

The relationship between job satisfaction and job performance in  
a manufacturing firm in the Vaal Triangle

RA BOTHMA

13090305

*Dissertation submitted in partial fulfillment of the requirements  
for the degree Masters in Business Administration at the  
Potchefstroom Campus of the North-West University*

Supervisor: Ms EM Scholtz

October 2015

## **ACKNOWLEDGEMENTS**

Aan die Almagtige Drie-enige God: Aan U kom al die lof, en dankie Here vir U onbeskryflike en ondeurgrondelike genade. “Vind jou vreugde in die Here, en Hy sal jou gee wat jou hart begeer.” – Psalm 37

To my father Gerhard: Thank you for making MBA financially possible for me in the first place. Thanks for all the support the past three years and giving time off when necessary. I appreciate it from the bottom of my heart.

To Monique, my lovely wife: Thank you for all your support and understanding during all the hard times in the past three years. Things have been tough at times but without your support it would not have been able to endure. Thank you and I love you.

To my study leader, Ms Retha Scholtz: Thank you for your support and guidance and always helping me when necessary, despite a very busy schedule of your own.

To Prof Faans Steyn of the Statistical Consultation Services: Thank you for your statistical support and guidance and always making time to help me.

To my Syndicate Group: Thank you for your contributions and support through the various stages of our MBA journey, without you guys things would not be the same. Thanks for your friendships.

## **ABSTRACT**

**Title:** The relationship between job satisfaction and job performance in a manufacturing firm in the Vaal-Triangle.

**Keywords:** Job satisfaction, job performance, individual behaviour, organizational effectiveness, moderators on satisfaction-performance relationship.

The comprehension of how job satisfaction impacts employee performance is of utmost importance to an organisation. If the relationship between job satisfaction and job performance could be better understood, managers could manipulate the variables to increase job satisfaction which will in turn lead to better performance of the company.

Both a theoretical and an empirical analysis were applied in this study. The quantitative research design was followed using a standardised questionnaire as measuring instrument. The questionnaire was handed to 56 employees targeted by a cross-sectional survey which was spread across all 8 departments of the company. The Pearson Correlation Coefficient was used to indicate the relationships between the variables.

Company policies and practises were found to be the factor that was most significantly related to job satisfaction and job performance. Motivation and personal development was the performance factor that was most significantly related to general satisfaction and total performance.

A strong positive relationship between job satisfaction and job performance was confirmed, which indicated that the more satisfied employees are the better they will perform.

## LIST OF FIGURES

Figure 2.1 Exit, voice, loyalty and neglect model .....	10
Figure 2.2 MARS Model of individual behaviour .....	18
Figure 2.3 Lawler and Porter's satisfaction-performance theory .....	21
Figure 3.1 Means of 20 MSQ factors from highest to lowest .....	31
Figure 3.2 Age distribution .....	37
Figure 3.3 Gender distribution .....	39
Figure 3.4 Number of years at company .....	39
Figure 3.5 Distribution of respondents with regard to time period in same position. ....	40

## LIST OF TABLES

Table 3.1: Factors of the Minnesota Satisfaction Questionnaire ( Weiss et al., 1967) .....	27
Table 3.2: General satisfaction of MSQ ( Weiss et al., 1967) .....	28
Table 3.3: Levels of reliability of MSQ factors .....	30
Table 3.4: Varimax Rotated Factor Pattern.....	33
Table 3.5: Final Commuality Estimates (Factor 1).....	35
Table 3.6: Final Commuality Estimates (Factor 2).....	35
Table 3.7: Final Commuality Estimates (Factor 3).....	36
Table 3.8: Distribution of respondents amongst departments.....	41
Table 3.9: Descriptive statistics, job satisfaction.....	68
Table 3.10: Descriptive statistics, job performance.....	72
Table 3.11: Relationship between MSQ factors and general satisfaction .....	43
Table 3.12: Relationship between factors of performance and total performance .....	43
Table 3.13: Relationship between performance factors and general job satisfaction.....	44
Table 3.14: Performance factor with highest correlation to MSQ scales.....	44
Table 3.15: MSQ scales with highest correlation to total job performance.....	45
Table 3.16: Correlation coefficient between job satisfaction and performance .....	45

## Table of Contents

ACKNOWLEDGEMENTS .....	i
ABSTRACT.....	ii
LIST OF FIGURES.....	iii
LIST OF TABLES .....	iv
CHAPTER 1: THE RELATIONSHIP BETWEEN JOB SATISFACTION AND JOB PERFORMANCE IN A MANUFACTURING FIRM IN THE VAAL TRIANGLE.....	1
NATURE AND SCOPE OF THE STUDY.....	1
1.1    INTRODUCTION .....	1
1.2    PROBLEM STATEMENT .....	2
1.3    RESEARCH OBJECTIVES.....	4
1.3.1    Primary objective .....	4
1.3.2    Secondary objectives.....	4
1.4    RESEARCH METHODOLOGY .....	4
1.4.1    Phase 1: Literature review.....	4
1.4.2    Phase 2: Empirical study.....	5
1.5    LIMITATIONS.....	6
1.6    CHAPTER DIVISION .....	7
1.7    CHAPTER SUMMARY .....	7
CHAPTER 2:LITERATURE REVIEW .....	8
2.1    INTRODUCTION .....	8
2.2    JOB SATISFACTION .....	8
2.2.1    Defining job satisfaction.....	8
2.2.2    Intrinsic- and extrinsic satisfaction .....	9
2.2.3    Results of job satisfaction.....	9
2.2.4    Consequences of job dissatisfaction .....	10
2.2.5    Determinants of job satisfaction .....	11
2.2.6    Approaches to job satisfaction.....	13
2.2.7    Authentic leadership and organizational communication .....	16
2.3    JOB PERFORMANCE .....	16
2.3.1Defining job performance .....	16
2.3.2Dimensions of job performance.....	17
2.3.3    Job Performance as a function of behaviour.....	18
2.3.4    Types of individual behaviour .....	19

2.3.5	<i>Dimensions for measuring job performance</i> .....	20
2.4	THE SATISFACTION-PERFORMANCE RELATIONSHIP .....	20
2.4.1	<i>Previous findings</i> .....	20
2.8	CHAPTER SUMMARY .....	23
	CHAPTER 3:RESEARCH DESIGN AND METHODOLOGY .....	24
3.1	INTRODUCTION .....	24
3.2	RESEARCH DESIGN .....	24
3.3	PARTICIPANTS.....	24
3.4	MEASURING INSTRUMENTS.....	25
3.4.1	<i>Job satisfaction</i> .....	25
3.4.2	<i>Job performance</i> .....	32
3.5	DATA CAPTURING (PROCEDURE) .....	36
3.6	STATISTICAL ANALYSIS .....	36
3.6.1	<i>POPULATION, SAMPLE &amp; RESPONDENTS</i> .....	37
3.6.2	<i>DEMOGRAPHICS</i> .....	37
3.7	RESULTS .....	41
3.7.1	<i>FACTORS</i> .....	41
3.8	CORRELATIONS .....	42
3.9	CHAPTER SUMMARY .....	45
	CHAPTER 4: CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS.....	46
4.1	INTRODUCTION .....	46
4.2	CONCLUSIONS.....	46
4.2.1	<i>Conclusions in terms of the literature objectives of the study</i> .....	46
4.2.2	<i>Conclusions in terms of the empirical objectives of the study</i> .....	47
4.3	LIMITATIONS TO THE STUDY .....	50
4.4	RECOMMENDATIONS .....	50
4.4.1	<i>Recommendations for the organization</i> .....	50
4.4.2	<i>Recommendations for future research</i> .....	51
4.5	CHAPTER SUMMARY .....	52
	REFERENCE LIST .....	53
	Burks, F. 2015? What is the relationship between job satisfaction and age? Demand Media <a href="http://smallbusiness.chron.com/relationship-between-job-satisfaction-age-12618.html">http://smallbusiness.chron.com/relationship-between-job-satisfaction-age-12618.html</a> Date of access: 18 Feb. 2015.....	53
	Annexures.....	60

# **CHAPTER 1: THE RELATIONSHIP BETWEEN JOB SATISFACTION AND JOB PERFORMANCE IN A MANUFACTURING FIRM IN THE VAAL TRIANGLE**

## **NATURE AND SCOPE OF THE STUDY**

### **1.1 INTRODUCTION**

The aim of this study is to explore the relationship between job satisfaction and job performance in a manufacturing firm in the Vaal Triangle, which form part of the Gauteng Province.

The link between job satisfaction and job performance goes back as far as the 1930's with the well-known Hawthorn studies (Judge *et al.*, 2001:376). The Hawthorn studies considered the potential linkage between employee attitudes and performance which was an ensuing factor of the human relations movement.

Several viewpoints and theoretical explanations have advanced over the years regarding the nature of this relationship. Many found that overall job satisfaction and overall job performance are not that closely related and the relationship is not nearly as strong as one would expect (Jones, 2006:20).

Some have found that when studying the relationship between job satisfaction and job performance it is not that easy and that there are a lot of aspects that should to be taken into account. Probably the most controversial issue that has evolved from research was on employee attitudes and behaviour. Jones (2006:23) argues that some researchers might have mistakenly measured the wrong kind of performance.

Jones (2006:34) further found a statistically significant relationship between life satisfaction and performance but no significant relationship between job satisfaction and performance.

According to Arnold *et al.* (cited by Van den Berge, 2011:13), the concept of job satisfaction has gained importance for two important reasons. Firstly, that the general mental well-being of an individual could be indicated through job satisfaction and if a person is not happy at work, that person would most probably not be happy in general.



Secondly, the general assumption that a happy worker lead to an increase in motivation, which will in turn lead to better individual performance.

The situational occurrences theory suggests that job satisfaction is a function of situational characteristics and that any given factor for example, pay or recognition, can result in either job dissatisfaction or job satisfaction (Oshagbemi, 1997:354).

According to Rothmann (2001:42), job satisfaction is usually explained in terms of dispositional dimensions (i.e. inherent attributes of the individual) as well as relational dimensions (i.e. a person's relational component to a desirable or undesirable outcome).

Erasmus and Sadler (cited by Rannona, 2003:13), argued that employees in organisations form different attitudes about certain aspects such as pay, co-workers, benefits, etc., and therefore it is of utmost importance to know which attitudes are the most important and to what extent they determine the level of job satisfaction of employees.

If manufacturing firms take the right steps to improve the overall employee satisfaction levels in the company, the overall success will be enhanced which could result in happier employees, enhanced workforce productivity and higher profits (Mafini & Poee, 2013:3).

## **1.2 PROBLEM STATEMENT**

Due to internal and external factors, companies continuously monitor and change their structures of their operations. Globalization and stronger competition in markets result in companies adapting their operations by restructuring, rightsizing and downsizing (Sparks *et al.*, 2001:501). Events such as these in a company can create uneasiness, which may result in low levels of job satisfaction and low organizational commitment amongst employees (De Witte, 1997).

If job satisfaction is at a high level in an organization, it contributes to employee well-being and organizational effectiveness while when job satisfaction is at a low level, it can be detrimental for organizations as well as their members (Zhou & George, 2001:682).

Change is an important factor for any organization to stay competitive. Due to globalization, better technology and stronger competition, companies must continuously look for new and more efficient ways to stay competitive and compete in the market. Job satisfaction plays a very important role with regard to an employee's acceptance of change (Cummings & Worley, 2009:116).

There is no commonly agreed upon theoretical generalisation which explains job satisfaction. Job satisfaction is a very complex concept, but literature reveals that it is connected to our personal expectations of work, comparing the actual outcomes to desired ones. If the actual outcome is less than the desired outcome, employees may have a negative emotional response towards the job, which will in turn lead to job dissatisfaction (Blau, 1999). Organizations can suffer serious consequences when high job dissatisfaction levels are experienced by employees (McShane & Von Glinow, 2010:109)

Aspects such as the behaviour and attitudes of employees, the organisation itself, and the job itself, all contribute to the level of satisfaction that employee's experience (Jex, 2002:116).

According to Rothman and Coetzer (2002:29) employee job satisfaction was found to have impact on organisational effectiveness. Employers should understand that optimal levels of organisational effectiveness is influenced by the level of employee job satisfaction and could be influenced by dispositional organisational factors.

Low job satisfaction can have not only a detrimental effect on the employee, but can also have major consequences for the company. Employees are less motivated to devote themselves to that company, which decreases their productivity and the effectiveness of the company, undermining its competitive strength. Companies may also suffer financially from low levels of job satisfaction, due to associated costs of increased absenteeism and employee turnover (Sparks *et al.*, 2001:494).

This study will attempt to answer the following questions on the basis of the exposition of the problem statement above:

- How is job satisfaction and job performance conceptualized in literature?
- What is the relationship between job satisfaction and job performance?
- What is the level of job satisfaction and job performance in the company?

## **1.3 RESEARCH OBJECTIVES**

### **1.3.1 *Primary objective***

The primary objective of this research is to investigate the relationship between job satisfaction and job performance in a manufacturing firm in the Vaal Triangle.

### **1.3.2 *Secondary objectives***

The secondary or specific objectives of this research are to:

- Establish a theoretical foundation for the terms job satisfaction and job performance and indicate what is understood thereby;
- To determine the level of job satisfaction and job performance in the company;
- Determine which job satisfaction factors have the highest correlation to total job performance in the company;
- Furnish management of the selected company with proposals on how to increase job satisfaction, which may lead to better performance and organizational effectiveness.

## **1.4 RESEARCH METHODOLOGY**

The research method consists of two phases, namely a literature review and an empirical study.

### **1.4.1 *Phase 1: Literature review***

For the research objectives to be accomplished, the following aspects will be addressed in the literature review:

- Job satisfaction and job performance independently;
- Dimensions of job satisfaction and job performance;
- Individual attitudes and behaviour;
- Previous findings on the relationship between job satisfaction and job performance.

The literature will be analysed to determine the relationship between job satisfaction and job performance.

## **1.4.2 Phase 2: Empirical study**

### *1.4.2.1 Research design*

A quantitative research design will be followed which ensures an objective and systematic process using numerical data (Pietersen, 2007:145).

A targeted cross-sectional study will be performed by means of a sample survey which will consist of two standardised questionnaires.

Numerical values will be used as a scoring weight to measure the factor of attitude under investigation.

### *1.4.2.2 Scope of the study*

The study will be conducted in the manufacturing sector on only one specific company. The aim of the study will be to identify if there is a relationship between job satisfaction and job performance in this particular company.

### *1.4.2.3 Participants*

The company under investigation has twenty-three branches country wide. The Meyerton branch of the company was selected as population for the study. The sample consisted of forty-six participants. Ten employees preferred not to participate in the study.

### *1.4.2.4 Measuring instruments*

Two standardised questionnaires were used as measuring instruments.

