than younger interpreters, although these findings were not significant ($r = 0.10$, $p = .087$). Age was significantly associated with number of years in current job ($r = .42$, $p < .001$); workload ($r = -.17$, $p = .014$); autonomy ($r = -.17$, $p = .013$); and education ($r =$

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.17, $p = .019$). In other words, older interpreters had greater work experience, less excessive work demands, less independence, and had graduated in greater numbers from interpreter training programs than younger interpreters.

The results presented in Table 8 also show no significant correlations between job satisfaction and role conflict, age, working conditions, promotion, working with colleagues, and salary. Each variable explained less than 1% of the variance in job satisfaction.

Research Hypothesis 2

There are significant positive correlations between job satisfaction among standard wage earner interpreters and following variables: supervisory quality, salary, promotion opportunities, collaboration, workload, role conflict, working conditions, autonomy, and educational level.

Findings

Results of the Spearman's rho rank correlation test for the second research hypothesis are presented in Table 9. These results show significant positive correlations

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between job satisfaction and autonomy for staff interpreters. Workload is negatively correlated, meaning that those who had less workload had higher satisfaction. In other words, staff interpreters who have higher levels of autonomy, and less workload were more satisfied than interpreters who did not have these conditions.

The results also show negative correlation between job satisfaction, education and supervision. That is, staff interpreters who had less education and less competent supervision were more satisfied than interpreters who did not have these conditions.

Age was significantly associated with number of years in current job ($r = .41, p < .001$); autonomy ($r = -.19, p = .044$); and education ($r = .22, p = .029$). In other words, older interpreters had greater work experience, less independence, and more education than younger interpreters.

The results presented in Table 9 show no significant correlations between job satisfaction and promotion, role conflict, working with colleagues, salary, age, years in current job, and working conditions. Each variable explained less than 1% of the variance in job satisfaction.

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Table 9

Correlations Between Job Satisfaction and the Independent Variables Among Staff Interpreters

Variable	N	<u>R</u>	P*
Supervision	88	-.31	.001
Education	76	-.23	.023
Autonomy	88	.21	.025
Workload	87	-.20	.033
Promotion	87	-.15	.080
Working conditions	88	.08	.221
Role conflict	88	.08	.223
Age	86	-.05	.318
Working with colleagues	88	-.04	.365
Salary	87	-.03	.381
Years in current job	88	-.03	.407

*1-tailed p.

Note: High scores of job satisfaction, working with colleagues, promotion, salary, role conflict, and workload indicate a greater value of that variable. Low scores of autonomy, supervision, and comfort indicate a greater value of that variable.

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Research Hypothesis 3

There are significant positive correlations between job satisfaction among dependent contractor interpreters and salary, collaboration, role conflict, working conditions, autonomy, and educational level.

Findings

Results of the Spearman's rho rank correlation test for the third research hypothesis are presented in Table 10. These results show significant positive correlations between job satisfaction and opportunities for promotion ($N = 2$). In other words, dependent contractor interpreters who have good opportunities for promotion were more satisfied than dependent contractor interpreters who did not have this condition.

In this study, age was also significantly associated with supervision ($N = 4$, $r = 1.00$, $p < .001$), and number of years in current job ($r = .60$, $p = .008$) among dependent contractor interpreters. In other words, older interpreters had more quality supervision, and greater work experience than younger interpreters.

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Table 10

Correlations Between Job Satisfaction and the Independent Variables Among Dependent Contractors

Variable	N	<u>R</u>	<u>p</u> *
Promotion	2	1.00	< .001
Salary	6	.70	.061
Role conflict	16	-.28	.148
Age	16	-.20	.229
Autonomy	16	-.16	.283
Education	14	-.13	.328
Years in current job	16	.02	.328
Working with colleagues	10	.09	.401
Working conditions	9	-.08	.417
Supervision	4	.11	.447
Workload	16	.01	.497

*1-tailed p.

Note: High scores of job satisfaction, working with colleagues, promotion, salary, role conflict, and workload indicate a greater value of that variable. Low scores of autonomy, supervision, and comfort indicate a greater value of that variable.

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The results presented in Table 10 also show no significant correlations between job satisfaction and age, education, years in current job, pay, supervision, working with colleagues, working conditions, autonomy, workload, and role conflict for dependent contractor interpreters. Each variable explained less than 1% of the variance in job satisfaction.

Research Hypothesis 4

There are significant positive correlations between job satisfaction among independent contractor interpreters and salary, role conflict, working conditions, autonomy, and educational level.

Findings

Results of the Spearman's rho rank correlation test for the fourth research hypothesis are presented in Table 11. These results showed significant correlations between job satisfaction and autonomy. That is, independent contractor interpreters who had more independence were more satisfied in their jobs.

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Table 11

Correlations Between Job Satisfaction and the Independent Variables Among Independent Contractors

Variable	N	<u>R</u>	<u>p</u> *
Autonomy	50	.26	.032
Salary	19	-.23	.171
Promotion	17	-.23	.171
Workload	50	-.17	.118
Age	51	-.12	.200
Role conflict	50	.07	.309
Supervision	16	-.04	.425
Working with colleagues	35	.06	.373
Working conditions	35	.03	.440
Education	47	.01	.484
Years in current job	51	.01	.484

*1-tailed p.

Note: High scores of job satisfaction, working with colleagues, promotion, salary, role conflict, and workload indicate a greater value of that variable. Low scores of autonomy, supervision, and comfort indicate a greater value of that variable.

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Age was also significantly associated with workload ($r = -.27$, $p = .026$); and number of years in current job ($r = .40$, $p = .002$). In other words, older independent contractor interpreters had less work-related demands, and greater work experience than younger independent contractor interpreters.

Multiple Regression Analysis

A multiple regression analysis was undertaken to estimate a model that best predicts job satisfaction among interpreters for the deaf. Three methods of multiple regression solutions were undertaken: (a) forward; (b) stepwise, and (c) backward (Munro & Page, 1993). The results of the three methods were consistent. Thus, the results of the stepwise method are presented here. A stepwise method was selected because it combines the forward and backward solutions, overcoming the difficulties associated with the other two solutions (Munro & Page, 1993, p. 213).

In the regression analysis, the only independent variables included were those variables which had significant relationships with overall job satisfaction.

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These variables were presented in Table 8 and include autonomy, education, workload, and supervision. Job satisfaction was entered as the dependent variable.

Research Hypothesis 5

Collaboration, supervisory quality, and educational level will emerge as significant predictors of job satisfaction.

Table 12

The Results of the Stepwise Multiple Regression Analysis: Predictors of Job Satisfaction Among Interpreters (N = 125)

Factor	Beta	R	R ²	<u>T</u>	<u>p</u>	F	<u>P</u>
Education	-.26	-.51	.26	-2.71	.008	7.36	.008
Workload	-.13	-.13	.02	-1.33	.187		
Autonomy	.07	.07	.01	.76	.448		
Supervision	-.11	-.01	< .01	-.12	.905		

Findings

The results of the stepwise multiple regression analysis are presented in Table 12. The model explained

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29% of the total variance in job satisfaction scores, with only education emerging as a significant predictor of overall job satisfaction.

Demographic Characteristics of Standard Wage Earner and Contract Interpreters

Tables 13 through 16 describe and compare standard wage earner (staff) and contract interpreters with regard to their demographic characteristics. There were significant differences between staff and contract interpreters based on employment status ($\chi^2 < 20.92$, $p < .001$) (Table 7). The ratio between full-time and part-time interpreters was 67:33 among staff interpreters, whereas only 31% of contract interpreters worked full-time and the remaining were part-time (69%). The results presented in Table 13 show no significant differences between staff and contract interpreters based on gender, marital status, education, ITP (graduation from an interpreter training program), or certification (whether they do or do not possess nationally recognized certification).

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Table 14 shows significant differences between the two groups with regard to years interpreting ($\underline{t} = 3.19$, $\underline{p} = .002$) and years in current job ($\underline{t} = 4.49$, $\underline{p} < .001$).

