

TABLE 8

Transition probabilities for the 2015 to 2017 job satisfaction LTA model with covariates for employment sector by 2015 job satisfaction class

(Probability)

2015 satisfaction class	2017 satisfaction class					2015 employment sector
	Very Satisfied with Independence (Class 1)	Very Satisfied with Everything (Class 2)	Very Satisfied with Benefits (Class 3)	Dissatisfied with Advancement (Class 4)	Somewhat Satisfied with Everything (Class 5)	
Very Satisfied with Independence, Challenge, and Responsibility (Class 1)	0.715	0.078	0.023	0.064	0.120	Education
	0.664	0.091	0.067	0.059	0.119	Government
	0.697	0.096	0.026	0.075	0.106	Business and industry
	0.705	0.085	0.031	0.069	0.109	Entire sample
Very Satisfied with Everything (Class 2)	0.069	0.782	0.099	0.012	0.038	Education
	0.034	0.778	0.152	0.011	0.026	Government
	0.087	0.741	0.118	0.015	0.039	Business and industry
	0.079	0.759	0.112	0.014	0.036	Entire sample
Very Satisfied with Benefits (Class 3)	0.023	0.207	0.686	0.035	0.048	Education
	0.032	0.157	0.694	0.062	0.055	Government
	0.030	0.162	0.685	0.063	0.060	Business and industry
	0.033	0.166	0.694	0.053	0.054	Entire sample
Dissatisfied with Advancement (Class 4)	0.154	0.046	0.045	0.628	0.127	Education
	0.100	0.053	0.148	0.586	0.114	Government
	0.123	0.045	0.109	0.583	0.139	Business and industry
	0.134	0.042	0.082	0.617	0.126	Entire sample
Somewhat Satisfied with Everything (Class 5)	0.197	0.054	0.041	0.098	0.610	Education
	0.187	0.031	0.096	0.128	0.558	Government
	0.139	0.062	0.104	0.124	0.570	Business and industry
	0.170	0.052	0.068	0.113	0.597	Entire sample

LTA = latent transition analysis; SDR = Survey of Doctorate Recipients.

Note(s):

Transition probabilities in this table represent the probability of belonging to a specific job satisfaction class at the 2017 SDR cycle (column) conditional on belonging to a specific employment sector at the 2015 SDR cycle (row), grouped by 2015 job satisfaction class. The 2015 to 2017 transition probabilities for the entire sample from the job satisfaction LTA in table 5 are provided for reference and highlighted in gray. Class stability parameters are in bold. Differences reaching the level of a small effect or larger are highlighted in blue. Rows may not sum to 1.000 due to rounding.

Source(s):

National Center for Science and Engineering Statistics, Survey of Doctorate Recipients.