Job satisfaction was measured by the Minnesota Job Satisfaction Questionnaire (MSQ) that consists of a 100 questions, while job performance was measured by the Three Factor Performance (TFP) Questionnaire which consists of 17 questions. Each question had 5 different responses on a Likert scale from which the respondent could choose their perceived performance.

The questionnaires were completed by highly skilled as well as unskilled personnel in the selected company. The length of the questionnaire, lengths of the individual questions as well as the wording of the different questions were taken into consideration, in order to record relevant and accurate data.

#### *1.4.2.5 Ethical considerations*

For this particular study, the following will be focused upon:

- i. The information of the people compiling the questionnaires will be kept confidential;
- ii. Answers that are derived from the questionnaires will not be adjusted to suit the needs of the study;
- iii. Participation to the questionnaire is voluntary without any penalty or implied deprivation for refusal to participate;
- iv. The respondents will be thoroughly and truthfully informed about the purpose of the study;
- v. Assurance should be given that the respondents will be indemnified against any physical and emotional harm.

This study was also approved by the Research Ethics Committee of the Faculty of Economic & Management Sciences of the North-West University.

#### *1.4.2.6 Statistical analysis*

There are a few important points that must be remembered with regard to statistical analysis (Wiid & Diggines, 2013:269):

- i. Before analysis can be done the data must be validated, verified and cleaned;
- ii. The questionnaire must also be validated and the reliability of constructs must be tested;
- iii. Statistical analysis depends on the amount of data that has been gathered in the study and the variable measurement type.

The data that has been collected from the questionnaires will be statistically analysed and will be put into useful information so that the necessary conclusions and recommendations could be made regarding the relationship between job satisfaction and job performance. The data was analysed by the Statistical Consultation Services of the North-West University, Potchefstroom campus.

## **1.5 LIMITATIONS**

Since this particular study only applies to a single company the results could not be generalised. The results may not apply to any other entity. Moreover, as the size of the

sample was considered relatively small, the importance of the study, its findings and conclusions do not necessary apply to the entire industrial population.

The reluctance of ten employees to take part in the study could be because the questionnaires were considered too lengthy. Response to such a lengthy and intense questionnaire was not only time consuming but the participants found it to be tiring and therefore, may not necessary present an accurate assessment of events.

## **1.6 CHAPTER DIVISION**

The chapters in this mini-dissertation are presented as follows:

Chapter 1: Nature and Scope of the Study

Chapter 2: Literature Review

Chapter 3: Research Design and Methodology

Chapter 4: Conclusion, Limitations and Recommendations for management

## **1.7 CHAPTER SUMMARY**

This chapter provided an overview of and an introduction to the study. The chapter also covered the problem statement, the research objectives, the scope of the study, the research methodology, the limitations and the chapter layout.

Chapter 2 will focus on the literature relevant to the study.

## **CHAPTER 2:LITERATURE REVIEW**

### **2.1 INTRODUCTION**

In chapter one an introduction to the study, the background, problem statement, research methodology and procedures were provided and discussed. The aim of this chapter is to conduct an in depth literary review on the concept of job satisfaction and job performance. The different dimensions or components that contribute to job satisfaction as well of the consequences thereof will be discussed. Further the different attitudes and behaviour and how it could influence job performance will be explored as well as the possible link between job satisfaction and job performance. Finally, by making use of previous research findings, different moderators that have a direct influence on the relationship of these two variables will be discussed.

### **2.2 JOB SATISFACTION**

#### **2.2.1 *Defining job satisfaction***

Job satisfaction has been defined in different ways by various authors of which a few follows. According to Bhuian and Menguc (2002:8) job satisfaction is the extent to which one feels negatively or positively about the extrinsic and/or intrinsic aspects of one's job. They also describe it as an attitude that individuals have about their jobs.

According Rothmann (2001:42) and Cranny *et al.* (cited by Rannona, 2003:23), job satisfaction is an emotional reaction to a job resulting from a comparison of actual outcomes with those that are desired, expected or felt to be deserved, while Hamermesh (2001:1) describes job satisfaction as the worker's mental mapping of all the different objectives and subjective characteristics of the job into an index of satisfaction.

McShane and Von Glinow (2010:108) define job satisfaction as a person's evaluation of his or her job and work context, whereas Rannona (2003:24) defines it as a worker's effective response to his or her job. Job satisfaction is an employee's attitudinal response to his or her organisation (Scholl, 2003).

According to Jex (2002:116), as an attitude, job satisfaction contains three components namely:

- An affective component, which is a feeling (pleasurable or uncomfortable) evoked by the organisation.
- A cognitive component, which is an individual's beliefs, perceptions and expectations in regard to a job or organization.
- A behavioural component which indicates behavioural intentions towards a job.

Scholl (2003) concluded that job satisfaction could be summarised as an evaluative component which is an individual's *overall response* towards the employing organisation. This is also referred to as *general satisfaction* in this study.

### **2.2.2 Intrinsic- and extrinsic satisfaction**

Arnold *et al* (1998:204) argued that there are various elements related to the job, and the intrinsic aspects of the job itself. Peng (2014:75) further concluded that job satisfaction is multifaceted by nature and these facets can be classified into two dimensions namely:

#### **➤ Intrinsic satisfaction**

Intrinsic satisfaction is more related to the content of one's job, such as autonomy, a variety of skills, supervision, the degree of responsibility, etc., as intrinsic sources of satisfaction comprise the qualitative attributes of a job (Chatzoglou *et al.*, 2011).

#### **➤ Extrinsic satisfaction**

Extrinsic satisfaction is associated with one's work environment (working conditions) such as bonuses, tangible rewards, promotion opportunities, safety and working hours (Chatzoglou *et al.*, 2011).

"Extrinsic satisfaction depends on more tangible factors like compensation or working conditions, but nonetheless affects an employee's internal motivation." (Peng, 2014:75)

### **2.2.3 Results of job satisfaction**

According to Stanley (2001:4) job satisfaction affect the productivity, tardiness and effectiveness of an organisation. He also maintains that high job satisfaction is related to high productivity, regardless of how job satisfaction is measured. Brown (2002:16)



had the same view and maintains that keeping job satisfaction high is the key to productivity.

According to Coetsee (cited by Pretorius, 2012:4) job satisfaction is directly related to absence from work and employee turnover. Faragher *et al.* (2005:105) concluded from the relationships they found, that job satisfaction levels is a crucial factor influencing the health and wellness of employees.

#### **2.2.4 Consequences of job dissatisfaction**

There are four ways in which employees may respond to dissatisfaction according to the EVLN (exit, voice, loyalty and neglect) model (McShane & Von Glinow, 2010:109):

**Figure 2.1: Exit, voice, loyalty and neglect model**



##### **2.2.4.1 Exit**

Exit or intension to leave is often referred to as a worker's intention to leave his present organization. This is the final progression in the cognition process which consists of three elements, namely, intension to quite, thoughts of quitting, and the intention to search for alternative jobs (Cho *et al.*, 2009:377).

Employees who are dissatisfied with their jobs are less likely to switch from one job to the other, because the expected return to turnover is lower in certain contexts (Sturman *et al.*, 2012:48). The ease of moving across organizations is affected by culture, which in turn affect voluntary turnover choices (Sturman *et al.*, 2012:48).

Cho *et al.* (2009:29) state that when an employee is thinking of exiting or quitting the organisation, they first start to assess their current situation and from there on they will go through certain phases until they reach a decision to leave.

According to Firth *et al.* (2004:174), the intention to exit a company is primarily affected by job dissatisfaction, while Hellman (cited by Pretorius, 2012:31) has found that every unit of increase in job dissatisfaction reflects more or less a one-half standard deviation in intention to leave.

#### *2.2.4.2 Voice*

Hirschman (cited by Farrel, 1983:598) define voice as “any attempt at all to change rather to escape from an objectionable state of affairs”. Voice may involve appealing to higher authorities, whether it is inside or outside the managerial hierarchy. Voice is a constructive response which can be more confrontational (McShane & Von Glinow, 2010:109).

#### *2.2.4.3 Loyalty*

In the original version of this model high loyalty resulted in voice and low loyalty produced exit. There are also employees who may be dissatisfied but just keep it to themselves, suffering in silence, day in and day out, confident thing will get better soon (McShane & Von Glinow, 2010:109).

#### *2.2.4.4 Neglect*

When an employee begins paying less attention to quality, more often being late for work, absent from work or reducing work effort, it is seen as neglect. Withey and Cooper (cited by Golden, 1992:34) state that neglect can be characterized by lethargy and apathy often through careerist silence. It is considered being a passive activity that may have negative consequences for the company.

### **2.2.5 Determinants of job satisfaction**

#### *2.2.5.1 Demographical determinants*

Although there are quite a few biographical determinants which can influence job satisfaction, only age and gender will be discussed and measured for this particular study.

## ➤ Gender

Chiu (1998:521) found in a numerous studies that woman's job satisfaction is in average lower to those of men, whereas Clarke (cited by Bender *et al.*, 2005:482) found that in occupations such as, doctors, attorneys, and scientists, woman have higher levels of job satisfaction than men. He also maintains that the majority of woman does not identify remuneration/compensation as the most important aspect of a job, and those who do, have lower general job satisfaction. He further explains that social relations are more likely to be the most important aspects amongst woman, which correlates to higher job satisfaction.

## ➤ Age

According to Naude (1999:21) job satisfaction increases linearly with age, while Burks (2015:3) explain that older workers are more satisfied than younger workers with their jobs. Clarke *et al.* (1996:59) explain that there could be several reasons for this phenomenon: Younger workers might have higher expectations and demand more than their job can provide. Older workers have more work experience and possess seniority which enables them to have more satisfying jobs with greater rewards or they might even lower their expectations.

A U-shaped correlation between job satisfaction and lifespan was discovered by Clarke (1997:445), where job satisfaction starts out at a high level in teenage years and decrease dramatically in the twenties and thirties, then it increase again through the forties and further in the fifties and sixties (Arnold *et al.*, 1998:208).

### 2.2.5.2 *Work determinants*

Work determinants are more concerned with the intrinsic aspects or factors which relate to the contents or attributes of one's job (Chatzoglou *et al.*, 2011). These are factors such as activity, achievement, ability, authority, independence, responsibility, creativity, task variety, recognition and feedback.

### 2.2.5.3 *Organizational determinants*

Organizational determinants are more concerned with the extrinsic aspects associated with one's work environment such as company policies and practises, job security, compensation, working conditions and advancement (Chatzoglou *et al.*, 2011).

#### 2.2.5.4 *Social determinants*

Job satisfaction of employees can be defined on the following social determinants:

- Social service – The extent to which employees have the chance to do something for others.
- Moral values – the extent to which an individual is of an opinion of that they would not perform if the work interferes with their moral values.
- Social status – The chance to be a ‘somebody’ in the community.
- Supervisory behaviour: The competence of my boss making decisions.
- Co-workers – According to Stanley (cited by Rannona, 2003:33) low job satisfaction is associated by lack of respect by co-workers.

### 2.2.6 ***Approaches to job satisfaction***

#### 2.2.6.1 *Dispositional approach*

The dispositional theory suggests that people who are happy in life are usually happy with their job. To understand the dispositional theory better, Heller (2002:827) connects three behavioural theories or facets:

##### 2.2.6.1.1 Positive affectivity and negative affectivity

Positive affectivity (PA) refers to when one experiences positive activated emotions and it reflects individual differences in positive self-concept and emotionality (Bouckenooghe *et al.*, 2013:107). Positive affectivity represents the extent to which an individual experiences pleasurable engagement with the environment, while negative affectivity (NA) is the tendency of individuals to experience a variety of different negative emotions (Watson *et al.*, 1988:1066).

Individuals with a high PA exhibit high enthusiasm, energy and pleasurable engagement where individuals with a high NA are easily agitated, distressed and pessimistic (Watson & Clark, 1984:470).

Higher job satisfaction levels are being experienced by individuals with high positive affectivity than those with high negative affectivity. The positive relationship between job satisfaction and positive affectivity will be strengthened with high job satisfaction; where the negative relationship between job satisfaction and negative affectivity will be strengthened with low job satisfaction (Bouckenooghe *et al.*, 2013:109).

Findings have suggested that PA and job performance are positively related to each other, while there is a negative relationship between NA and job performance (George, 1991:302). . There are two reasons for these relationships. First, a high PA (for example enthusiasm) and a high NA (for example irritability) can damage or strengthen social relationships with co-workers and supervisors Secondly, individuals with positive qualities of PA and emotions create an increase in performance motivation (Spector & Jex, 1998:361).

#### 2.2.6.1.2 The big five personality attributes

McShane and Von Glinow (2010:40) and Heller's (2002:832) five abstract dimensions representing most personality traits:

- i. Conscientiousness. Individuals with conscientiousness characteristics are very self-disciplined, dependable and careful.
- ii. Agreeableness. This dimension refers to the traits of being courteous, empathic, caring, and good-natured.
- iii. Neuroticism. Neuroticism characterizes people with high levels of depression, hostility, anxiety, and self-consciousness.
- iv. Openness to experience. This dimension generally refers to the extent to which people are creative, curious, imaginative, and aesthetically sensitive.
- v. Extroversion. Individuals with extroversion characteristics are talkative, outgoing, assertive, and sociable.

Heller and Michael (2002:530) found linking traits from the 5-factor model of personality to general job satisfaction. According to the model they classified 334 correlations from 163 independent samples. The 5 personality dimension's correlations with general job satisfaction were – 0.26 for conscientious, 0.17 for agreeableness, 0.29 for neuroticism, 0.02 for openness to experience, and 0.25 for extroversion.

#### 2.2.6.1.3 Core self-evaluation

The core self-evaluation theory which is the third facet of the dispositional theory, developed by Judge *et al.* (1997:173), is gaining acceptance as a model for determining job satisfaction as well as performance. This theory links personality attributes with motivation, job satisfaction and performance. Core self-evaluation theory include four facets:

- i. Self-esteem. This refers to as the extent to which individuals like, respect, and are satisfied themselves (McShane & Von Glinow, 2010:44).
- ii. Self-efficiency. Bono and Judge (2003:7) explains that this refers to when an individual belief that he or she can successfully complete a task.
- iii. Locus of control. McShane and Von Glinow (2010:105) define locus of control as a person's general belief on the amount of control he or she has over personal life events. Internal locus of control is a person's belief that their life's outcomes are mainly influenced by their personal characteristics for instance motivation and competencies. External locus of control is a person's belief that events and outcomes are purely by luck or fate.
- iv. Emotional stability. Judge and Bono (2001:80) explain that this reflects the tendency to be steady, confident and secure.