No significant differences were found between the two groups with regard to age, number of children, and monthly net pay. With regard to monthly take home pay, monetary values were converted to U.S. currency equivalents based on a conversion rate 0.6708 Canadian Dollars per US Dollar, as of April 13, 1999 (Dynamind, 1999).

A Kruskal-Wallis test of significance was performed to detect significant differences between staff, dependent contractor interpreters and independent contractor interpreters when examining continuous variable data (age, number of children, years interpreting, years in current job, and monthly pay).

Table 15 shows significant differences between the two groups with regard to years in current job status ($\chi^2 < 18.28$, $\underline{p} < .001$). No significant differences were found between the three groups with regard to age, number of children, years interpreting, and monthly net pay.

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A one-way analysis of variance (ANOVA) was also performed to detect significant differences between staff, dependent contractor interpreters and independent contractor interpreters when examining continuous variable data (age, number of children, years interpreting, years in current job, and monthly pay. Although the data collected was from non-random subjects, this inferential test was conducted to further examine any differences that might have occurred, either supporting or disputing the findings of the Kruskal-Wallis examination.

Table 16 shows significant differences between the two groups with regard to years in current job status ($F = 8.69$, $p < .001$). No significant differences were found between the three groups with regard to age, number of children, years interpreting, and monthly net pay. These findings support those of the Kruskal-Wallis test.

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Table 13

Sample Description Regarding Work Status (Categorical Data)
(N = 167)

Variable	Staff		Contract		Total		Chi-square	p
	N	%	N	%	N	%		
Gender								
Male	17	19	12	16	29	17	.32	.574
Female	73	81	65	84	138	83		
Total	90	54	77	46	167	100		
Marital Status								
Married	42	47	47	61	89	53	3.44	.063
Not Married	48	53	30	39	78	47		
Total	90	54	77	46	167	100		
Education								
High School	14	16	8	10	22	13	8.86	.065
AA	14	16	26	34	40	24		
BA	37	41	23	30	60	36		
MA	13	14	13	17	26	16		
Other	12	13	7	9	19	11		
Total	90	54	77	46	167	100		

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Variable	Staff		Contract		Total		Chi-square	p
	N	%	N	%	N	%		
ITP								
Graduate	64	71	55	71	119	71	.002	.964
Non-graduate	26	29	22	29	48	29		
Total	90	54	77	46	167	100		
Certification								
Certified	35	39	33	43	68	41	.27	.603
Non-Certified	55	61	44	57	99	59		
Total	90	54	77	46	167	100		
Employment								
Full-time	60	67	24	31	84	50	20.92	<.001
Part-time	30	33	53	69	83	50		
Total	90	54	77	46	167	100		

Table 14

Sample Description Regarding Work Status (Continuous Data) (N = 167)

Variable	Staff (N = 90)			Contractor (N = 77)			<u>t</u>	<u>p</u>
	N	\bar{X}	SD	N	\bar{X}	SD		
Age	90	34.58	8.15	77	37.82	9.39	2.39	.018
Children	90	0.94	1.51	77	1.21	1.44	1.15	.252
Years interpreting	90	8.72	6.13	77	12.73	9.95	3.19	.002
Years in job	90	3.50	2.91	77	6.61	5.78	4.49	< .001
Monthly pay	81	\$1,788	\$775	59	\$1,974	\$1,101	1.23	.221

Table 15

Sample Description Regarding Work Status as Separated into Two Contract Categories
using Kruskal-Wallis (Continuous Data) (N = 177)

Variable	Staff		Dependent		Independent		Other		Chi Square	df	p
	(N = 90)		(N = 24)		(N = 53)		(N = 10)				
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean			
	N	N	N	N	N	N	N	N			
	Rank	Rank	Rank	Rank	Rank	Rank	Rank				
Age	90	79.14	24	99.25	53	95.33	10	119.55	8.67	3	.034
Children	90	83.06	24	91.33	53	95.95	10	100.05	3.21	3	.360
Years interpreting	90	78.54	24	91.96	53	100.93	10	112.75	8.88	3	.031
Years in current job	90	73.23	24	97.73	53	108.46	10	106.80	18.28	3	< .001
Monthly pay	81	67.71	17	81.97	42	78.86	6	90.17	3.81	3	.282

Table 16

Sample Description Regarding Work Status as Separated into Two Contract Categories
using Oneway ANOVA (Continuous Data) (N = 177)

Source of Variance	SS	df	MS	F	p
Age	825.76	3	275.25	3.52	.016
Number of children	3.12	3	1.04	.48	.695
Years in current job	578.98	3	192.99	8.69	< .001
Years interpreting	785.36	3	261.79	3.96	.009
Monthly Pay (US Dollars)	1587086.73	3	529028.91	.68	.564

Note: Means examined over three job classifications of staff, independent contractor, and dependent contractor interpreter, as well as fourth group defined as "other."

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Summary

The analyses conducted in this chapter had three objectives. The first objective was to examine the relationships between the dependent variable of job satisfaction, and personal- and job-related factors. The results presented in Table 8 show significant positive correlation between job satisfaction and autonomy. The results also show negative correlation between job satisfaction and workload (higher workload is associated with lower satisfaction). Finally, the results show significant negative correlations between job satisfaction, education, and supervision.

The second objective was to examine relationships between the two dependent variables of job satisfaction and categories of interpreters (staff, independent contractor, and dependent contractor interpreters), and the independent variables of time in current job, quality of supervision, salary, opportunities for promotion, working with colleagues, workload, role conflict, working conditions, autonomy, and education. A series of Spearman's rho rank

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correlations were performed (one for each job category) and the results were presented in Tables 9, 10, and 11.

The results, with regard to standard wage earner interpreters (staff interpreters) show significant correlation between job satisfaction and autonomy. The results also indicated significant negative correlations between job satisfaction and education, workload, and supervision. For dependent contractor interpreters, the results show significant positive correlation between job satisfaction and opportunities for promotion (N = 2). The results, with regard to independent contractor interpreters, showed significant correlations between job satisfaction and autonomy.

The third objective was to estimate a model that best predicts job satisfaction among interpreters for the deaf in general. The model shows that education emerged as significant predictors of job satisfaction among interpreters for the deaf. Education accounted for 26% of the variance in job satisfaction, with autonomy, workload, and supervision accounting for another 3% of variance in job satisfaction.

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Discussion of these results, implications, limitations of the study, and recommendations for further research are presented in the next chapter.

DISCUSSION

This chapter contains a summary of the findings, a discussion of these findings, an examination of implications for interpreter policy practice, limitations of the study, and recommendations for further research.

Summary of the Research Findings

Initially, it should be mentioned that the results of this research represent data that could be biased. It must be noted that respondents to the survey were self-selecting, all from a pool of interpreters who have Internet access and email accounts. This automatically excludes a large number of interpreters in the United States and Canada who do not have Internet access and email accounts. Additionally, it is possible that interpreters who have Internet access and email accounts are vastly different in job satisfaction levels, as well as other factors that influence job satisfaction, from those interpreters who do not have Internet access and email accounts. This should be recognized as a possible weakness of the study, with inferences made from these results with this caveat in mind.

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The purpose of this study was to examine relationships between job satisfaction and personal- and job-related factors among sign language interpreters for the deaf. A secondary purpose was to examine job satisfaction differences between staff, dependent contractor, and independent contractor interpreters. A third purpose of the study was to estimate a model that predicts job satisfaction among interpreters for the deaf.

A series of Spearman's rho rank correlations were performed to examine which variables most significantly relate to job satisfaction. Autonomy, workload, education, and supervision emerged as those variables significantly related to job satisfaction among interpreters in general.

Finally, a multiple regression analysis was undertaken to estimate a model that best predicts job satisfaction among interpreters for the deaf in general. Education emerged as the most important factor for interpreters, accounting for 26% of the total variance in job satisfaction. Autonomy, workload, and supervision all emerged as weak predictors of job satisfaction, accounting for only 3% of the total variance in job satisfaction.