Judge and Bono (2001:80) found correlations to job satisfaction of 0.26 for self-esteem, 0.45 for self-efficiency, 0.32 for locus of control, and 0.26 for emotional stability.

Thus, the three dispositional theories above focus on the attributes of a person entirely, but do recognize the connection between job satisfaction, motivation and job performance. The dispositional theory suggests that certain people will be motivated, hard working and satisfied at work regardless of how poorly managed while certain people will not be happy no matter how good an organization and conditions.

#### 2.2.6.2 *Situational approach*

"The situational approach argues that the world of work, job characteristics, organisational situations and economic conditions affect people much more strongly than individual differences." (Strumpfer *et al.*, 1998:94)

The Motivation-Hygiene Theory developed by Fredrick Herzberg (1974) consists of two factors relating to job satisfaction and motivation in the workplace:

- i. Satisfiers. Satisfiers or motivators relate to the content of the work such as achievement, recognition for achievement, interesting work, increased responsibility, growth, and advancement. (Herzberg, 1974:18).
- ii. Dissatisfiers. This relates to how employees are treated at work and is also known as hygiene factors which include items such as salary, working conditions etc. The absence of hygiene factors can be the cause of dissatisfaction. (Herzberg, 1974:18).

### **2.2.6.3 *Interactional approach***

According to Roberts and Foti (cited by Rannona, 2003:27), this approach can be viewed as a combination between the dispositional approach and the situational approach in determining actions and attitudes of individual employees. This approach regards the individual as well as the situation as central to job satisfaction.

Thus, combining the motivation-hygiene theory with the dispositional theory a clearer understanding can be gained of job satisfaction. Factors that influence satisfaction or dissatisfaction depend on the individual worker. Job content and the way employees are treated have an influence on job satisfaction. Scheid (1903) concludes that managers and management style do influence job satisfaction levels of employees by providing good advancement opportunities, giving employees more responsibility, recognizing achievement and handling employees with respect.

### **2.2.7 *Authentic leadership and organizational communication***

Wong and Laschinger (2013:950) contends that “authentic leadership emphasizes the key role of authentic leaders in facilitating follower development by providing opportunities to discover new skills, thereby enabling autonomy, competence, and satisfaction with work”. They further state that the behaviours of supportive and empowering leaders can be linked to improved job satisfaction and work effectiveness outcomes. Perry and Mankin (2007:169) states that the satisfaction of employees is greatly influenced by their view of both management and the organisation itself.

Good communication is very important in any organization in order to survive and be competitive. How a worker perceives a manager/supervisor communication, content and credibility, and the organization’s communication system will influence the amount of satisfaction the employee receives from the job (Pettit *et al.*, 1997:81).

## **2.3 JOB PERFORMANCE**

### **2.3.1 *Defining job performance***

Peng (2014:75) defines job performance as the product of the quality, as well as the amount of the work performed, or more commonly as to how well an individual can perform tasks at his/her work. According to Jex (cited by Van den Berge, 2011:24), job performance is all the behaviours employees engage in while at work.

### **2.3.2 Dimensions of job performance**

According to Peng (2014:75) as well as Green and Haywood (2008:716), there are two distinct types of job performance criteria, which are task-performance and contextual performance:

#### **2.3.2.1 Task performance**

“Task performance describes an individual’s execution of the core duties that might be formally listed in his or her job description.” (Peng, 2014:75)

As stated by Motowidlo and Van Scotter (cited by Chen, 2004:433), “task performance (or technical job performance) is the behaviour associated with maintaining and servicing an organization’s core.”

#### **2.3.2.2 Contextual performance**

“Contextual performance refers to spontaneous behaviours through which a worker supports and enhances the workplace environment.” (Peng, 2014:75)

Peng (2014:75) is of the opinion that this includes a positive attitude with co-workers and doing things (work) in the organization, even when it is not part of one’s job description, while Motowidlo and Van Scotter (cited by Chen, 2004:435) describes it as a function of one’s interpersonal skill knowledge that supports the broader social environment in which the technical core must function.

Organ (1997:89) states that there is not such a big difference between contextual performance, organizational citizenship behaviour (OCB), and citizenship performance, in the sense that the behaviours, attitudes, causes and effects of all three concepts differ very little from one another, although the literature has been developed interdependently.

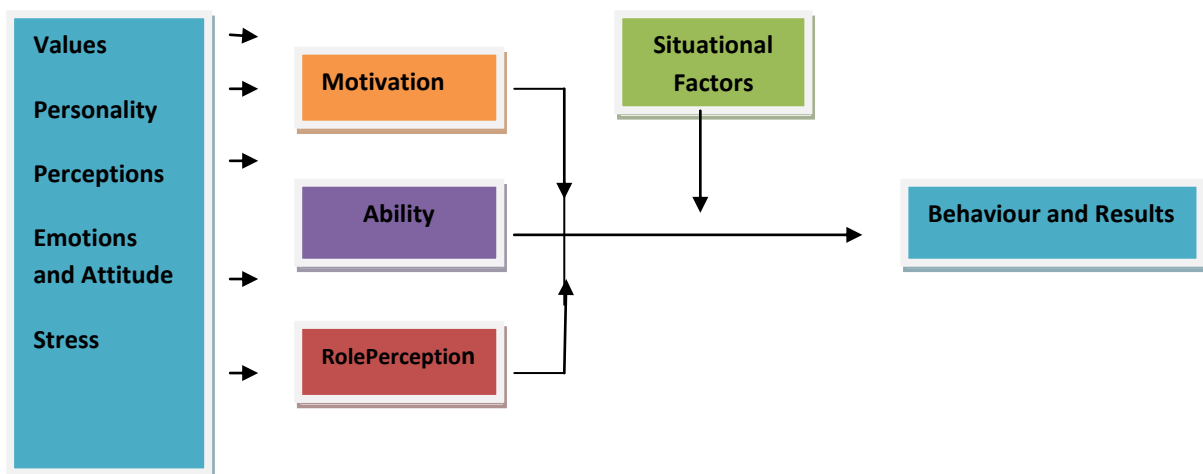
Both task performance and contextual performance contribute to creating value for the organization, which means that organizational effectiveness is dependent on both of these performances (Peng, 2014:75).



### 2.3.3 Job Performance as a function of behaviour

McShane and Von Glinow (2010:34) explain that ability, motivation and situational factors are the most common direct predictors of individual behaviour and performance, but a fourth key factor was also identified by researchers, namely role perceptions. *Figure 2.1* illustrates four variables – motivation, ability, role perceptions, and situational factors – which are presented by the acronym MARS.

**Figure 2.2: MARS Model of individual behaviour**



#### 2.3.3.1 Employee motivation

Motivation represents the forces within an individual which have a direct effect on the three elements of motivation which is (McShane & Von Glinow, 2010:35):

- Direction – this can be seen as the path which one engages his effort;
- Intensity – how much effort does an individual allocate to a specific goal;
- Persistence – continuing the effort for a certain period of time.

#### 2.3.3.2 Ability

Ability includes both the natural aptitudes and the learned capabilities required to successfully complete a task. Aptitudes are the natural talents people have to help them to learn tasks more quickly and perform them better, while learned capabilities are the knowledge and skills that an individual currently possess (McShane & Von Glinow, 2010:35).

#### **2.3.3.3    *Role perceptions***

“Role perceptions are the extent to which people understand the job duties (roles) assigned to them or expected of them.” (McShane & Von Glinow, 2010:35). Motivation and ability are clearly important and are characteristics within a person which influence individual performance, but the employees must still have a clear role perception to perform their jobs well.

#### **2.3.3.4    *Situational factors***

These are conditions beyond the employee’s immediate control that can facilitate or constrain behaviour and performance (McShane & Von Glinow, 2010:35).

### **2.3.4    *Types of individual behaviour***

The five types of behaviour (individual-level dependent variables) discussed most in organizational behaviour literature are (McShane & Von Glinow, 2010:17):

#### **2.3.4.1    *Task performance***

This refers to goal-directed behaviours which are under the individual’s control that support organizational objectives. These behaviours support and maintain technical services or transform raw materials into goods and services.

#### **2.3.4.2    *Organizational citizenship***

These type of behaviour have various forms of helpfulness and cooperation to others that support the organization socially and psychologically (for instance to take action to help the organization to avoid problems, offering ideas beyond those required for your own job and attending voluntary functions).

#### **2.3.4.3    *Counterproductive work behaviours***

These behaviours may potentially directly or indirectly harm the organization. These behaviours include work avoidance (e.g. tardiness), abuse of others (e.g. insults and nasty comments), work sabotage (e.g. doing work incorrectly), threats (threatening harm), and overt acts (theft).

#### **2.3.4.4      *Joining and staying with the organization***

Retaining and attracting qualified and talented people is particularly important as skill shortages heat up. Companies must come up with ideas to make employees stay at the company for long periods of time.

#### **2.3.4.5      *Maintaining work attendance***

While retaining and attracting employees are important, it is also important for the organization and for everybody to show up for work at scheduled times.

### **2.3.5      *Dimensions for measuring job performance***

Campbell (1993) developed an influential model containing eight dimensions for measuring job performance (Jex, 2002:90):

- i.    Job-specific task proficiency: behaviour related to core tasks of the job;
- ii.   Non-job-specific task proficiency: general work behaviour;
- iii.   Written and oral communication task proficiency;
- iv.   Demonstrating effort: level of commitment to core tasks;
- v.    Maintaining personal discipline;
- vi.   Facilitating peer and team performance;
- vii.   Supervision/Leadership;
- viii.   Management/Administration.

## **2.4 THE SATISFACTION-PERFORMANCE RELATIONSHIP**

### **2.4.1      *Previous findings***

For many years researchers have assumed that there was a positive relationship between job satisfaction and job performance and therefore very little time was spend to determine “why” job satisfaction should lead to higher performance (Lawler & Porter, 1967:21).

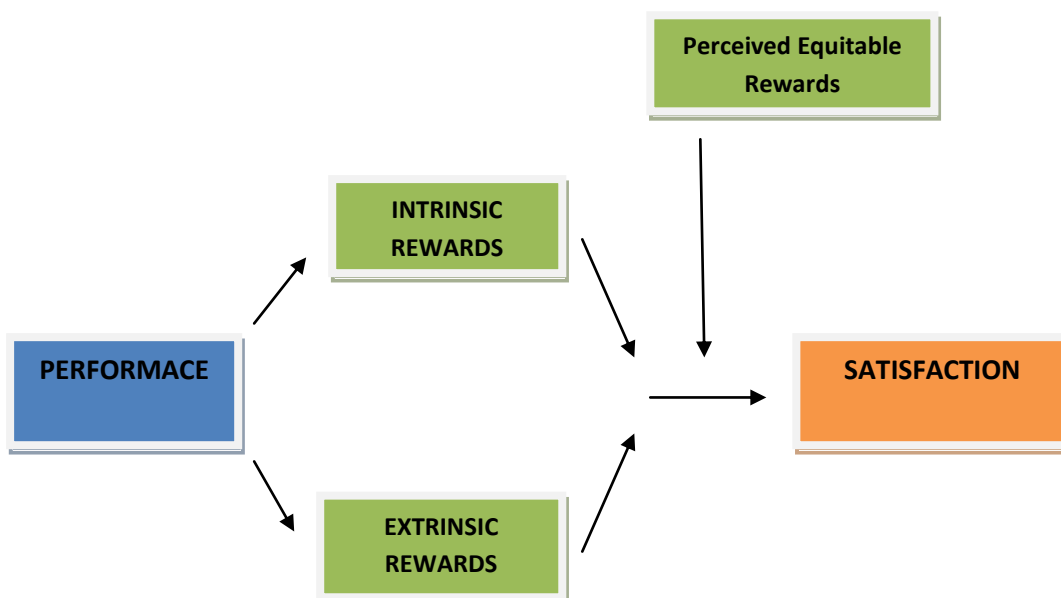
After many years and a series of studies, serious doubt has raised on the satisfaction-causes-performance assumption (Petty *et al.*, 1984:713). Many researchers argued that there would be a relationship, but only under certain conditions. McShane and Von Glinow (2010:111) have found that there was a moderate relationship between job performance and job satisfaction after all.

According to Brayfield & Crockett (cited by Lawler & Porter, 1967:21) states that there were substantial evidence stating that the relationship were small between satisfaction and performance, and that satisfaction was positively related to absenteeism and employee turnover.

Another more optimistic review suggested that positive job attitudes are favourable to increase productivity. Vroom's path-goal theory of motivation suggests that people are motivated to do things which they feel have a high probability of leading to rewards which they find valuable (Lawler & Porter, 1967:22). Vroom suggested that job satisfaction and job performance are caused by different things. Job satisfaction is closely affected by rewards people get from their jobs, while job performance is closely affected by the basis of attainment of rewards (Lawler & Porter, 1967:23).

Vroom found a small relationship between satisfaction and performance although they are caused by different things. In terms of the motivational theory, performance leads to rewards, which in turn leads to satisfaction (Lawler & Porter, 1967:23).

**Figure 2.3: Lawler and Porter's satisfaction-performance theory**



Lawler and Porter's theory shows that performance leads to satisfaction and not the other way around. Performance can lead to intrinsic or extrinsic rewards. Extrinsic rewards are things such as pay, promotion, status and security and would be imperfectly related to performance and usually only satisfy lower level needs. Intrinsic rewards are more directly related to good performance and an example is the feeling one gets when accomplishing something worthwhile (Lawler & Porter, 1967:24).

*Figure 2.3* shows that intrinsic and extrinsic rewards are not directly related to satisfaction, since the relationship is moderated by another variable which is expected equitable rewards. Expected equitable rewards are the level of reward that a worker feels he should receive for the amount of work he does (Lawler & Porter, 1967:24). Because of the importance of expected equitable rewards and the imperfect relationship between performance and rewards, there should be a positive but low relationship between job satisfaction and job performance.

According to Luthans (cited by Thinane, 2005), rewards are the most important mediating variable that contributes to satisfaction and are most likely to result in great performance efforts.

Griffin and Moorhead (2012:61) supported this theory and states that when performance is linked to valued rewards, only then does job performance lead to job satisfaction rather than vice versa. High performers are more satisfied than lower performers who receive fewer rewards. Job satisfaction also influences employee motivation but not always affect job performance where employees do not have a lot of control over their job output.

Anik *et al.* (2013:1) argued that when employees are rewarded individually, it could have major negative effects for the organization. Competition starts among employees and they start keeping valuable information from each other, sometimes even at the expense of the company's output. It could also reduce the trust and teamwork in the organization.

When studying the relationship between job satisfaction and job performance, it is important to do so at the facet level, because it is plausible that due to the multidimensional nature of job satisfaction and job performance, there are different relationships between facets/dimensions of performance and facets/dimensions of job satisfaction (Edwards *et al.*, 2008:444).

Edwards *et al.* (2008:444) contend that, "focusing on the differential relationships between facet satisfaction and performance is important because facets could be related to performance in opposing ways, thus making the predictive validity in a broad based measure of overall satisfaction". He further explains that when matching specific facet-level satisfaction (intrinsic satisfaction or extrinsic satisfaction) to specific facets of

performance (task performance or contextual performance), the stronger will the attitude-behaviour connection results be.

Judge and Bono (2001:376) conducted a Meta-Analysis on 312 samples and they estimated a true mean correlation to be 0.30 between job satisfaction and job performance.

## **2.8 CHAPTER SUMMARY**

In terms of the literature review done in this chapter, a better understanding of the terms, job satisfaction and job performance, was gained, as well as the different dimensions of each variable. The different individual behaviours were explained as well as the importance of rewards and other moderators were explained, which influence the relationship between job satisfaction and job performance.

## **CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 INTRODUCTION**

In the previous chapter job satisfaction and job performance have been conceptualized from the literature as well as the aspects that affect these variables and influence the relationship between these two concepts.

In this chapter the empirical study will be discussed which include the research design, participants or study population, measuring instruments, research procedure as well as statistical analysis.

### **3.2 RESEARCH DESIGN**

According to Wiid and Diggines (2013:54), a research design is a plan, blueprint or outline for the research project. The planning and design can help with inaccuracies and eliminate mistakes, and increase the validity of the research findings. They further explain that descriptive methods are used to identify patterns or trends in a certain situation and the objective of this method is to accurately and thoroughly describe the research domain, it often reveals possible links between particular variables.

For this study, a quantitative descriptive design has been used, which includes a cross-sectional study. A cross-sectional study involves information that will be collected just once from any given sample of a population (Wiid & Diggines, 2013:57). This design also identifies interrelationships among variables and is ideally suited if the aim of the study is predictive and descriptive (Shaughnessy & Zechmeister, 1997).

A targeted cross-sectional study will be performed by means of a sample survey. A standardised questionnaire will be used as measuring instrument to gather the necessary data. The questionnaire was designed to gather the actual opinions, motives, attitudes, intentions and preferences of individuals regarding job satisfaction and performance in the selected company.

### **3.3 PARTICIPANTS**

In cases where populations are too large, a sample is used to draw conclusions about the whole population, based on the information that is gathered through the sample, which is less time consuming and more cost-effective (Wiid & Diggines, 2013:181). The

researcher must take the size of the sample and the representatives into consideration. A larger sample size may lead to a corresponding increase in accuracy (Wiid & Diggines, 2013:198).

The company selected for this study employs seven hundred plus workers across twenty-three branches. Only the Head Office, namely the Meyerton branch was selected for the purpose of this study. The Branch consists of fifty-six employees, located in eight different departments. Out of the fifty-six employees, only forty-six participated in the study. The remaining number omitted from the study, merely due to their incomprehensibility of basic requirements to participate.

### **3.4 MEASURING INSTRUMENTS**

The validity of the measuring instruments has to be addressed to determine if it will measure the variables it claims to measure. Validity addresses two aspects: firstly, that the measuring instrument actually measures the concepts in question and, secondly, that the concept is measured accurately (De Vos et al., 2005:160).

The questionnaires were completed by highly skilled as well as unskilled personnel in the selected company. The length of the questionnaire and the wording of the different questions were taken into consideration, in order to record relevant and accurate data.

#### **3.4.1 Job satisfaction**

##### **3.4.1.1 The Minnesota Job Satisfaction Questionnaire (MSQ)**

The long version of the Minnesota Job Satisfaction Questionnaire has been used to determine the level of job satisfaction, with several aspects of the work itself and the working environment. The MSQ Questionnaire makes it achievable to obtain a more individualized picture of worker satisfaction than was possible by using other measures of satisfaction. With this questionnaire specific aspects as well as general satisfaction could be measured (Weiss *et al.*, 1967:2).

With the MSQ it is possible that people might have the same level of satisfaction but for totally different reasons. The MSQ focuses on the integration between work personality and the environment (Weiss *et al.*, 1967:5).



People all have different needs and therefore employees differ and it is most likely that people find different kinds of satisfaction at work. For these differences to be understood better, it is more useful to measure satisfaction with specific aspects of the work and the working environment.

The long form MSQ comprises of 100 (one hundred) statements or items. Each individual item refers to a feature or factor that enforces or re-enforces job satisfaction in the working environment. Respondents have to indicate how satisfied they are as a result of the factors that enforce job satisfaction in their present job.

The options or response choices offered for each item or statement are: Very dissatisfied (1), Dissatisfied (2), Neither Satisfied or Dissatisfied (3), Satisfied (4) and lastly Very Satisfied (5). The items are grouped in segments of 20, with items constructing a particular scale appearing at 20-item intervals.

*Table 3.1* illustrate the 20 scales or factors which were tested by means of the items or statements.

**Table 3.1: Factors of the Minnesota Satisfaction Questionnaire (Weiss et al., 1967)**

SCALE / FACTOR	ITEMS				
	<i>Question number</i>				
Social service	1	21	41	61	81
Creativity	2	22	42	62	82
Moral Values	3	23	43	63	83
Independence	4	24	44	64	84
Variety	5	25	45	65	85
Authority	6	26	46	66	86
Ability Utilisation	7	27	47	67	87
Social Status	8	28	48	68	88
Company Policies & Practises	9	29	49	69	89
Supervision – human relations	10	30	50	70	90
Security	11	31	51	71	91
Compensation	12	32	52	72	92
Working Conditions	13	32	53	73	93
Advancement	14	34	54	74	94
Supervision – technical	15	35	55	75	95
Co-workers	16	36	56	76	96
Responsibility	17	37	57	77	97
Recognition	18	38	58	78	98
Achievement	19	39	59	79	99
Activity	20	40	60	80	100

Recording of the MSQ scores also includes a General Satisfaction scale which is considered as the twenty first scale. This scale uses 20 items out of the 100 (one from each of the twenty scales), yielding a score ranging from twenty to a hundred.

The scales or factors determining General Satisfaction are recorded and scored by the following items which are highlighted in pink in *table 3.2* below.

**Table 3.2: General satisfaction of MSQ (Weiss et al., 1967)**

SCALE / FACTOR	ITEMS				
	Question number				
Social service	1	21	41	61	81
Creativity	2	22	42	62	82
Moral Values	3	23	43	63	83
Independence	4	24	44	64	84
Variety	5	25	45	65	85
Authority	6	26	46	66	86
Ability Utilisation	7	27	47	67	87
Social Status	8	28	48	68	88
Company Policies & Practises	9	29	49	69	89
Supervision – human relations	10	30	50	70	90
Security	11	31	51	71	91
Compensation	12	32	52	72	92
Working Conditions	13	32	53	73	93
Advancement	14	34	54	74	94
Supervision – technical	15	35	55	75	95
Co-workers	16	36	56	76	96
Responsibility	17	37	57	77	97
Recognition	18	38	58	78	98
Achievement	19	39	59	79	99
Activity	20	40	60	80	100

The raw scores for each of the twenty MSQ scales can be converted to percentile scores. Percentile scores that is 75 or above are considered to represent a high degree of satisfaction, while percentage scores of 25 and less are considered to represent a low level of satisfaction. Percentage scores between 25 and 75 are considered average satisfaction (Weiss *et al.*, 1967:5).

#### 3.4.1.2 The reliability of the MSQ

Hoyt's reliability coefficients for the MSQ scales ranged from 0.97 to 0.59 and the median Hoyt's reliability coefficient ranged from 0.93 to 0.78. The Minnesota satisfaction questionnaire manual reports on Five Hundred and Sixty Hoyt reliability coefficients. Only 3% were lower than 0.70 while 83% were 0.80 and higher (Weis *et al.*, 1967:14). In general these data suggests that the MSQ scales have adequate

internal consistency reliabilities. Liam, Baum and Pine (1998:7) supported this finding by reporting Cronbach alpha coefficients, which ranged from 0.87 to 0.95 indicating high internal consistency.

The test-retest method was used to assure the stability of the scores of the 21 MSQ scales. The median coefficient for a one-week interval was 0.83. Test-retest coefficients ranged between 0.71 and 0.35 for a one year interval (Weis *et al.*, 1967:15)

Cronbach's alpha was used to test the reliability or internal consistency levels of the current data set and this reflects how closely related a set of items or statements are. Cronbach and Shavelson (cited by Pretorius, 2012:56) states that "the Cronbach's alpha formula was designed to be used with regard to the reliability among items in a test, as well as with regard to the constancy of performance of scores on multiple trials of the same procedure, with a level of trust that was generally defensible".

The SAS programme's (SAS Institute Inc., 2015) CORR-procedure was used to calculate Cronbach alpha values. A Cronbach's alpha of 0.7 and higher are ideal, while a Cronbach's alpha of higher than 0.5 could also be used but with caution. *Table 3.3* reflects the internal reliability levels of each of the 20 factors of the MSQ as well as their means and standard deviations.

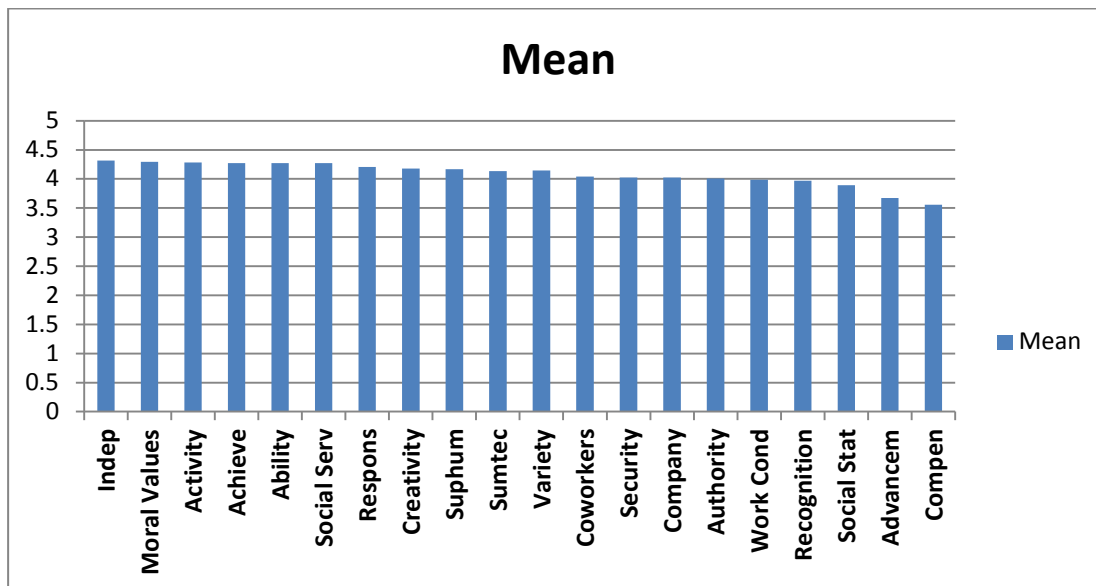
In terms of *table 3.3* below, all the Cronbach's alpha of the 21 factors of the MSQ is above 0.691 which is very close to 0.7, that can be regarded as acceptable and the data could be used for further analysis. Advancement and Compensation are the 2 factors with the highest levels of internal consistency and highlighted in red. These factors will be referred to in Chapter 4. The factors with the highest means are Independence and Moral Values which is highlighted in green.

**Table 3.3: Levels of reliability of MSQ factors**

<b>Factor</b>	<b>Cronbach's alpha</b>	<b>Mean</b>	<b>Standard Deviation</b>
Ability	0.777	4.273	0.47
Achievement	0.794	4.274	0.43
Activity	0.813	4.285	0.49
Advancement	0.907	3.674	0.79
Authority	0.864	4.010	0.58
Company Policies & Practises	0.867	4.022	0.60
Compensation	0.913	3.559	0.75
Co-workers	0.744	4.040	0.45
Creativity	0.833	4.180	0.53
Independence	0.813	4.317	0.50
Moral values	0.692	4.295	0.46
Recognition	0.893	3.972	0.68
Responsibility	0.691	4.208	0.46
Security	0.804	4.026	0.48
Social service	0.749	4.271	0.41
Social Status	0.846	3.895	0.62
Supervision Human Resources	0.855	4.165	0.63
Supervision Technical	0.864	4.132	0.67
Variety	0.846	4.144	0.53
Working Conditions	0.841	3.988	0.62
General Job Satisfaction	0.972	4.095	0.39

Figure 3.1 below illustrates the 20 factors of the MSQ ranked from the highest mean to the lowest.

**Figure 3.1: Means of 20 MSQ factors from highest to lowest**



#### 3.4.1.3 The validity of the MSQ

“Evidence for the validity of the MSQ is derived mainly from its performance according to theoretical expectations and this type of validity is called construct validity.” (Weiss *et al.*, 1967:14)

Based on the Theory of Work Adjustment, evidence that support the construct validity for the MSQ is indirectly derived from construct validation studies of the MIQ (Minnesota Importance Questionnaire). Secure evidence was found of construct validity for three scales of the MSQ, which include Ability Utilisation, Variety and Advancement. The construct validity for the remaining scales could be substantiated, though it was to a lower degree of significance (Weiss *et al.*, 1967:16).

“Evidence for the validity of the MSQ as a measure of general job satisfaction comes from other construct validation studies based on the Theory of Work Adjustment.” (Weiss *et al.*, 1967:17)

From the study of group differences and especially occupational differences in satisfaction, evidence has been derived for the concurrent validity of the MSQ.

Numerous studies indicated that there are occupational differences in job satisfaction, in the variability as well as the level (Weiss *et al.*, 1967:18).

To see if these differences are reflected by the MSQ, data from 25 occupational groups have been analysed by one way analysis of variance (this is to test differences in the level of satisfaction that is being expressed) and Barlett's test for homogeneity of variance (this is to test differences in group variability's). Group differences were statistically significant at the 0.001 level for both means and variances on all 21 MSQ sub scales (Weiss *et al.*, 1967:18).

### **3.4.2 Job performance**

As a measuring instrument for Job Performance, the Three Factor Performance (TFP) Questionnaire has been used to conduct the study and will be discussed shortly.

#### **3.4.2.1 The Three Factor Performance Questionnaire**

The Three Factor Performance Questionnaire has been used to determine the level of job performance in the selected company. The questionnaire consists of 17 (seventeen) items or questions and each item refers to a re-enforcer on the respondent's current job and working environment. The respondent have 5 choices to choose from for each of the 17 items, with regard to his/her current job and is weighted and scored as follows: Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4) and lastly Strongly Agree (5).