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Research Question 1

Correlates of Job Satisfaction

The results of the Spearman's rho rank correlation obtained in this study partially supported the first research hypothesis. This study found significant positive correlations between job satisfaction and autonomy. In other words, high satisfaction was associated with high values for each of these variables. Workload emerged as significantly negatively correlated to job satisfaction. However, this meant that a high levels of workload were associated with low levels of job satisfaction. In other words, the lower the workload, the higher the job satisfaction among interpreters. This study also found significant negative correlations between job satisfaction, education, and supervision. That is, high satisfaction was associated with less education and less diligent or competent supervision.

Autonomy. In this study, high job satisfaction was significantly associated with higher autonomy at work. These results support those of Poulin and Walter (1992).

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Regarding interpreters specifically, these results support the suggestion by Hurwitz (1995) that autonomy among interpreters for the deaf leads to higher job satisfaction. This finding suggests the importance of interpreters having adequate freedom at his/her work to act independently in determining job satisfaction.

Workload. This study also found a significant correlation between job satisfaction and workload among dependent contractor interpreters. That is, higher work satisfaction was significantly associated with a more manageable, lighter, or acceptable workload. Carstensen (1994) previously suggested workload as a significant predictor of job satisfaction among European interpreters for the deaf. The results of this study also support Watson's (1987) suggestion that excessive workload leads to lesser job satisfaction and possible job burnout. This study's results emphasize the critical effect that manageable workload has in promoting happiness and satisfaction among interpreters.

Education and Training. This study found that more education was associated with lower job satisfaction among

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interpreters for the deaf in general. These results do not support those of Goff (1998) and Green (1998) in which employees who had more education had higher job satisfaction. This study also contradicts Cassell (1989), and Hurwitz (1998), who suggested that higher education was a factor attributing to higher job satisfaction among interpreters. This study examined post-secondary education as the measurement variable for education. There exists the possibility that the more educated an interpreter become, the less likely they are content with their role as an interpreter. This could be due to factors influencing the interpreter role, such as limited opportunities for advancement, or lack of challenge in the work environment.

The results of this study could also mean that interpreters who are very satisfied with their jobs have no desire to attend college or further their education. Finally, the negative correlation of education to job satisfaction among interpreters may not be an influencing factor, but rather the result of low job satisfaction. That is, interpreters who experience low levels of job

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satisfaction may be attending college at higher rates in order to transition to another career.

Quality of supervision. In this study, a significant negative correlation was found between job satisfaction and quality of supervision. That is, higher quality of supervision was significantly associated with lower job satisfaction. These results do not support Poulin (1994), who previously found quality of supervision to be a significant predictor of work satisfaction. Conversely, the results of this study support the postulates by Herzberg's Motivation-Hygiene Theory (1968). According to this theory, the absence of good supervision would increase job satisfaction, whereas its absence would not necessarily increase job satisfaction. The results of this study suggest that supervision among interpreters is not an important factor in promoting happiness and satisfaction among interpreters. As earlier indicated in this study, interpreters value autonomy, with a great degree of independence associated with high job satisfaction. It is possible that interpreters perceive supervision as an undesirable condition of employment.

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Research Question 2

Correlates of Job Satisfaction Among Interpreters with Differing Job Status

Staff Interpreters

The results of the Spearman's rho rank correlation obtained in this study partially supported the second research hypothesis which concerned standard wage earner (staff) interpreters. This study found significant positive correlations between job satisfaction and autonomy among staff interpreters for the deaf. In other words, high satisfaction was associated with more independence among staff interpreters. Workload emerged as significantly negatively correlated to job satisfaction. However, this meant that a high levels of workload were associated with low levels of job satisfaction. In other words, the lower the workload, the higher the job satisfaction among staff interpreters. This study also found significant negative correlations between job satisfaction, supervision, and education. That is, more

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effective supervision, and more education, were associated with lower job satisfaction among staff interpreters.

Dependent Contractor Interpreters

The results of the Spearman's rho rank correlation obtained in this study failed to support the third research hypothesis which concerned dependent contractor interpreters. This study failed to find any significant positive correlations between job satisfaction and salary, efficient working with colleagues, role conflict, comfortable working conditions, autonomy, or training among dependent contractor interpreters. However, this study found significant positive correlations between job satisfaction and opportunities for promotion among dependent contractor interpreters for the deaf. In other words, high satisfaction was associated with more opportunities for promotion. However, the results for this correlation are highly suspect due to the extremely small sample size ($N = 2$).

Opportunities for Promotion. This study found that higher job satisfaction was associated with greater opportunities for promotion. These results support the findings of

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Herzberg (1968) and Russ and McNeilly (1995). They suggested that existing opportunities for promotion would increase employees' sense of satisfaction. The results of this study and others emphasize the importance of opportunities for promotion in increasing job satisfaction among interpreters for the deaf.

Independent Contractor Interpreters

The results of the Spearman's rho rank correlation obtained in this study partially support the fourth research hypothesis which concerned independent contractor interpreters. This study found significant positive correlations between job satisfaction and autonomy.

Research Question 3

Predictors of Job Satisfaction

The results of the multiple regression analysis partially supported the research hypothesis, and revealed one factor, that of education, as a significant predictors of job satisfaction. However, the amount of education was negatively correlated to job satisfaction. These results do not support the findings of Black-Branch (1996), Eskew

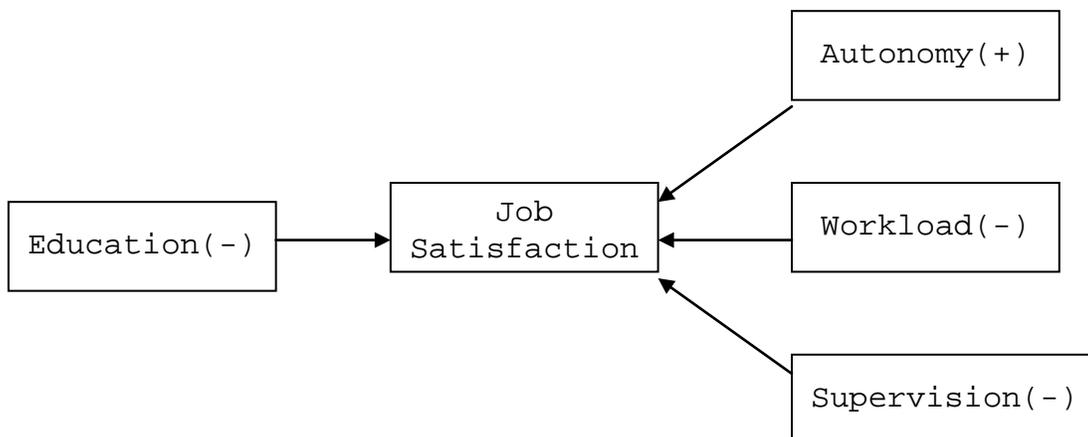
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and Fox (1998), and Cooper and Artz (1995) as they apply to the general population, that more education leads to higher job satisfaction.

Implications for Interpreter Policy Practice

This study had two major findings that have implications for interpreter policy practice. The first finding is related to the predictors of job satisfaction, and the second is the significant differences between staff, independent contractor, and dependent contractor interpreters in job satisfaction and other job-related factors.

Figure 2. Diagram of the Predictors of Job Satisfaction



Note: Education was found to be the most significant predictor of overall job satisfaction.

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Enhancing Interpreters' Satisfaction

The diagram presented in Figure 2 shows the importance of understanding the extent of increased autonomy, less workload, less supervision, and less education for predicting levels of satisfaction among interpreters for the deaf throughout the U.S. and Canada. The findings suggest that as long as interpreters do not experience adequate independence, have an excessive workload, experience close and competent supervision, and have received more college training, they are likely to experience some degree of dissatisfaction.