##### **3.4.2.1.1 Exploratory factor analysis**

The Three Factor Performance Questionnaire (TFPQ) measures general job performance as well as the three Factors of Job Performance. The three factors are Motivation and Personal Development, Task Performance and Organizational Citizenship, and lastly Leadership and Communication.

To determine the factor structure of the current data set, factor analysis was performed using the principal component method (PCA) and carried out by means of the FACTOR-procedure of SAS. The Kaiser's Measure of Sampling Adequacy (MSA) (see Tabachnic & Fidell, 2001) was calculated to determine the adequacy of the data to perform an exploratory factor analysis. The MSA of all three factors was 0.685 and thus could be

considered as a relatively workable adequacy in the light of the small sample of 46 participants.

Three Factors were retained by the Kaiser criterion and had a total variance explained of 63.27%. Motivation and Personal development (Factor 1) had a variance explained of 29.07%, Task performance and Organizational Citizenship (Factor 2) had a variance explained of 19.12%, and Leadership and Communication (Factor 3) had a variance explained of 15.08%.

#### 3.4.2.1.2 Varimax Rotation Method

*Table 3.4* shows the rotated factor pattern of loadings for each of the 17 items and the 3 Factors with which they are grouped (Tabachnic & Fidell, 2001).

**Table 3.4: Varimax Rotated Factor Pattern**

Item	Factor 1	Factor 2	Factor 3	Communality
B2	0.815			0.699
B1	0.783			0.689
B3	0.778			0.669
B17	0.730			0.598
B16	0.716		0.314	0.670
B10	0.672		0.438	0.683
B13	0.610		0.589	0.758
B9	0.584		0.493	0.588
B11		0.835		0.726
B5		0.799		0.675
B8		0.700	0.316	0.612
B6	0.450	0.646		0.621
B12		0.553		0.411
B4	0.484	0.508		0.494
B7			0.802	0.648
B15		0.416	0.617	0.575
B14	0.514		0.571	0.633

The cells in *table 3.4* with the light blue background illustrate the items which are grouped to Factor 1 (Motivation and Personal Development), with rotated loadings ranging between 0.584 and 0.815. The cells with the pink background illustrate the items which are grouped to Factor 2 (Task Performance and Organizational



Citizenship), with rotated loadings ranging between 0.508 and 0.835. The cells with the green background illustrate the items which are grouped to Factor 3 (Leadership and Communication), with rotated loadings ranging between 0.571 and 0.617.

Note that question B7, which is grouped to Factor 2 (Task performance and Organizational Citizenship), which is highlighted in pink, but according to *table 3.4* question B7 should rather be grouped with Factor 3 (Leadership and Communication), since it look more promising with the rotated factor pattern. Communalities in the last column of *table 3.4* indicate that all items are part of the three-factor structure.

#### *3.4.2.2 Reliability of the Three Factor Performance Questionnaire*

The SAS programmes' (SAS Institute Inc., 2015) CORR-procedure was used to calculate Cronbach alpha values to test internal consistency levels of the data set. Motivation and Personal development (Factor 1) had an high alpha-value of 0.87 with a Mean of 4.16. This means that the mean value of this factor correctly measures the overall response of the questions in the section: Motivation and Personal development. The reason lies in the fact that each question measures aspects of this section's theme.

Task Performance and Organizational Citizenship (Factor 2) had also a high alpha-value (0.74) with a Mean of 4.29. Leadership and Communication (Factor 3) had an Alpha-value of 0.78 with a Mean of 4.06.

#### *3.4.2.3 Confirmatory Factor Analysis to obtain Construct Validity for each Factor*

##### *3.4.2.3.1 Motivation and Personal Development (Factor 1)*

Out of the 46 records only 44 records have been used. Only 1 factor will be retained by Kaiser's criterion with a 59.23% variance explained, which means that about 60% of the information contained by the questions of the 'Motivation and Personal Development' section, is due to this underlying construct or factor.

**Table 3.5: Final Communalities Estimates (Factor 1)**

Item	Communality
<b>B1</b>	0.669
<b>B2</b>	0.664
<b>B3</b>	0.705
<b>B9</b>	0.478
<b>B10</b>	0.578
<b>B16</b>	0.605
<b>B17</b>	0.444

According to *table 3.5*, the communalities of 5 of the items are relatively high compared to B17 which is only 0.444, which means that this question might not be part of the construct (Smith *et al.*, 1988). Communalities give the correlation between the different questions and the underlying construct.

#### 3.4.2.3.2 Task Performance and Organizational Citizenship (Factor 2)

Out of the 46 records only 43 records have been used. Two factors will be retained by the Kaiser's criterion with a 61% variance explained. Here two underlying constructs account for 61% of the information contained in the section.

**Table 3.6: Final Communalities Estimates (Factor 2)**

Item	Communality
<b>B4</b>	0.457
<b>B5</b>	0.742
<b>B6</b>	0.655
<b>B8</b>	0.537
<b>B11</b>	0.596
<b>B12</b>	0.579
<b>B7</b>	0.665

In *table 3.6*, the 7 items have apart from B4 communalities between 0.537 and 0.742, which shows that this factor has construct validity. B4 might not be part of other 2 constructs.

#### 3.4.2.3.3 Leadership & Communication (Factor 3)

Out of the 46 records only 43 has been used. Only 1 factor will be retained by the Kaiser's criterion with a 71% variance explained.

**Table 3.7: Final Communalities Estimates (Factor 3)**

Item	Communality
B13	0.775
B14	0.743
B15	0.606

In *table 3.7*, the 3 items have communalities between 0.60 and 0.77, which shows that this factor has construct validity.

### 3.5 DATA CAPTURING (PROCEDURE)

A meeting was held with the HR manager to explain the aim and scope of the study. Another meeting was arranged with senior management to obtain their blessing and support. Since it takes approximately 20 minutes to complete all 117 questions of the questionnaire, the HR manger explained that it would not be possible to gather all employees all at once to complete the questionnaires, due to time and cost issues.

The HR manager took the responsibility upon himself to hand out the questionnaires (hard copies) and see to it that it is completed within one week by all employees from all eight departments.

### 3.6 STATISTICAL ANALYSIS

Statistical data analysis was carried out by the use of the SAS-program (SAS Institute Inc., 2015). For the data to be meaningful, descriptive statistics have been employed, and the total population of the Meyerton branch was used for this study.

The SAS programme's (SAS Institute Inc., 2015) CORR-procedure was used to calculate Cronbach alpha values. These values were necessary since it test for reliability and internal consistency of the questionnaires. Factor analysis was also performed using the principle component method (PCA) and carried out by means of the FACTOR-procedure of SAS. This was to determine the factor structure of both the questionnaires.

To describe and compare results, mean values, standard deviation were carried out. The mean values were used to indicate the average mean scores of the population under investigation. The standard deviation indicates how far does average scores deviates from the mean. Steyn *et al.*, (1995) explain that the higher the standard deviation, the greater the distance from the mean, on average.

To determine the relationship among variables the Pearson Correlation Coefficient ( $r$ ) was used which varies between -1 and +1. When an increase in one variable leads to an increase in another variable, then a positive relationship is assumed. When an increase in one variable leads to a decrease in another variable, then a negative relationship is assumed.

### **3.6.1 POPULATION, SAMPLE & RESPONDENTS**

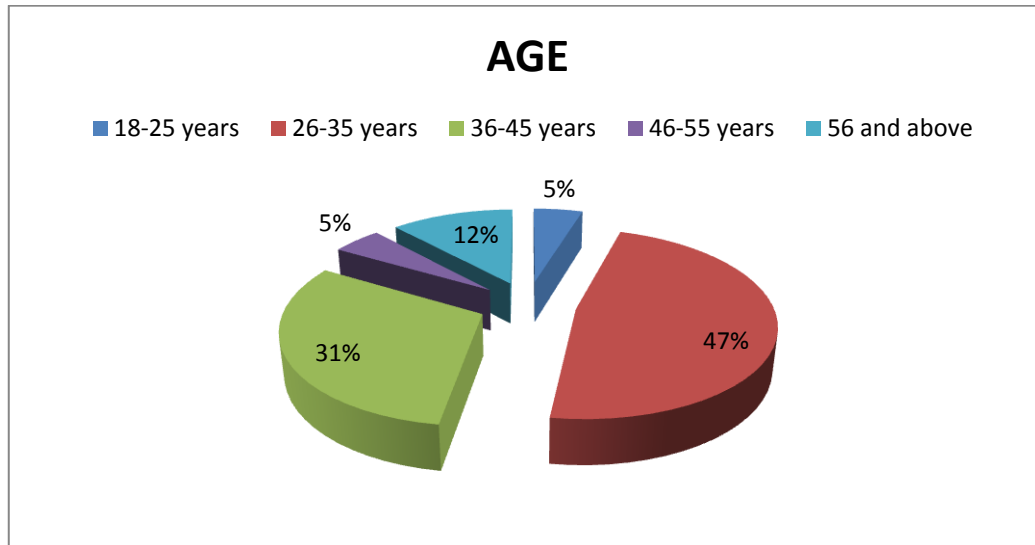
The population under analysis included workers from all 8 eight departments of the company including managers. The population of the entire company (Meyerton branch) consisted of 56 employees. A response rate of 75% was anticipated. The actual response rate was 82.14% as 46 employees responded.

### **3.6.2 DEMOGRAPHICS**

#### **3.6.2.1 Age**

The respondents had a choice of 5 categories to choose from with regard to their age. The 1<sup>st</sup> category was between 18-25 years, the 2<sup>nd</sup> category was between 26-35 years, the 3<sup>rd</sup> category was between 36-45 years, the 4<sup>th</sup> category was between 46-55 years, and lastly the 5<sup>th</sup> category was 56 years and above. *Figure 3.2* below illustrates how the age categories are spread across the company.

**Figure 3.2: Age distribution**



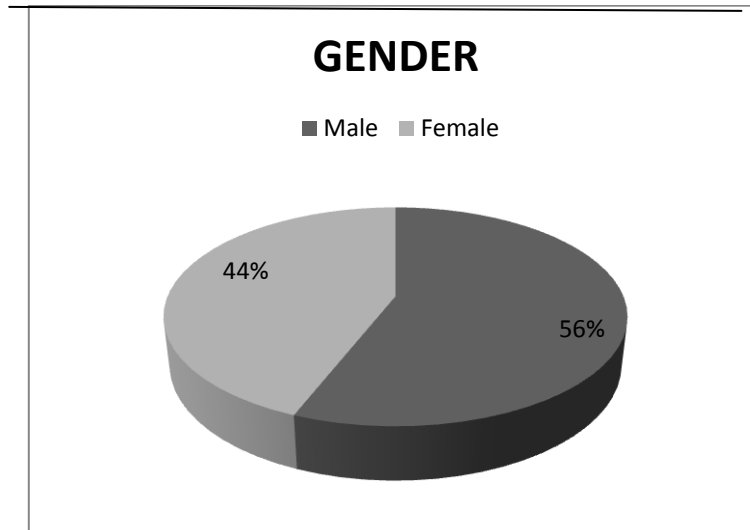
Almost half of the company's employees were between the ages 26 and 35 years. Only 5% of all the employees were between the ages 18 and 25. 31% of the employees were between the ages 36 and 45.

The findings in this study support Clarke (1997) theory of a U-shaped correlation between job satisfaction and lifespan. The satisfaction level of ages between 18 and 25 was the highest among the categories with 86.4%. The satisfaction levels drop, but not dramatically between ages 26 to 45 with 4.2%. The satisfaction levels increased again from the ages 46 and above with a mere 2.4%.

#### 3.6.2.2 Gender

Figure 3.3 below illustrates the distribution between male and female of all the respondents within the company.

**Figure 3.3: Gender distribution**



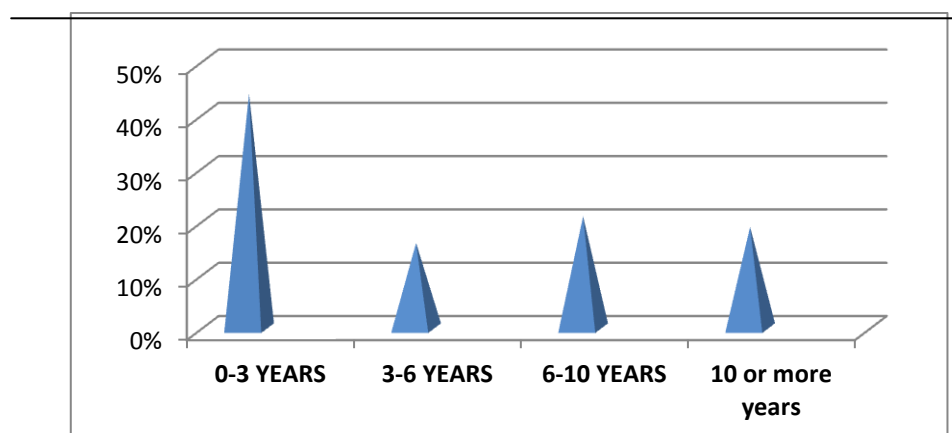
One can see from *figure 3.3* that 56 % of the employees in the company were males. Looking at the satisfaction levels of male and female independently, the men had on average, higher satisfaction levels than the woman.

This study support Chiu (1998:521) finding's that woman's job satisfaction levels are lower to those of men in general. In this particular company the men had satisfaction levels of 84.8% while the woman had satisfaction levels of 78.8%.

#### **3.6.2.3      *Number of years at the Company***

The respondents had 4 categories to choose from regarding the number of years they had been working for the company. The 1<sup>st</sup> category was between 0-3 years, the 2<sup>nd</sup> category was between 3-6 years, the 3<sup>rd</sup> category was between 6-10 years, and lastly the 4<sup>th</sup> category which ranged from 10 years and more.

**Figure 3.4: Number of years at company**

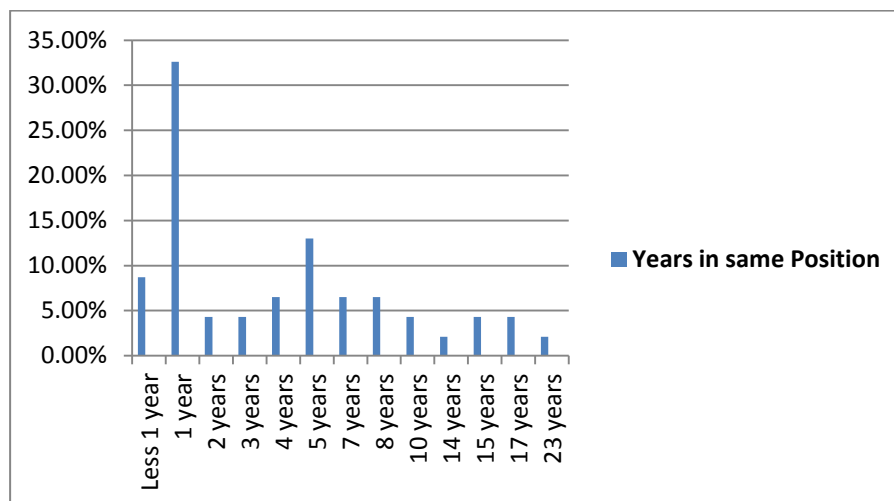


From *figure 3.4* above it can be seen that almost 45% of all the workers in the company of the Meyerton branch had been working less than 3 years for the company. Only 16% of the workers had been working for the company between 3 and 6 years and was the lowest of the 4 categories. Employees working for the company for 0 to 3 years had the highest job satisfaction levels with score of 85. Employees working for the company between 3 and 6 years had the lowest level of job satisfaction with a score of 79, which can still be regarded as a high score.