These results are puzzling, but may be explained by the strong need for autonomy by interpreters. It is possible that interpreters, including those in staff positions, may reject the concept of being supervised, preferring to dictate their own work policy. Additionally, it is disconcerting to observe, as this study found, that the more college training interpreters receive, the less satisfied they are with their jobs. As mentioned earlier in this study, this could be due to the limited possibilities for promotion for interpreters. Interpreting

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is a skill-based profession, with little upward mobility. Most chances for promotion for interpreters would place them in administrative, managerial, and training positions, those in which they would do little, if any interpreting. However, interpreters who do leave the profession of interpreting often enter teaching and adjunct professions that complement interpreting. Interpreters rarely leave the profession for one that is totally detached from interpreting.

The consequences of ignoring the factors that lead to higher job satisfaction, and those that lead to lower satisfaction, could result in work disruption, inflated administrative and training costs, and reduced productivity (Barber, 1986). When this situation occurs, the interpreters, those they serve, and those who employ them receive diminished returns on their investment in time, money, and other resources. Those who employ interpreters for the deaf play a critical role in promoting happiness and satisfaction among interpreters.

As demonstrated by this study, the nature of interpreting can be varied, ranging from a succinctly

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defined staff role, to that of an independent contractor interpreter. In all positions there is often a lack of supervision by a person familiar with the field, and the requirements of interpreting (Hurwitz, 1995).

This study emphasizes the need for autonomy among interpreters, as well as the detrimental effects of supervision and education upon job satisfaction. Perhaps the level of supervision that interpreters are receiving is inappropriate for their job roles, with traditional methods of employer-employee interaction being ineffectual. Additionally, while it is suggested that more education leads to lower job satisfaction, perhaps the methods in which education are delivered to interpreters do not meet their needs.

This study examined education in the traditional, formal sense, that being attendance at a college or university. Informal training, that which is work-based, was not examined as a variable influencing job satisfaction. However, effective training and mentoring was mentioned earlier in a review of the literature as critical in ensuring job satisfaction and retention among

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employees (Angle, 1998; Bellinger, 1998; The Gallup Organization, 1999c; Hurwitz, 1995; The Virginia Department of Education, 1993). A possible solution for interpreters for the deaf, and one that may be considered cost-effective, is effective mentoring and training.

The nature of interpreting, providing services to deaf and hearing people alike, usually takes the interpreter away from a static work environment. Interpreters are constantly traveling from one assignment to another, be it across town or across a college campus. While autonomy has been demonstrated by this study as being a significant correlate to job satisfaction, it should not be concluded that interpreters should be left without supervision and effective interactions at the workplace. Interpreters, if left to function with total independence, and without necessary support, may experience a loss of satisfaction over time. While traditional supervision may not be beneficial for interpreters, there are measures that can compliment the work experience and satisfaction of interpreters in general. Mentoring, a close relationship between a seasoned interpreter and less seasoned

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interpreter, may be a viable alternative to a more formal supervisory model.

As Hurwitz (1995) suggests, effective mentoring of interpreters can lead to increased stamina and tools to handle the multi-faceted tasks of the job. Mentoring, either directly or indirectly, addresses autonomy and workload issues, both of which are highly correlated to job satisfaction as identified in this study. Autonomy, or independence among interpreters, can be complimented through proper mentoring and training. If interpreters are to function independently, regardless of their job status (staff or contractor), they must have the proper tools, confidence, and knowledge to act in this capacity.

Additionally, proper mentoring (and training) can effectively alleviate the stresses associated with workload. A mentor's wisdom can provide the interpreter with knowledge, options, and varying perspectives to better address issues related to workload. This training should also extend to contract interpreters as offered by interpreter referral agencies, government institutions, or

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any entity that employs or utilizes the services of interpreters for the deaf.

Mentoring, as defined by the Registry of Interpreters for the Deaf, Inc. (1997), "...can benefit the intern, mentor, consumers, and the interpreting profession" (p. 1). The following benefits of mentoring have been identified (Registry of Interpreters for the Deaf, Inc., 1997):

1. Provide a reduced sense of isolation
2. Provide smoother entry into the interpreting field
3. Provide a look at interpreting from another's perspective
4. Provide a challenge to continue developing professionally
5. Strengthening of specific skills or knowledge areas
6. Provide real-life interpreting experience with immediate feedback and guidance
7. Provide expert modeling to observe and emulate

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Benefits to the mentor, as further explained the Registry of Interpreters for the Deaf, Inc. (1997), include:

1. A sense of satisfaction for having helped another interpreter grow professionally
2. Knowledge that they have strengthened the field of interpreting
3. Have their experience and skills recognized

Finally, the ultimate beneficiary of the mentoring process is the consumer of interpreting services, both the hearing and deaf persons involved in the communication process.

Their potential gains through the mentoring of interpreters, as outlined by the Registry of Interpreters for the Deaf, Inc. (1997) are:

1. An increase in the number of interpreters skilled in a variety of settings
2. Direct involvement in the professional growth of interpreters

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Limitations of the Study

This study has a number of methodological limitations. These limitations are as follows:

1. Cross-sectional survey. This type of design is limited in that causality cannot be established. Due to this limitation it is unknown whether or not the independent variables preceded the dependent variable(s).
2. Self-selection. Fifteen hundred interpreters in the United States and Canada received the invitation to participate in this study, but only 177 visited the web survey site and completed the questionnaires. No demographic data were available for nonparticipant interpreters to compare them with participant interpreters. A question is raised about who they were and why they chose not to participate.
3. Self-report. This study used a self-report questionnaire. Interpreters were asked to read the items and circle the number (1 to 5, 1 to 4, or 1 to 6) that best described their feelings about a particular item. When using a self-report method, the participant makes the observation or records the data by himself/herself. The

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researcher makes the assumption, either correctly or incorrectly, that the participants' responses accurately reflect their feelings.

4. Sample size. The number of respondents examined, especially among dependent contractor interpreters, was insufficient to formulate significant conclusions, or making applications to the general interpreter population.

5. Response rate. The response rate in this study was 15%. This rate is inadequate for statistical analysis according to Rubin and Babbie (1997). Therefore, the results of this study cannot be generalized to all interpreters for the deaf throughout the United States and Canada. If generalizations are made, they should be made with extreme caution.

5. Technical limitations. The data collection implemented in this study was novel in that it was entirely accomplished on the Internet. According to Gopalan (1996), Internet testing and research provides "limited possibilities for direct interaction with or observation of users" (p. 1). Some additional concerns are: lack of Internet access for all subjects; possible duplicate

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completion of questionnaire by the same subject; incompatible web browser; and, personality type and experience of those with Internet access may be greatly different from those who do not have Internet access.

Recommendations for Future Research

The findings from this study illustrate the importance of a number of personal- and job-related factors in predicting job satisfaction among interpreters for the deaf. Therefore, replication is an important step to cross-validate the findings and to establish generalizability of the findings for all interpreters in the United States and Canada and, perhaps, in other countries. Further research similar to the present study should examine the differing effects of personal- and job-related variables on job satisfaction between Anglo Americans and minority groups in the United States and Canada. Because interpreters are highly mobile and autonomous workers, it is suggested that the variables of support, transportation, and workspace (private designated work area, as interpreters who work in the field rarely

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have an office or work area that they can call their own) be examined in future research.

This study examined the effect of 11 independent factors (Table 8) on job satisfaction. The results of multiple regression analysis (Table 12) show that only 1 of the 11 independent factors was a significant predictor of job satisfaction, accounting for 26% of the variance. The remaining 74% is still unexplained and should be examined.

Finally, autonomy and workload emerged as significant correlates of job satisfaction. It would be appropriate to perform cost-benefit analyses on implementation of programs that emphasize these factors. As earlier suggested, mentoring programs deserve attention and should be considered as a viable alternative to formal training. Further research in which job satisfaction, performed pre-program and post-program implementation, is recommended.

In conclusion, the results of this study should be considered a preliminary examination of job satisfaction among interpreters for the deaf. The intent was to establish correlates of job satisfaction, as well as a model that best predicts job satisfaction among

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interpreters. Further research is required to establish appropriate inferences to workers in the profession. Of prime concern are the influences of the factors of education and workload. These factors, as well as others that may emerge as significant correlates or predictors of job satisfaction, must be examined in depth. The global goal should always be the improvement of job satisfaction among interpreters for the deaf.

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APPENDIX A

COVER LETTER

April 2, 1999

Dear Fellow Interpreter,

You have been randomly selected to participate in important research related to ***interpreter job satisfaction***. Please understand from the very beginning that you are under no obligation to participate in this research. This research comprises the procedural section of my doctoral dissertation, and the results are designed to benefit the field of interpreting.

If you have received this email in error, or in duplicate, please accept my apology. The design of this research is random selection with the least intrusion possible.

The purpose of this study is to describe how you, "The Interpreter," feel about your work and to identify methods for improving job satisfaction. You can find the preliminary work on this dissertation research by going to the following URL:

Interpreter Job Satisfaction

http://www.pieinc.com/dissertation/job_satisfaction_of_interpreters.htm

Even though this study is completely voluntary, **you are encouraged to participate in this landmark research.** Results of this research should help the profession better understand interpreters and develop a model for improved recruitment and retention.

I want to thank the Association of Visual Language Interpreters in Canada (AVLIC) for supporting this research. Their foresight underscores the importance of this research.

In order to participate in this research you should go to the following web location, as all questionnaires are completely web-based:

<http://www.pieinc.com/survey/index.asp>

There will be instructions at the web site guiding you through the entire process. There will also be a form enabling you to receive the results once they have been published.

Interpreter Job Satisfaction

There are a couple of things to remember:

1. You have until Saturday, April 10, 1999 at 11:59 PM Eastern Time to complete the survey. The website may be up longer than this and you may still go to the site after this date. However, there is no guarantee that your data will be included in the study if you complete it after the above date and time.

2. The Internet is still not a totally dependable communication medium. There is always the possibility that the website or any portion of the WWW backbone can "go down." Should this happen, please come back to the site at a later time to complete the survey.

3. Please read all information and directions in all portions of the survey very carefully.

4. Allow sufficient time after submitting each completed form for it to register - do not press the "submit" buttons more than once - it will corrupt the results.

5. You must complete the survey in one sitting. You cannot save your results and then go back later to pick up where you left off. Therefore, make sure you have ample

Interpreter Job Satisfaction

time (at least 30 minutes) to complete the survey once you begin.

6. If you experience any problems with the forms that you believe are the result of faulty design, please email me immediately at danswartz@mindspring.com

7. Do not complete the survey more than once.

You are now ready to complete the survey. Please click on the web URL <http://www.pieinc.com/survey/index.asp> to complete the survey. If you are unable to click through, simply enter the address above in the address window on your web browser.

Thank you for your cooperation.

Sincerely,

[Daniel B. Swartz, MA, CI/CT, Principal Investigator](#)

[Kelly MacKenzie, President, AVLIC](#)

APPENDIX B

INSTRUMENTS

Part I: Demographic Characteristics

Questions in **BOLD** are required. All information is **VERY** important.

Your sex:

_____ (1) male

_____ (2) female

Your age:

_____ years

Are you (check only one group)

_____ (1) Asian, Asian American

_____ (2) Black, African American

_____ (3) Latino, Hispanic, Mexican American

_____ (4) Native American, American Indian

_____ (5) White, Caucasian

_____ (6) Other (please specify _____)

Interpreter Job Satisfaction

Marital status:

- _____ (1) single
- _____ (2) married
- _____ (3) divorced
- _____ (4) widowed
- _____ (5) other (please specify _____)

If married, for how long have you been married to your current spouse?

_____ years

Number of children:

_____ children

Please indicate the highest degree level you have attained:

- _____ (1) High school
- _____ (2) Associate's
- _____ (3) Bachelor's
- _____ (4) Master's
- _____ (5) Doctorate
- _____ (6) Other

Interpreter Job Satisfaction

How many years of college have you completed?

_____ years

Did you graduate from an interpreter training program?

_____ (1) yes

_____ (2) no

If you answered yes to the previous question, what level of education was this?

_____ (1) Certificate

_____ (2) Associate's

_____ (3) Bachelor's

_____ (4) Master's

_____ (6) Other (specify _____)

Interpreter Job Satisfaction

What level(s) of interpreter certification do you have?

- _____ (1) CI (RID)
- _____ (2) CT (RID)
- _____ (3) OIC (RID)
- _____ (4) SC:L (RID)
- _____ (5) CDI (RID)
- _____ (6) TOI (AVLIC)
- _____ (7) Other
- _____ (8) None

If you chose other, please specify

What is your job title in your present job?

_____ job title

How many years have you been in your present job?

_____ years

How many years have you been interpreting?

_____ years

Interpreter Job Satisfaction

How many of those years have been full-time (\geq 35 hours)?

_____ years

What is your monthly take-home pay?

_____ (___US Dollars or ___Canadian Dollars)

Do you have an immediate supervisor?

_____ (1) yes

_____ (2) no

Which best describes your work as interpreter (check only one)?

_____ (1) Employed as staff interpreter

_____ (2) Free-lance mostly for one agency

_____ (3) Free-lance for many different agencies

_____ (4) Other (specify _____)

How much do you interpret?

_____ (1) full-time (\geq 35 hours per week)

_____ (2) part-time ($<$ 35 hours per week)

Interpreter Job Satisfaction

Primarily, what type of interpreter/transliterater are you?

_____ (1) sign language

_____ (2) oral

_____ (3) cued speech

_____ (4) Other (specify _____)

Interpreter Job Satisfaction

Part II: Overall Job Satisfaction (IJS)

This part contains 18 statements about job satisfaction. Please circle the number (1 through 5) after each statement that best describes how you feel about your present job. There are no right or wrong answers. I would like your honest opinion on each one of these statements.

1=Strongly Agree 2=Agree 3=Undecided 4=Disagree
5=Strongly Disagree

		SA	A	U	D	SD
1	There are some conditions concerning my job that could be improved.	1	2	3	4	5
2	My job is like a hobby to me.	1	2	3	4	5
3	My job is usually interesting enough to keep me from getting bored.	1	2	3	4	5
4	It seems that my friends are more interested in their jobs.	1	2	3	4	5
5	I consider my job rather unpleasant.	1	2	3	4	5

Interpreter Job Satisfaction

6	I enjoy my work more than my leisure time.	1	2	3	4	5
7	I am often bored with my job.	1	2	3	4	5
8	I feel fairly well satisfied with my present job.	1	2	3	4	5
9	Most of the time I have to force myself to go to work.	1	2	3	4	5
10	I am satisfied with my job for the time being.	1	2	3	4	5
11	I feel that my job is no more interesting than others I could get.	1	2	3	4	5
12	I definitely dislike my work.	1	2	3	4	5
13	I feel that I am happier in my work than most other people.	1	2	3	4	5
14	Most days I am enthusiastic about my work.	1	2	3	4	5
15	Each day of work seems like it will never end.	1	2	3	4	5
16	I like my job better than the average worker does.	1	2	3	4	5

Interpreter Job Satisfaction

17	My job is pretty interesting.	1	2	3	4	5
18	I find real enjoyment in work.	1	2	3	4	5
19	I am disappointed that I ever took this job.	1	2	3	4	5

Interpreter Job Satisfaction

Part III: Factors Associated with Job Satisfaction

This part contains statements about pay, promotion, supervision, fringe benefits, contingent rewards, working conditions, working with colleagues, nature of work, communication, autonomy, workload, role conflict, and burnout. Please circle the number after each statement that best describes how you feel about your present job. There are no right or wrong answers. I would like your honest opinion on each one of these statements.