#### 3.6.2.4 Years in current position

The respondents could only write down the number of years (not months) they had been working in the same position for the company.

**Figure 3.5: Distribution of respondents with regard to time period in same position.**



As one can see in *figure 3.5* above, the majority of respondents with almost 33% are in the same position for a year or close to a year. They had high satisfaction levels with a score of 84.2 and were second highest of all the categories. The category with the highest satisfaction levels were employees who were in the same position for two years or at least close to two years with a satisfaction level score of almost 90. From the statistics employees have the highest satisfaction levels when in a position for 1 or 2 years. From the third year in the same position satisfaction levels are starting to drop with a near 10%.

### 3.6.2.5 *Distribution amongst departments*

From the 46 questionnaires only 45 was retrieved since one of the questionnaires was left blank with this particular question.

**Table 3.8: Distribution of respondents amongst departments**

Department	Frequency	Percentage	Cumulative Percentage
Admin	16	35.56	35.56
Auditing and Finance	3	6.66	42.22
HR & IT	4	8.89	51.11
Marketing and Sales	7	15.56	66.67
Stock and Warehouse	6	13.33	80.00
Technical	3	6.66	86.66
Call out, breakdown and Fleet	4	8.88	95.54
Top Management	2	4.44	100.00

*Table 3.8* reflects that 56% of the respondents were working in the administration department and the lowest, with only 4.4% of the respondents, were Top Management.

## 3.7 RESULTS

### 3.7.1 **FACTORS**

#### 3.7.1.1 *Job satisfaction*

The Job Satisfaction **Table 3.9 (See Annexure B)**, reflects the percentages of the scales per question as well as the mean and standard deviation of these scales per question. When looking at *table 3.9*, there are 4 questions that are highlighted in green which had the highest means of all 100 items.

- ❖ Q4 : The chance to work by myself;
- ❖ Q23: Being able to do things that don't go against my religious beliefs;
- ❖ Q63: The chance to do things that don't harm other people;
- ❖ Q79: The chance to do my best at all times.

Question 4 had the highest mean of 4.57 and a standard deviation of 0.50. Questions 23, 63 and 79 all had the exact mean values of 4.47 and the standard deviations (as measurement of variance) of the three questions were 0.77, 6.90 and 0.51. The



standard deviations indicated that the data were distributed relatively close to these means.

#### 3.7.1.2 Job performance

The Job Performance **Table 3.10 (See Annexure C)**, reflects the percentages of the scales per question as well as the mean and standard deviation of these scales per question. All 17 questions had high mean values that ranged between 3.68 and 4.51. The standard deviations ranged between 0.55 and 0.94. Questions 5 and 11 had the highest mean values of 4.44 and 4.51 respectively:

- ❖ Q5: I enjoy offering help to other in the company;
- ❖ Q11: I consider myself a hard worker.

The standard deviation for questions 5 and 11 was 0.628 and 0.592 respectively, which also indicated that the data were distributed relatively close to these means.

### 3.8 CORRELATIONS

The method that was used to examine the relationship between pairs of ordinal variables was the Pearson Correlation Coefficient which varies between -1 and +1. The practical significance of relationship or effect sizes guideline values are as follows:

- 0.1 indicates a small, no practical relationship.
- 0.3 indicates a medium, practical visible relationship.
- 0.5 indicates a large, practical significant relationship.

*Table 3.11* illustrates the correlations of the different MSQ factors with general job satisfaction.

**Table 3.11: Relationship between MSQ factors and general satisfaction**

Factor	Correlation with General Job Satisfaction
Ability	0.796
Achievement	0.807
Activity	0.529
Advancement	0.693
Authority	0.658
<b>Company</b>	<b>0.823</b>
Compensation	0.600
Co-workers	0.718
Creativity	0.728
Independence	0.565
Moral values	0.581
Recognition	0.729
Responsibility	0.774
Security	0.653
Social Service	0.562
Social Status	0.783
Sup HR	0.768
Sup Tech	0.746
Variety	0.704
Work Conditions	0.647

It is clear from *table 3.11* that all of the MSQ factors have large correlations (Cohen, 1988 regarded 0.5 as large correlation, meaning that the linear relationships are of practical importance) with general satisfaction with correlations ranging from 0.600 to 0.823.

The factor with the most significant relationship to general satisfaction is company policies and practises and will be discussed in more detail in Chapter 4. *Table 3.12* reflects the correlations of the different Performance factors with Total Performance.

**Table 3.12: Relationship between factors of performance and total performance**

Factor	Correlation with Total Job Performance
Motivation & Personal Development	<b>0.898</b>
Task Performance & Organizational Citizenship	0.766
Leadership & Communication	0.864

The performance factor with the highest correlation to total job performance is Motivation and Personal Development with a correlation of 0.898, which is illustrated in

*table 3.12* above. *Table 3.13* reflects the relationship between the three factors of performance and general job satisfaction.

**Table 3.13: Relationship between performance factors and general job satisfaction**

Factors	Correlation with General Job Satisfaction
Motivation & Personal Development	<b>0.704</b>
Task Performance & Organizational Citizenship	0.644
Leadership & Communication	0.628

From *table 3.13* above, motivation and personal development has the highest correlation with general job satisfaction while leadership and communication has the lowest correlation. All three of the factors have large positive relationships with general job satisfaction.

*Table 3.14* illustrates the factors of the MSQ with the highest correlation to each of the three performance factors.

**Table 3.14: Performance factor with highest correlation to MSQ scales**

FACTORS (performance)	Advancement	Ability	Social Status
Motivation & Personal Development	0.705		
Task performance & OC		0.703	
Leadership & Communication			0.721

The MSQ factors with the highest correlation to the performance factors were advancement, ability and social status. The 3 factors which had the lowest correlation to the three performance factors were social service, compensation and independence.

The two MSQ factors with the highest correlation to Total Job Performance were Company Practises and Policies and Social Status with correlation coefficients of 0.737 and 0.697 respectively and are illustrated in *table 3.15* below. This will be discussed in more detail in the following chapter.

**Table 3.15: MSQ scales with highest correlation to total job performance**

Performance	Company P&P	Social Status
Total Job Performance	0.737	0.697

Company Policies and Practises and Social Status had the highest correlation to total job performance. Note that company policies and practises have the highest correlation to both, general job satisfaction and total job performance. *Table 3.16* illustrates the relationship between general job satisfaction and total job performance.

**Table 3.16: Correlation coefficient between job satisfaction and performance**

Factor	Correlation with General Job Satisfaction
Total Performance	<b>0.786</b>

A large positive relationship of 0.786 indicates that the more job satisfaction increases the more will job performance increase.

### **3.9 CHAPTER SUMMARY**

This chapter explained the research method which was followed to conduct this study. It showed that the two instruments used in this study were compatible with high internal consistency levels which could be considered as reliable. The composition of the study population, research procedures, scoring and interpretation were discussed. Thereafter, the correlations have been explained and discussed.

In the next chapter recommendations would be made regarding the results that were obtained as well as the limitations to the study.

## **CHAPTER 4: CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS**

### **4.1 INTRODUCTION**

In this chapter conclusions has been made based on the results that were found in the previous chapter with regard to the objectives of the study. This was followed by the limitations to the study and the recommendations for future research as well as to the company on how to approach these findings.

### **4.2 CONCLUSIONS**

#### **4.2.1 *Conclusions in terms of the literature objectives of the study.***

*Authors note: all references in this summary of conclusions are stipulated in chapter 2.*

Job Satisfaction was conceptualized as an emotional reaction to a job where people compare the expected or desired outcomes to the actual outcomes, e.g., if an employee receives more rewards than he/she expected or felt deserved for the amount of work he/she does, that employee would be satisfied, while if one get less pay than what has been expected one would be dissatisfied. Job satisfaction comprise of two dimensions which are intrinsic satisfaction and extrinsic factors. It has also been conceptualized from the literature that if employees are dissatisfied, whether it is from working conditions or intrinsic factors, it can have consequences which influence the organization directly.

Job Performance has been conceptualized as how well and individual can perform tasks at his/her work. Job performance consist of 2 dimensions, which is task-performance that can be described as the skill to execute core duties, and contextual performance which can be described as spontaneous behaviours from employees in the company.

Both of these dimensions of performance are of importance to organizations to be effective. Individuals in a company must have knowledge and the skill to do their own jobs well and execute their tasks and duties effectively. Contextual performance on the other hand creates a positive atmosphere in the organization because individuals tend to do more than what is expected of them. This may in turn lead to motivating others to do more and so raising the total job performance level in the process.

The different types of individual behaviour have a direct influence on the level of total performance in a company. Goal directed behaviours and organizational citizenship behaviours influence performance in a positive way, while counterproductive behaviours, intention to quit and absence from work can lower the level of performance in the company.

#### **4.2.2 Conclusions in terms of the empirical objectives of the study.**

##### *The level of general satisfaction in the company and the MSQ factors which contributes the most to general satisfaction:*

It was clear from the results that this particular company had a tremendously high level of overall job satisfaction. The company had a general satisfaction percentage score of 82%, which could be regarded as a very high level of satisfaction. When looking at the different factors of job satisfaction, all 20 factors had high percentage scores, with the lowest at only 71% which was compensation. Although this was the lowest percentage score of all 20 factors, it could still be considered to be a high score, since it was not far below the 75% mark which represented a high level of satisfaction.

Company policies & practises were found to be the factor (extrinsic) that contributed the most to general satisfaction. When looking at the mean value of company policies & practises, it was quite obvious that the company had good policies and practises in place, since the satisfaction percentage score for this factor was 80.5%.

Achievement was the factor (Intrinsic) with the second highest correlation to general satisfaction. Dittman and Bunton (2012:403) found that people in the workplace could be motivated by achievement.

Individuals that are motivated by achievement, seek achievement through challenging yet realistic goals. They have a need for accomplishment and want feedback on a regular basis about their achievements and progress. Statement 19 of the MSQ (Annexure B, Table 3.9), - *Being able to see the results of the work I do* – have a very high mean value and the low standard deviation is not surprising. Persons who are achievement-motivated strive for excellence and tend to avoid low-risk as well as high-risk situations (Dittman & Bunton, 2012:403).

*The level of total performance in the company and the performance factors which contribute the most to total performance:*

The total performance level in the company has a percentage score of 84%, which can be considered as an excellent score. From the results, this company could be considered as very effective.

The factor that contributed the most to total performance was Motivation & Personal development. Motivation represents the forces within an individual who have a direct effect on the direction, intensity and persistence of that individual in order to perform (McShane & Von Glinow, 2010:35). With regard to personal development, employees tend to work harder and put more effort into their work once they become aware that the possibility for advancement exists.

*The Minnesota Satisfaction Questionnaire (MSQ) factors with the highest correlation to total job performance in the company:*

Social Status and Company policies & practises were the two factors in the MSQ which had the highest correlation to total performance in the company. Company policies & practises was also the extrinsic factor which contributed the most to general satisfaction.

*The performance factor with the highest correlation to general satisfaction in the company*

Motivation and Personal Development was the performance factor which had the highest correlation to general satisfaction. This was also the factor which contributed the most to total performance in the company.

*The relationship between General satisfaction and Total performance in the company:*

The correlation coefficient between satisfaction and performance were significantly high. When looking at Chapter 2, a lot of previous researchers found a small positive relationship between job satisfaction and performance. Many argued that job satisfaction and job performance were caused by different things.

The motivational theory (Lawler & Porter, 1967:23) suggests that performance lead to rewards which in turn lead to satisfaction, and not the other way around. This model

predicts that performance lead to intrinsic and extrinsic rewards which is not directly related, since the relationship is moderated by another variable which is expected equitable rewards (*Figure 2.3*).

i. Extrinsic rewards

Compensation – This category relates to monetary incentives and does not necessary lead to an increase in satisfaction. Compensation had a correlation coefficient of 0.558 with total performance in the company and a correlation coefficient of 0.6 with total satisfaction.

Advancement/Promotion – Advancement had a correlation coefficient of 0.652 with total performance in the company and a correlation of 0.693. The overall satisfaction score for this factor was 73% which was among the lowest.

Social status– Social status had a coefficient of 0.737 with total performance and this was also the factor with the highest correlation of all 20 satisfaction factors. It had a correlation of 0.783 in relation to total satisfaction. This factor is a very important factor with regard to the relationship between satisfaction and performance.

Security – Security had a correlation of 0.539 with total performance in the company and a correlation of 0.653 to total job satisfaction.

Note that all 4 of these extrinsic factors with regard to rewards, had all very similar correlations to both performance and satisfaction. Therefore it is possible to conclude from the results that there is a positive relationship between job satisfaction and job performance.

When looking at *Figure 3.1*, compensation, advancement and social status had the three lowest mean values of all 20 MSQ factors while security was listed at number 13 out of the 20 factors. These were the factors with which employees of the company were the least satisfied. The company should give attention to these external factors if they want to become even more effective.

ii. Intrinsic rewards

These kinds of rewards are more directly related to good performance and can be seen as an internal reward for achieving something worthwhile. Achievement had a



correlation of 0.663 to total performance in the company and a correlation of 0.807 with total satisfaction.

Expected equitable rewards are the level of reward that a worker feels he should receive for the amount of work he does. Since the importance of expected equitable rewards and the imperfect relationship between performance and rewards, there should be a small but positive relationship between job satisfaction and job performance.

### **4.3 LIMITATIONS TO THE STUDY**

Since the study was only done on a single company, the results could not be compared to any other kind of organization and their employees. The objective of the study was to determine if there were correlating relationships between the variables and finding out what the strength of these relationships are.

The size of the sample is considered relatively small and therefore no generalisations could be made in terms of the industry population.

Questionnaires were handed to all employees of the company and only 46 responded out of the 56 employees, constituting a response rate of 82%. The length of the questionnaire should also be considered, since 117 items could be experienced as being too long. Responding to such a questionnaire could be time consuming and tiring. After a while, respondents might respond without taking the necessary time to think properly about the statement. Although page one of the survey states that the surveys would be treated confidentially, it could still make employees feel uncomfortable disclosing delicate information to the researcher.

### **4.4 RECOMMENDATIONS**

#### ***4.4.1 Recommendations for the organization***

From the results it is clear that this particular company has a satisfactory level of job satisfaction and the level of job performance that are experienced within the company. Both of these variables had high percentage scores.

When looking at the extrinsic reward factors which were mentioned in 4.2, these were the factors about which employees were the least happy. The results show that these factors had a large influence on job satisfaction and very high correlations with job performance. According to Lawler and Porter's theory (1967:24), rewards are related directly to both job satisfaction and job performance, and are a very important variable

in the relationship between job satisfaction and job performance. The extrinsic reward factors showed the lowest levels of satisfaction and the following recommendations were made according to these extrinsic factors:

- Compensation – The Company should avoid imbalanced or unequal pay systems, although it was seen from the literature that money is not a motivator nor does it increase job satisfaction. The company should rather focus on how fairly the employees are treated with regard to compensation.
- Advancement – The advancement and promotion procedures should match the capabilities of individuals, and how they had accomplished their tasks. The company could put programmes into place to supply extensive training programmes for their employees in order to develop their skills, which may lead to advancement opportunities in the future.
- Social status – Social status was the factor which had the second highest influence on job satisfaction and the highest correlation with job performance. This is clearly an important aspect of the relationship between satisfaction and performance. The company could introduce more team building events. This way, employees could build better relationships with co-workers, which may in turn increase the level of motivation of employees in the company.
- Security – The Company need to take extra measures in order to ensure that none of its employees feel insecure about their jobs and their futures at the company. When changes arise, management should apply fair and consistent treatment to all employees. This could be done through effective and proactive communication, in order to avoid resistance to change and feelings of job insecurity within the company.

The company can take steps to improve the working experience of employees and also as valued individuals by developing policies that recognise the needs of employees.

#### **4.4.2 Recommendations for future research**

It is recommended that future studies be expanded to other organizations in the manufacturing industry so that more general conclusions regarding this industry could be made.

The intrinsic factors should also be investigated more extensively in future research in order to determine which intrinsic factors contribute the most to the satisfaction-

performance relationship. It would also be recommended that employees who cannot read or write should be included in future studies.

## **4.5 CHAPTER SUMMARY**

In this chapter and the previous chapter, it has become clear that the company has extremely high levels of job satisfaction and job performance. It has also been made aware that rewards are an extremely important variable in the relationship between job satisfaction and job performance. It was indicated that the 4 extrinsic reward factors had the lowest satisfaction levels of all 20 factors in the company, and that these factors had very high correlations to both satisfaction and performance. Suggestions were then made to the company on how to respond to these results.

## REFERENCE LIST

- Anik, L., Aknin, L.B., Norton, M.I., Dunn, E.W., & Quoidbach, J. 2013. Prosocial bonuses increase employee satisfaction and team performance. *Plos one*, 8(9):1-8.
- Arnold, J., Cooper, C.L. & Robertson, I.T. 1998. *Work Psychology: Understanding Human behaviour in the workplace*. 3<sup>rd</sup> ed. London: FT Pitman.
- Bhuiyan, S.N. & Menguc, B. 2002. Evaluation of job characteristics: organizational commitment and job satisfaction in an expatriate guest worker sales setting. *Journal of personal selling and sales management*, 22:1-12.
- Blau, G. 1999. Testing the longitudinal impact of work variations and performance appraisal satisfaction on subsequent overall job satisfaction. *Human relations*, 1099-1113.
- Bono, J.E. & Judge, T.A. 2003. Core Self-Evaluations: A Review of the trait and its role in job satisfaction and job performance. *European journal of personality*, 17(1):5-18.
- Bouckennooghe, D., Raja, U. & Butt, A.N. 2013. Combined effects of positive and negative affectivity and job satisfaction on job performance and turnover intentions. *The journal of psychology: Interdisciplinary and applied*, 147(2):105-123.
- Brayfield, A.H. & Crockett, W.H. 1955. "Employee attitudes and employee performance." *Psychological Bulletin*, 52(5):396-424.
- Brown, D. 2002. Key to productivity lies in keeping job satisfaction high. *Personnel today*, 16-17.
- Burks, F. 2015?What is the relationship between job satisfaction and age? Demand Media <http://smallbusiness.chron.com/relationship-between-job-satisfaction-age-12618.html> Date of access: 18 Feb. 2015.
- Chatzoglou, P.D., Vraimaki, E., Komsiou, E., Polychrou, E. & Diamantidis, A.D. 2011. Factors affecting accountants' job satisfaction and turnover intentions: a structural equation model. Paper presented at the 8<sup>th</sup> International Conference on Enterprise Systems, Accounting and Logistics, Thassos Island, Greece, 11-12 July 2011.

<http://www.icesal.org/2011%20PROCEEDINGS/docs/P7.pdf> Date of access: 17 July 2014.

Chiu, C. 1998. Do professional woman have lower job satisfaction than professional men? *Sex roles*, 38(8):521-537.

Cho, S., Johanson, M.M., & Guchait, P. 2009. Employees intent to leave: a comparison of determinants of intent to leave versus intent to stay. *International journal of hospitality management*, 28(3):374-381.

Clarke, A. 1997. Why are woman so happy at work? *Labour economics*, 4(1):439-459.

Clarke, A., Oswald, A. & Warr, P. 1996. Is job satisfaction U-shaped in age? *Journal of occupational and organizational psychology*, 69(1):57-81.

Coetsee, L.D. 2011. Peak performance and productivity. *A practical guide for the creation of a motivating climate*. Potchefstroom: Andcork Publishers.

Cohen, J. 1988. Statistical power analysis for the behavioural sciences. 2<sup>nd</sup> ed. Hillsdale, NJ: Erlbaum.

Cranny, C.J., Smith, P.C. & Stone, E.F. 1992. Job satisfaction: How people feel about their job and how it affects their performance. NY: Lexington Books.

Cronbach, L.J., & Shavelson, R.J. 2004. My current thoughts on coefficient alpha and successor procedures. *Educational and psychological measurement*, 64(3):391-418.

Cummings, T.G. & Worley, C.G. 2009. Organization Development and Change. 9<sup>th</sup>ed. Mason, OH: South-Western Cengage Learning.

De Vos, A.S., Strydom, H., Fouche, C.B. & Delport, C.S.L. 2005. Research at grass roots for the social sciences and human service professions. 3<sup>rd</sup> ed. Pretoria: Van Schaik.

De Witte, H. 1997. Long term job insecurity as a stressor: Its impact on satisfaction and commitment. *Paper presented at the 8<sup>th</sup> European Congress on Work and Organisational Psychology Symposium 16 "applied issue concerning work stress"*. Verona, Italy, April.

- Edwards, B.D., Suzanne, T.B., Arthur, W. & Decuir, A.D. 2008. Relationship between facets of job satisfaction and task and contextual performance. *Applied psychology: an International review*, 57(3):441-465.
- Erasmus, B.J. & Sadler, E. 1998. Views of working woman in South-Africa on certain aspects of job satisfaction: Preliminary findings. *Management dynamics*, 7(2):1-22.
- Faragher, E.B., Cass, M. & Cooper, C.L. 2005. The relationship between job satisfaction and health: a Meta-Analysis. *Occupational and environmental medicine*, 62(1):105-112.
- Firth, L., Mellor, D.J., Moore, K.A. & Loquet, C. 2004. How can managers reduce employee intention to quit? *Journal of managerial psychology*, 19(2):170-187.
- George, J.M. 1991. State or trait: Effects of positive mood on prosocial behaviours at work. *Journal of applied psychology*, 76(1):299-307.
- Green, C. & Heywood, J.S. 2008. Does performance pay increase job satisfaction? *Economica*, 75(1):710-728.
- Griffin, R. & Moorhead, G. 2012. Organizational Behaviour: Managing people and organizations. 10<sup>th</sup> ed. South-western, Cengage learning: John hill.
- Hamermesh, D.S. 2001. The changing distribution of job satisfaction. *Journal of human resources*, 36:1-30.
- Heller, D.J. 2002. The confounding role of personality and trait affectivity in the relationship between job and life satisfaction. *Journal of organizational behaviour*, 815-835.
- Heller, D.J. & Michael, K. 2002. Five-factor model of personality and job satisfaction: a Meta-Analysis. *Journal of applied psychology*, 87(3):530-541.
- Hellman, C.M. 1997. Job satisfaction and intent to leave. *Journal of social psychology*, 137(6):677-690.
- Herzberg, F. 1974. Motivation Hygiene profiles. *Organizational dynamics*, 3(2):18-29.

Hirschman, A.O. 1970. Exit, voice and loyalty: Responses to decline in firms, organizations, and states. Cambridge, Mass: Harvard University Press.

Jex, S.M. 2002. Organizational psychology: *A Scientist-practitioner approach*. John Wiley and Sons, New York.

Jones, M.D. 2006. Which is a better predictor of job performance: Job satisfaction or life satisfaction? *Journal of behavioural and applied management*, (8)1:20-42.

Judge, T.A. & Bono, J.E. 2001. Relationship of Core Self-Evaluation Traits – Self-esteem, generalized self-efficiency, locus of control, and emotional stability – With Job Satisfaction and Job Performance: A Meta-Analyses. *Journal of applied psychology*, 86(1):80-92.

Judge, T.A., Bono, J.E., Thoreson, C.J. & Patton, G.K. 2001. The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological bulletin*, 127(3):376-407.

Judge, T.A., Locke, E.A. & Durham, C.C. 1997. The dispositional causes of job satisfaction: a core evaluations approach. *Research in organizational behaviour*, 19(1):151-188.

Lawler, E.E. & Porter, L.W. 1967. The effect of performance on job satisfaction. *Industrial relations: A Journal of Economy and Society*, 7(1):20-28.

Liam, T., Baum, T. & Pine, R. 1998. The study of managerial job satisfaction in Hong Kong's

Chinese restaurants. *International journal of contemporary hospitality management*, 13(1):1-10.

Luthans, F. 1998. Organisational behaviour. 8<sup>th</sup> ed. New York: Mcgraw-Hill.

Mafini, C. & Poee, D.R.I. 2013. The relationship between employee satisfaction and organisational performance: Evidence from a South African government department. *SA journal of industrial psychology*, 39(1):1-9.

McShane, S.L. & Von Glinow, M.A. 2010. Organizational behaviour. 5<sup>th</sup> ed. Boston: McGraw-Hill Irwin.

Motowidlo, S.J. & Van Scotter, J.R. 1994. Evidence that task performance should be distinguished from contextual performance. *Journal of applied psychology*, 79:475-480.

Naude, J.L.P. 1999. Psychological strengths and job satisfaction of representatives in the fertiliser industry. Potchefstroom: NWU. (Dissertation - Masters).

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

Oshagbemi, T. 1997. Job satisfaction and dissatisfaction in higher education. *Education plus training*, 39(9):354-359.

Peng, Y.P. 2014. Job satisfaction and job performance of university librarians: A disaggregated examination. *Library and information research*, 36(1):74-82.

Perry, R.W. & Mankin, L.D. 2007. Organisational trust, trust in chief executive and work satisfaction. *Public personnel management*, 36(2):165-179.

Pettit, J.D., Goris, J.R. & Vaught, B.C. 1997. An examination of organizational communication as a moderator of the relationship between job performance and job satisfaction. *Journal of business communication*, 34(1):81-98.

Petty, M.M., McGee, C.W. & Cavender, J.W. 1984. A Meta-analysis of the relationship between individual job satisfaction and individual performance. *The Academy of Management Review*, 9(4):712-721.

Pietersen, J. 2007. First steps in research. 1st ed. Pretoria: Van Schaik.

Rannona, M.V. 2003. Relationship between job insecurity, job satisfaction and organisational commitment in a mining organisation. Vanderbijlpark: NWU. (Mini-dissertation – Hons).

Roberts, H.E. & Foti, R.J. 1998. Evaluating the interaction between self-leadership and work structure in predicting job satisfaction. *Journal of business and psychology*, 12(3), 257-267.



Rothman, S. & Coetzer, E.P. 2002. The relationship between personality dimensions and job satisfaction. *Business dynamics*, 11(1):29-42.

Rothman, S. 2001. Sense of coherence, locus of control, self-efficacy and job satisfaction. *South African journal for economic and management sciences*, 4(1):40-64.

SAS Institute Inc. 2015. The SAS System for Windows Release 9.3 TS Level 1M0  
Copyright by SAS Institute Inc., Cary, NC, USA.

Scheid, K. 1903 printing. Job Satisfaction: What is it? Why is it important? How can you get it? <http://www.bcwinstitute.com/resources/Press/Job%20Satisfaction.pdf> Date of access: 28 Feb. 2015.

Scholl, R.W. 2003. Schmidt Labor Research Center. University of Rhode Island, Kingston, R1 02881. <http://www.uri.edu/research/lrc/scholl/webnotes/Satisfaction.htm>  
Date of access: 16 Feb. 2015.

Shaughnessy, J.J., & Zechmeister, E.B. 1997. Research methods in psychology. 4<sup>th</sup> ed. New York: McGraw-Hill.

Smith, W.P., Barnard, A.L. & Steyn, H.S. 1988. Prestasiebeoordeling: 'n Faktoranalitiese geldigheidstudie. *Tydskrif vir bedryfsielkunde*, 14(2):19-24.

Sparks, K., Faragher, B. & Cooper, C.L. 2001. Well-being and occupational health in the 21<sup>st</sup> century workplace. *Journal of occupational and organisational psychology*, 74(1):489-509.

Spector, P.E. & Jex, S.M. 1998. Development of four self-report measures of job stressors and strain: Interpersonal conflict at work scale, organizational constraints scale, quantitative workload inventory, and physical symptoms inventory. *Journal of occupational health psychology*, 3(1):356-367.

Stanley, T.L. 2001. The joy of working: A new look at job satisfaction. *Supervision*, 62(9):3-4.

Steyn, A.G.W., Smit, C.F., Du Toit, S.H.C. & Strasheim, C. 1995. Moderne statistiek vir die praktyk. 5<sup>th</sup> ed. Pretoria: J.L. van Schaik.