- 1=Disagree very much
- 2=Disagree moderately
- 3=Disagree slightly
- 4=Agree slightly
- 5=Agree moderately
- 6=Agree very much

Please circle the one number for each question that comes closest to reflecting your opinion about it using the choices to the left.

1 I feel I am being paid a fair amount for the work I do. 1 2 3 4 5 6

Interpreter Job Satisfaction

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 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

Interpreter Job Satisfaction

- | | | | | | | | |
|----|--|---|---|---|---|---|---|
| 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. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14 | I do not feel 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 |

Interpreter Job Satisfaction

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
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

Interpreter Job Satisfaction

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

Interpreter Job Satisfaction

1=Strongly Agree

2=Agree

3=Disagree

4=Strongly Disagree

Please circle the
one number for each
question that comes
closest to
reflecting your
opinion about it
using the choices to
the left.

- | | | | | | |
|----|---|---|---|---|---|
| 37 | I have the freedom to decide
what to do on my job. | 1 | 2 | 3 | 4 |
| 38 | It is basically my own
responsibility to decide how
my job gets done. | 1 | 2 | 3 | 4 |
| 39 | I have a lot of say about what
happens on my job. | 1 | 2 | 3 | 4 |
| 40 | I decide when I take breaks. | 1 | 2 | 3 | 4 |
| 41 | I determine the speed at which
I work. | 1 | 2 | 3 | 4 |
| 42 | I decide who I work with on my
job. | 1 | 2 | 3 | 4 |

Interpreter Job Satisfaction

- | | | | | | |
|----|--|---|---|---|---|
| 43 | On my job, I can't satisfy everybody at the same time. | 1 | 2 | 3 | 4 |
| 44 | To satisfy some people on my job, I have to upset others. | 1 | 2 | 3 | 4 |
| 45 | I have too much work to do everything well. | 1 | 2 | 3 | 4 |
| 46 | I never seem to have enough time to get everything done on my job. | 1 | 2 | 3 | 4 |

Interpreter Job Satisfaction

1=Rarely

2=Occasionally

3=Sometimes

4=Fairly Often

5=Very Often

Please circle the
one number for each
question that comes
closest to
reflecting your
opinion about it
using the choices
to the left.

- | | | | | | | |
|----|--|---|---|---|---|---|
| 47 | How often does your job
require you to work very fast? | 1 | 2 | 3 | 4 | 5 |
| 48 | How often does your job
require you to work very hard? | 1 | 2 | 3 | 4 | 5 |
| 49 | How often does your job leave
you with little time to get
things done? | 1 | 2 | 3 | 4 | 5 |
| 50 | How often is there a great
deal to be done? | 1 | 2 | 3 | 4 | 5 |

APPENDIX C

WEB PAGES

Figure 3. Web Site Welcome Page

Interpreter Job Satisfaction Research

Welcome to the Internet Site for completing the questionnaire concerning job satisfaction of interpreters for the deaf.

You have been invited to participate in this research. You are under no obligation to complete this research.

Before you start I want to give you a little of my background. My name is Daniel B. Swartz, and I am a Ph.D. candidate at The Graduate School of American, Minneapolis, Minnesota. I am an interpreter myself, and have been since 1988. I have always been concerned about the physical and mental well-being of interpreters. To that end this study has become the focus of my doctoral dissertation.

The purpose of this study is to describe how you, "The Interpreter," feel about your work and to identify methods for improving job satisfaction.

Your participation in the study is completely voluntary, and you can withdraw at any time. However, if you decide to participate in the study, please complete all parts of the questionnaire and know that your responses will be completely anonymous.

Interpreter Job Satisfaction

If you have any questions about the study or wish to be informed about the results, please feel free to contact me at (301) 725-3402. You maybe also contact my committee chair, Dr. Sybil McClary, at (303) 730-8050, or the Association of Visual Language Interpreters of Canada (AVLIC), Kelly MacKenzie (416) 588-5073. AVLIC has been kind enough to support this study.

Thank you very much for your time. This study is very important. Your participation will allow a comparison that will benefit all interpreters in North America.

Sincerely,



Daniel B. Swartz, MA, CI/CT

Principal Investigator



Kelly MacKenzie

President, AVLIC

Continue to Next Page

Figure 4. Web Site Human Subject's Issues Page

Human Subject's Issues

The main purpose of this study is to describe job satisfaction among interpreters for the deaf. A second purpose is to examine and develop a model that uses personal and job-related factors to predict job satisfaction among interpreters for the deaf in general.

Your participation in this study is completely voluntary and your identity will be anonymous. You will not be asked for your name, telephone number, or any identifying information. Thus, the potential risk, if any, to you is minimal. By proceeding to the questionnaire, you accept these minimal risks.

Continue to Next Page

Continue to Next Page

Figure 5. Web Site Decline Page

Decline Page

Even though you have declined to participate in this research, you can still obtain the results from this study once they are published. By completing the form below you can receive these results.

If you have changed your mind, and wish to participate in this study, please click this button.

Accept and Proceed

Enter your e-mail address below to receive the final results from this study.

EMAIL

Submit

Interpreter Job Satisfaction

Figure 6. Web Site Decline Exit Page

Thank you very much for providing your email address. The final results of this research should be completed in mid-May. At that point you will either be forwarded the research results via email file attachment, or sent an email that contains the URL (website) where you can proceed to view the results of this research

Thank you again,

A handwritten signature in black ink, appearing to read 'D. Swartz', with a stylized flourish at the end.

Daniel B. Swartz

Primary Investigator

The Graduate School of America

Figure 7. Web Site Introduction to Demographics Page

Demographics

Welcome to this important research on interpreter satisfaction.

The only requirement you must meet in order to participate in this study is **at least part-time status as an interpreter for the deaf**. If you are not an interpreter please do not complete the following questionnaires.

I am an interpreter - Proceed

I am not an interpreter - take me out of here

Figure 8. Web Site Demographics Page

Demographic Characteristics

Questions in **BOLD** are required. All information is **VERY** important.

This survey should take approximately **25 - 50 minutes** to complete.

Please be patient. This information is being written to a database and it may take a minute to move to the next page. **Please don't click the button more than once.**

1. **Your sex:**

<i>Select One</i>
Male
Female

2. **Your age (in years):**

Interpreter Job Satisfaction

3. Select your ethnic group:

<i>Select One</i>
Asian, Asian American
Black, African American
Latino, Hispanic, Latin American
Native American, American Indian
White, Caucasian
Other

4. If other, please specify:

5. Marital Status:

<i>Select One</i>
Single
Married
Divorced
Widowed
Other (please specify)

6. If "other," please specify:

Interpreter Job Satisfaction

7. If married, how long have you been married to your current spouse (in years):

8. **Number of children:**

9. **Highest level of education attained:**

<i>Select One</i>
High School
Associates
Bachelors
Masters
Doctorate
Other

Interpreter Job Satisfaction

10. How many years of college have you completed?

<i>Select One</i>
<1
1
2
3
4
5
6
7
8
>8

11. Did you graduate from an Interpreter Training Program?

<i>Select One</i>
Yes
No

Interpreter Job Satisfaction

12. If you answered yes to the previous questions, what level of education is this?

<i>Select One</i>
Certificate
Associates
Bachelors
Masters
Other

13. What level(s) of interpreter certification do you have?

<i>Select all that apply</i>
CI (RID)
CT (RID)
OIC (RID)
SC:L (RID)
CDI (RID)
TOI (AVLIC)
None
Other (please specify)

Interpreter Job Satisfaction

14. If "Other," please specify:

15. What is the job title of your present job?

16. How many years have you been at your current job?

17. How many years have you been interpreting?

18. How many of those years have been full-time (≥ 35 hours per week)?

19. What is your monthly take-home pay?

Interpreter Job Satisfaction

20. U.S. or Canadian Dollars?

<i>Select One</i>
US
Canadian

21. Do you have an immediate supervisor?

<i>Select One</i>
Yes
No

22. What best describes your work as an interpreter?

<i>Select One</i>
Employed as staff interpreter
Free-lance mostly for one agency
Free-lance for many different agencies
Other (please specify)

23. If "Other," please specify:

--

Interpreter Job Satisfaction

24. How much do you interpret?

<i>Select One</i>
Full-time (\geq 35 hours/week)
Part-time (< 35 hours/week)

25. Primarily, what type of interpreter/transliterater are you?

<i>Select One</i>
Sign Language
Cued Speech
Oral

Continue to Job Satisfaction Survey

Quit and exit survey

Figure 9. Web Site Job Satisfaction Survey Page

Job Satisfaction - (Part 1 of 4)

***** Note: Read the instructions for each page very carefully, as they may be different for each page. *****

This part contains 18 statements about job satisfaction. Please make or enter a selection after each statement that best describes how you feel about your current job. There are no right or wrong answers. I would like your honest opinion about each of these statements. **Answers to all questions are required.**

This survey should take approximately **25 - 50 minutes** to complete.

Please be patient. This information is being written to a database and it may take a minute to move to the next page. **Please don't click the button more than once.**

Please make a selection for each question that comes closest to reflecting your opinion about it using the choices to the right. The choices for this page will be: **Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.**

1 There are some conditions concerning my job that could be improved.

2 My job is like a hobby to me.

Interpreter Job Satisfaction

- 3 My job is usually interesting enough to keep me from getting bored.
- 4 It seems that my friends are more interested in their jobs.
- 5 I consider my job rather unpleasant.
- 6 I enjoy my work more than my leisure time.
- 7 I am often bored with my job.
- 8 I feel fairly well satisfied with my present job.
- 9 Most of the time I have to force myself to go to work.
- 10 I am satisfied with my job for the time being.
- 11 I feel that my job is no more interesting than others I could get.
- 12 I definitely dislike my work.
- 13 I feel that I am happier in my work than most other people.
- 14 Most days I am enthusiastic about my work.

Interpreter Job Satisfaction

- 15 Each day of work seems like it will never end.
- 16 I like my job better than the average worker does.
- 17 My job is pretty interesting.
- 18 I find real enjoyment in work.
- 19 I am disappointed that I ever took this job.

Figure 10. Web Site Job Satisfaction Survey (Spector, 1994)

Page

Job Satisfaction (Part 2 of 4)

***** Note: Read the instructions for each page very carefully, as they may be different for each page. *****

This part contains statements about pay, promotion, supervision, fringe benefits, contingent rewards, working conditions, working with colleagues, nature of work, communication, autonomy, workload, role conflict, and burnout. Please make a selection after each statement that best describes how you feel about your present job. There are no right or wrong answers. I would like your honest opinion on each one of these statements.

NOTE: Several of the statements below are geared to those who work as staff interpreters, within an organization, and with a supervisor. If you are a free-lance interpreter you may not be able to respond with certainty to some of these statements. You are asked here to either: 1) select the item that best describes your feelings when you are presented with these circumstances, though they be limited; or 2) select "free-lance - Not-Applicable."

Please make a selection for each question that comes closest to reflecting your opinion about it using the choices to the right. The choices for this page will be:

Disagree Very Much, Disagree Moderately, Disagree Slightly, Agree Slightly, Agree Moderately, and Agree Very Much.

Interpreter Job Satisfaction

- 20 I feel I am being paid a fair amount for the work I do.
- 21 There is really too little chance for promotion on my job.
- 22 My supervisor is quite competent in doing his/her job.
- 23 I am not satisfied with the benefits I receive.
- 24 When I do a good job, I receive the recognition for it that I should receive.
- 25 Many of our rules and procedures make doing a job difficult.
- 26 I like the people I work with.
- 27 I sometimes feel my job is meaningless.
- 28 Communications seem good within this organization.
- 29 Raises are too few and far between.
- 30 Those who do well on the job stand a fair chance of being promoted.
- 31 My supervisor is unfair to me.

Interpreter Job Satisfaction

- 32 The benefits we receive are as good as most other organizations.
- 33 I do not feel the work I do is appreciated.
- 34 My efforts to do a good job are seldom blocked by red tape.
- 35 I find I have to work harder at my job because of the incompetence of people I work with.
- 36 I like doing the things I do at work.
- 37 The goals of this organization are not clear to me.
- 38 I feel unappreciated by the organization when I think about what they pay me.
- 39 People get ahead as fast here as they do in other places.
- 40 My supervisor shows too little interest in the feelings of subordinates.
- 41 The benefit package we have is equitable.
- 42 There are few rewards for those who work here.
- 43 I have too much to do at work.

Interpreter Job Satisfaction

- 44 I enjoy my coworkers.
- 45 I often feel that I do not know what is going on with the organization.
- 46 I feel a sense of pride in doing my job.
- 47 I feel satisfied with my chances for salary increases.
- 48 There are benefits we do not have which we should have.
- 49 I like my supervisor.
- 50 I have too much paperwork.
- 51 I don't feel my efforts are rewarded the way they should be.
- 52 I am satisfied with my chances for promotion.
- 53 There is too much bickering and fighting at work.
- 54 My job is enjoyable.
- 55 Work assignments are not fully explained.

Figure 11. Web Site Autonomy and Role Conflict Subscales

Survey Page

Job Satisfaction (Part 3 of 4)

***** Note: Read the instructions for each page very carefully, as they may be different for each page. *****

Please make a selection for each question that comes closest to reflecting your opinion about it using the choices to the right. The choices for this page will be:

Strongly Agree, Agree, Disagree, Strongly Disagree.

56 I have the freedom to decide what to do on my job.

57 It is basically my own responsibility to decide how my job gets done.

58 I have a lot of say about what happens on my job.

59 I decide when I take breaks.

60 I determine the speed at which I work.

61 I decide who I work with on my job.

62 On my job, I can't satisfy everybody at the same time.

Interpreter Job Satisfaction

- 63 To satisfy some people on my job, I have to upset others.
- 64 I have too much work to do everything well.
- 65 I never seem to have enough time to get everything done on my job.

Figure 12. Web Site Workload Subscale Survey Page

Job Satisfaction (Part 4 of 5)

***** Note: Read the instructions for each page very carefully, as they may be different for each page. *****

Please make a selection for each question that comes closest to reflecting your opinion about it using the choices to the right. The choices for this page will be:

Rarely, Occasionally, Sometimes, Fairly Often, and Very Often.

66 How often does your job require you to work very fast?

67 How often does your job require you to work very hard?

68 How often does your job leave you with little time to get things done?

69 How often is there a great deal to be done?

Figure 13. Web Site Completion/Exit Page

Exit Page

Thank you very much for participating in this study! You have done a great deal in furthering knowledge in this important facet of the interpreting profession.

If you would like to receive the results of this dissertation, you can complete the form below. Your email address will be “dumped” anonymously into a large data file and NOT attached to your questionnaire answers.

Thank you again for your participation,



Daniel B. Swartz, MA, CSA, CI, CT

Primary Investigator

Enter your e-mail address below to receive the final results from this study.

EMAIL

Interpreter Job Satisfaction

Figure 14. Web Site Thank You Page

Thank you very much for providing your email address. The final results of this research should be completed in mid-May. At that point you will either be forwarded the research results via email file attachment, or sent an email that contains the URL (website) where you can proceed to view the results of this research

Thank you again,

A handwritten signature in black ink, appearing to read 'D. B. Swartz', written in a cursive style.

Daniel B. Swartz

Primary Investigator

The Graduate School of America

APPENDIX D

PERCENTAGES OF RESPONDENTS

FOR EACH SUBSCALE

Table 17

Percentages of Respondents on the Index of Job Satisfaction

Subscale

Item	Level				
	1	2	3	4	5
There are some conditions concerning my job that could be improved.	33.9	50.8	6.8	6.2	2.3
My job is like a hobby to me.	7.9	20.3	7.3	29.9	34.5
My job is usually interesting enough to keep me from getting bored.	50.8	38.4	6.2	4.0	.6
It seems that my friends are more interested in their jobs.	1.1	5.1	15.3	55.9	22.6

Interpreter Job Satisfaction

Item	Level				
	1	2	3	4	5
I consider my job rather unpleasant.	.6	5.6	4.5	30.5	58.8
I enjoy my work more than my leisure time.	2.8	20.9	22.0	45.8	8.5
I am often bored with my job.	.6	7.9	6.2	46.9	38.4
I feel fairly well satisfied with my present job.	31.1	51.4	6.2	9.6	1.7
Most of the time I have to force myself to go to work.	1.1	6.2	2.8	50.8	39.0
I am satisfied with my job for the time being.	28.2	55.4	4.0	10.7	1.7
I feel that my job is no more interesting than others I could get.	13.6	10.7	10.7	39.5	25.4

Interpreter Job Satisfaction

Item	Level				
	1	2	3	4	5
I definitely dislike my work.	0	1.7	3.4	20.9	74.0
I feel that I am happier in my work than most other people.	36.7	41.8	16.4	5.1	0
Most days I am enthusiastic about my work.	33.9	50.3	9.0	6.2	0.6
Each day of work seems like it will never end.	1.1	2.8	9.0	62.7	24.3
I like my job better than the average worker does.	31.1	48.0	16.9	3.4	0.6
My job is pretty interesting.	56.5	37.3	2.3	2.8	1.1
I find real enjoyment in work.	51.4	36.2	9.0	2.8	0.6

Interpreter Job Satisfaction

Item	Level				
	1	2	3	4	5
I am disappointed that I ever took this job.	1.1	2.3	5.1	17.5	74.0

Note. 1 = strongly agree, 2 = agree, 3 = undecided, 4 = disagree, and 5 = strongly disagree

Interpreter Job Satisfaction

Table 18

Percentages of Respondents on the Pay Subscale

Item	Level						
	1	2	3	4	5	6	N/A
I feel I am being paid a fair amount for the work I do.	12.4	14.7	14.1	13.0	32.2	13.6	0
Raises are too few and far between.	6.2	5.6	10.7	15.3	16.9	27.1	18.1
I feel unappreciated by the organization when I think about what they pay me.	19.2	14.1	9.0	13.6	10.7	10.7	22.6

Interpreter Job Satisfaction

Item	Level						
	1	2	3	4	5	6	N/A
I feel satisfied with my chances for salary increases.	18.6	15.3	14.7	14.7	11.9	7.3	17.5

Note. 1 = Disagree very much, 2 = Disagree moderately, 3 = Disagree slightly, 4 = Agree slightly, 5 = Agree moderately, 6 = Agree very much, and N/A - Not answered

Interpreter Job Satisfaction

Table 19

Percentages of Respondents on the Promotion Subscale

Item	Level						
	1	2	3	4	5	6	N/A
There is really too little chance for promotion on my job.	4.0	10.7	10.2	15.3	18.6	23.7	17.5
Those who do well on the job stand a fair chance of being promoted.	21.5	12.4	16.9	10.2	9.6	4.0	25.4
People get ahead as fast here as they do in other places.	15.3	15.3	14.1	12.4	10.7	4.0	28.2

Interpreter Job Satisfaction

Item	Level						N/A
	1	2	3	4	5	6	
I am satisfied with my chances for promotion.	22.0	11.9	19.2	7.3	9.6	4.5	25.4

Note. 1 = Disagree very much, 2 = Disagree moderately, 3 = Disagree slightly, 4 = Agree slightly, 5 = Agree moderately, 6 = Agree very much, and N/A - Not answered

Interpreter Job Satisfaction

Table 20

Percentages of Respondents on the Supervision Subscale

Item	Level						
	1	2	3	4	5	6	N/A
My supervisor is quite competent in doing his/her job.	9.0	6.8	5.1	7.3	21.5	24.9	25.4
My supervisor is unfair to me.	43.5	10.2	8.5	5.1	4.0	2.3	26.6
My supervisor shows too little interest in the feelings of subordinates.	32.2	10.2	7.9	10.7	5.6	6.2	27.1
I like my supervisor.	4.5	2.8	4.0	9.6	18.6	32.8	27.7

Note. 1 = Disagree very much, 2 = Disagree moderately, 3 = Disagree slightly, 4 = Agree slightly, 5 = Agree moderately, 6 = Agree very much, and N/A - Not answered

Interpreter Job Satisfaction

Table 21

Percentages of Respondents on the Working with Colleagues
Subscale

Item	Level						
	1	2	3	4	5	6	N/A
I like the people I work with.	1.1	2.3	1.7	12.4	35.6	46.3	.6
I find I have to work harder at my job because of the incompetence of people I work with.	21.5	21.5	14.1	22.6	11.9	7.9	.6
I enjoy my coworkers.	1.1	4.0	3.4	9.6	29.9	40.1	11.9

Interpreter Job Satisfaction

Item	Level						
	1	2	3	4	5	6	N/A
There is too much bickering and fighting at work.	27.1	17.5	15.8	18.6	12.4	6.8	1.7

Note. 1 = Disagree very much, 2 = Disagree moderately, 3 = Disagree slightly, 4 = Agree slightly, 5 = Agree moderately, 6 = Agree very much, and N/A - Not answered

Interpreter Job Satisfaction

Table 22

Percentages of Respondents on the Working Conditions

Subscale

Item	Level						
	1	2	3	4	5	6	N/A
Many or our rules and procedures make doing a job difficult.	17.5	23.7	17.5	17.5	4.5	5.1	14.1
My efforts to do a good job are seldom blocked by red tape.	8.5	15.8	17.5	20.3	23.7	13.6	.6
I have too much to do at work.	14.7	27.7	23.2	16.4	10.7	6.8	.6
I have too much paperwork.	29.4	16.4	20.9	18.1	7.9	6.8	.6

Note. 1 = Disagree very much, 2 = Disagree moderately, 3 = Disagree slightly, 4 = Agree slightly, 5 = Agree moderately, 6 = Agree very much, and N/A - Not answered

Interpreter Job Satisfaction

Table 23

Percentages of Respondents on the Autonomy Subscale

Item	Level				
	1	2	3	4	N/A
I have the freedom to decide what to do on my job.	33.1	42.7	19.1	4.5	.6
It is basically my own responsibility to decide how my job gets done.	42.7	39.9	15.2	1.1	1.1
I have a lot of say about what happens on my job.	34.3	34.3	27.5	3.4	.6
I decide when I take breaks.	20.8	29.8	34.8	14.0	.6
I determine the speed at which I work.	18.5	37.1	29.2	14.6	.6
I decide who I work with on my job.	14.0	25.3	38.2	21.3	1.1

Note. 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree, and N/A - Not answered

Interpreter Job Satisfaction

Table 24

Percentages of Respondents on the Workload Subscale

Item	1	2	3	4	5	N/A
How often does your job require you to work very fast?	9.6	26.4	30.3	26.4	6.7	.6
How often does your job require you to work very hard?	1.1	14.0	30.9	36.5	15.7	1.7
How often does your job leave you with little time to get things done?	23.6	27.0	27.5	15.2	5.6	1.1
How often is there a great deal to be done?	8.4	21.3	27.5	26.4	15.2	1.1

Note. 1 = Rarely, 2 = Occasionally, 3 = Sometimes, 4 = Fairly Often, 5 = Very Often, and N/A = Not answered

Interpreter Job Satisfaction

Table 25

Percentages of Respondents on the Role Conflict Subscale

Item	Level				
	1	2	3	4	N/A
On my job, I can't satisfy everybody at the same time.	25.8	46.1	25.8	1.7	.6
To satisfy some people on my job, I have to upset others.	7.9	31.5	51.1	9.0	.6
I have too much work to do everything well.	9.6	11.8	55.6	21.9	1.1
I never seem to have enough time to get everything done on my job.	9.6	18.5	52.8	18.0	1.1

Note. 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree, and N/A - Not answered