- Strumpfer, D.J.W., Danana, N., Gouws, J.F. & Vivier, M.R. 1998. Personalitydispositions and job satisfaction. *South African Journal of psychology*, 25(2):92-100.
- Sturman, M.C., Shao, L. & Katz, J.H. 2012. The effect of culture on the curvilinear relationship between performance and turnover. *Journal of applied psychology*, 97(1):46-62.
- Tabachnick, B.G. & Fidell, L.S. 2001. Using multivariate statistics. 4<sup>th</sup> ed. Boston: Allyn & Bacon.
- Watson, D. & Clark, L.A. 1984. Negative affectivity: The disposition to experience aversive emotional states. *Psychological bulletin*, 96(1):465-490.
- Watson, D., Clark, L.A. & Tellegen, A. 1988. Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of personality and social psychology*, 54(3):1062-1070.
- Weiss, D.J., England, G.W., & Lofquist, L.H. 1967. Manual for the Minnesota satisfaction questionnaire (Minnesota Studies in Vocational Rehabilitation, No.22). Minneapolis: University of Minnesota Press.
- Wiid, J. & Diggins, C. 2013. Marketing research. 2<sup>nd</sup> ed. Cape town: Juta and Company Ltd.
- Withey, M. & Cooper, W. 1989. "Predicting exit, voice, loyalty and neglect." *Administrative science quarterly*, 34(4):521-39.
- Wong. C.A. & Laschinger, H.K.S. 2013. Authentic leadership, performance, and job satisfaction: the mediating role of empowerment. *Journal of advanced nursing*, 69(4):947-959.
- Zhou, J. & George, J.M. 2001. When job dissatisfaction leads to creativity: encouraging the expression of voice. *The academy of management journal*, 44(4):682-696.

## Annexures

### ANNEXURE A: QUESTIONNAIRE

#### Job Satisfaction and Job Performance Questionnaire

##### Demographical Information

Age group: 18-25 / 25-35 / 35-45 / 45-55 / above 55

Gender: Male / Female

Number of years at the company: 0-3 / 3-6 / 6-10 / more than 10

How long have you been in your Current Position: \_\_\_\_\_

In what Department do you work (e.g., Admin, Marketing, HR, etc):  
\_\_\_\_\_

Highest Qualification: \_\_\_\_\_

##### Job Satisfaction

On the following you will find statements with regards to job Satisfaction. Read each statement carefully. Decide how you feel about the statement and only give one answer per statement and answer all statements.

Keeping the statement in mind please note that the scales are giving you the opportunity to indicate if you are:

1. “Very Dissatisfied”
2. “Dissatisfied”
3. “Neither Satisfied nor Dissatisfied”
4. “Satisfied”
5. “Strongly Agree”

Be *honest*, your answers will remain completely anonymous.

*With regard to my current job this is how I feel about:*

	Very Dissatisfied (1)	Dissatisfied (2)	Neither (3)	Satisfied (4)	Very Satisfied (5)
1. The chance to be of service to others.	1	2	3	4	5

2.	The change to try out some of my own ideas.	1	2	3	4	5
3.	Being able to do the job without feeling that it is morally wrong	1	2	3	4	5
4.	The chance to work by myself.	1	2	3	4	5
5.	The variety in my work.	1	2	3	4	5
6.	The chance to have other workers look to me for direction.	1	2	3	4	5
7.	The chance to do the kind of work that I do best.	1	2	3	4	5
8.	The social status that goes with the job.	1	2	3	4	5
9.	The policies and practices toward employees of this company.	1	2	3	4	5
10.	The way my supervisor and I understand each other.	1	2	3	4	5
11.	My job security.	1	2	3	4	5
12.	The amount of pay I receive for the work I do.	1	2	3	4	5
13.	The working conditions (heating, lighting, etc.)	1	2	3	4	5
14.	The opportunities for advancement.	1	2	3	4	5
15.	The technical “know how” of my supervisor.	1	2	3	4	5
16.	The spirit of cooperation among my co-workers.	1	2	3	4	5
17.	The chance to be responsible for planning my work.	1	2	3	4	5
18.	The way i am noticed when I do a job.	1	2	3	4	5
19.	Being able to see the results of the work I do.	1	2	3	4	5
20.	The chance to be active most of the time.	1	2	3	4	5
		<b>Very Dissatisfied (1)</b>	<b>Dissatisfied (2)</b>	<b>Neither (3)</b>	<b>Satisfied (4)</b>	<b>Very Satisfied (5)</b>
21.	The chance to be of service to people.	1	2	3	4	5

22.	The chance to do new and original things on my own.	1	2	3	4	5
23.	Being able to do things that don't go against my religious beliefs.	1	2	3	4	5
24.	The chance to work alone on the job.	1	2	3	4	5
25.	The chance to do different things from time to time.	1	2	3	4	5
26.	The chance to tell others how to do things.	1	2	3	4	5
27.	The chance to do work that is well suited to my abilities.	1	2	3	4	5
28.	The chance to be "somebody" in the community.	1	2	3	4	5
29.	Company policies and the way in which they are administered.	1	2	3	4	5
30.	The way my boss handles his/her employees.	1	2	3	4	5

		<b>Very Dissatisfied (1)</b>	<b>Dissatisfied (2)</b>	<b>Neither (3)</b>	<b>Satisfied (4)</b>	<b>Very Satisfied (5)</b>
31.	The way my job provides for a secure future.	1	2	3	4	5
32.	The chance to make as much money as my friends.	1	2	3	4	5
33.	The physical surroundings where I work.	1	2	3	4	5
34.	The chances of getting ahead in this job.	1	2	3	4	5
35.	The competence of my supervisor in making decisions.	1	2	3	4	5
36.	The chance to develop close friendships with my co-workers.	1	2	3	4	5
37.	The chance to make decisions on my own.	1	2	3	4	5
38.	The way I get full credit for the work I do.	1	2	3	4	5
39.	Being able to take pride in a job well done.	1	2	3	4	5
40.	Being able to do something mush of the time.	1	2	3	4	5

<b>Very Dissatisfied (1)</b>	<b>Dissatisfied (2)</b>	<b>Neither (3)</b>	<b>Satisfied (4)</b>	<b>Very Satisfied (5)</b>
--------------------------------------	-----------------------------	------------------------	--------------------------	-----------------------------------

41.	The chance to help people.	1	2	3	4	5
42.	The chance to try something different.	1	2	3	4	5
43.	Being able to do things that do not go against my conscience.	1	2	3	4	5
44.	The chance to be alone on the job.	1	2	3	4	5
45.	The routine in my work.	1	2	3	4	5
46.	The chance to supervise other people.	1	2	3	4	5
47.	The chance to make use of my best abilities.	1	2	3	4	5
48.	The chance to “rub elbows” with important people	1	2	3	4	5
49.	The way employees are informed about company policies	1	2	3	4	5
50.	The way my boss backs up his/her employees (with top management).	1	2	3	4	5
		<b>Very Dissatisfied (1)</b>	<b>Dissatisfied (2)</b>	<b>Neither (3)</b>	<b>Satisfied (4)</b>	<b>Very Satisfied (5)</b>
51.	The way my job provides for steady employment.	1	2	3	4	5
52.	How my pay compares with pay for similar jobs in other companies.	1	2	3	4	5
53.	The pleasantness of the working conditions.	1	2	3	4	5
54.	The way promotions are given out on this job.	1	2	3	4	5
55.	The way my boss delegates work to others.	1	2	3	4	5
56.	The friendliness of my co-workers.	1	2	3	4	5
57.	The chance to be responsible for the work of others.	1	2	3	4	5
58.	The recognition I get for the work I do.	1	2	3	4	5
59.	Being able to do something worthwhile.	1	2	3	4	5
60.	Being able to stay busy.	1	2	3	4	5
		<b>Very Dissatisfied (1)</b>	<b>Dissatisfied (2)</b>	<b>Neither (3)</b>	<b>Satisfied (4)</b>	<b>Very Satisfied (5)</b>

61.	The chance to do thing for other people.	1	2	3	4	5
62.	The chance to develop new ways to do the job.	1	2	3	4	5
63.	The chance to do things that don't harm other people.	1	2	3	4	5
64.	The chance to work independently from others.	1	2	3	4	5
65.	The chance to do something different every day.	1	2	3	4	5
66.	The chance to tell people what to do.	1	2	3	4	5
67.	The chance to do something that makes use of my abilities.	1	2	3	4	5
68.	The chance to be important in the eyes of others.	1	2	3	4	5
69.	The way company policies are put into practice.	1	2	3	4	5
70.	The way my boss takes care of the complaints of his/her employees.	1	2	3	4	5
		<b>Very Dissatisfied (1)</b>	<b>Dissatisfied (2)</b>	<b>Neither (3)</b>	<b>Satisfied (4)</b>	<b>Very Satisfied (5)</b>
71.	How steady my job is.	1	2	3	4	5
72.	My pay and the amount of work I do.	1	2	3	4	5
73.	The physical working conditions of the job.	1	2	3	4	5
74.	The chances for advancement on this job.	1	2	3	4	5
75.	The way my boss provides help on hard problems.	1	2	3	4	5
76.	The way co-workers are easy to make friends with.	1	2	3	4	5
77.	The freedom to use my own judgement.	1	2	3	4	5
78.	The way they usually tell me when I do my job well.	1	2	3	4	5
79.	The chance to do my best at all times.	1	2	3	4	5

80.	The chance to be “on the go” all the time.	1	2	3	4	5
		<b>Very Dissatisfied (1)</b>	<b>Dissatisfied (2)</b>	<b>Neither (3)</b>	<b>Satisfied (4)</b>	<b>Very Satisfied (5)</b>
81.	The chance to be of some small service to other people.	1	2	3	4	5
82.	The chance to try my own methods of doing the job.	1	2	3	4	5
83.	The chance to do the job without feeling I am cheating anyone.	1	2	3	4	5
84.	The chance to work away from others.	1	2	3	4	5
85.	The chance to do many different things on the job.	1	2	3	4	5
86.	The chance to tell others what to do.	1	2	3	4	5
87.	The chance to make use of my abilities and skills.	1	2	3	4	5
88.	The chance to have a definite place in the community.	1	2	3	4	5
89.	The way the company treats its employees.	1	2	3	4	5
90.	The personal relationship between my boss and his/her employees.	1	2	3	4	5
		<b>Very Dissatisfied (1)</b>	<b>Dissatisfied (2)</b>	<b>Neither (3)</b>	<b>Satisfied (4)</b>	<b>Very Satisfied (5)</b>
91.	The way layoffs and transfers are avoided in my job.	1	2	3	4	5
92.	How my pay compares with that of other workers.	1	2	3	4	5
93.	The working conditions.	1	2	3	4	5
94.	My chances for advancement.	1	2	3	4	5
95.	The way my boss trains his/her employees.	1	2	3	4	5
96.	The way my co-workers get along with each other.	1	2	3	4	5
97.	The responsibility of my job.	1	2	3	4	5



98.	The praise i get for doing a good job.	1	2	3	4	5
99.	The feeling of accomplishment I get from the job.	1	2	3	4	5
100.	Being able to keep busy all the time.	1	2	3	4	5

## JOB PERFORMANCE

### Basic Instructions 2

On the following you will find statements with regards to job performance. Read each statement carefully. Decide how you feel about the statement and only give one answer per statement and answer all statements.

Keeping the statement in mind, please note that the scales are giving you the opportunity to indicate if you:

1. “Strongly Disagree”
2. “Somewhat disagree”
3. “Neither Agree or Disagree”
4. “Agree Somewhat”
5. “Strongly Agree”

Be honest, your answers will remain completely anonymous.

		Strongly disagree (1)	Disagree (2)	Neither (3)	Agree (4)	Strongly agree (5)
1.	I feel positive about my job and the company.	1	2	3	4	5
2.	I believe this company delivers quality products.	1	2	3	4	5
3.	I am generally motivated to work here.	1	2	3	4	5
4.	I like motivating other employees.	1	2	3	4	5
5.	I enjoy offering help to others in the company.	1	2	3	4	5
6.	I sometimes take action to avoid problems for the company.	1	2	3	4	5
7.	I enjoy work functions and social meetings.	1	2	3	4	5
8.	I get along well with others in the company.	1	2	3	4	5
9.	I understand how our compensation structure works.	1	2	3	4	5
10.	I am happy with my salary and bonus compared to my performance.	1	2	3	4	5
11.	I consider myself a hard worker.	1	2	3	4	5
12.	I always meet deadlines.	1	2	3	4	5
13.	There is good communication within the company (horizontal & Vertical).	1	2	3	4	5
14.	Top management leads the company well.	1	2	3	4	5

15.	Lower level managers leads the company well..	1	2	3	4	5
16.	The company provides enough training for employees.	1	2	3	4	5
17.	I plan to work here for a long time.	1	2	3	4	5

**Thank you for completing the questionnaire**

## ANNEXURE B

**TABLE 3.9: DESCRIPTIVE STATISTICS, JOB SATISFACTION**

Job Satisfaction		Very Dissatisfied %	Dissatisfied %	Neither %	Satisfied %	Very Satisfied %	MEAN	Standard Deviation
101.	The chance to be of service to others.	0	0	2.1	56.5	41.3	4.42	0.50
102.	The change to try out some of my own ideas.	0	0	15.6	60.0	24.44	4.05	0.70
103.	Being able to do the job without feeling that it is morally wrong	0	0	6.6	48.8	44.4	4.36	0.59
104.	The chance to work by myself.	0	0	0	45.6	54.4	4.57	0.50
105.	The variety in my work.	0	0	8.8	48.8	42.2	4.42	0.60
106.	The chance to have other workers look to me for direction.	0	0	13.3	51.1	35.5	4.21	0.71
107.	The chance to do the kind of work that I do best.	0	2.2	4.4	35.5	57.7	4.42	0.69
108.	The social status that goes with the job.	0	0	31.1	42.2	26.6	4.00	0.66
109.	The policies and practices toward employees of this company.	0	4.4	13.3	48.8	33.3	4.05	0.77
110.	The way my supervisor and I understand each other.	0	6.6	8.8	40.0	44.4	4.21	0.78
111.	My job security.	0	2.3	20.9	51.1	25.5	4.05	0.70
112.	The amount of pay I receive for the work I do.	0	9.3	27.9	46.5	16.2	3.78	0.91
113.	The working conditions (heating, lighting, etc.)	2.2	4.6	13.9	41.8	37.2	4.10	0.80
114.	The opportunities for advancement.	0	6.8	29.5	45.4	18.1	3.57	0.83
115.	The technical “know how” of my supervisor.	2.2	4.5	6.8	60.0	36.3	4.00	1.00
116.	The spirit of cooperation among my co-workers.	2.2	2.2	11.3	63.6	20.4	3.94	0.77
117.	The chance to be responsible for planning my work.	0	2.2	4.5	56.8	36.3	4.36	0.49
118.	The way i am noticed when I do a job.	0	0	13.9	58.1	27.9	4.10	0.45
119.	Being able to see the results of the work I do.	0	0	6.8	50.0	43.1	4.31	0.58
120.	The chance to be active most of the time.	0	2.3	9.3	53.4	34.8	4.00	0.74
121.	The chance to be of service to people.	0	0	0	61.3	38.6	4.42	0.50
122.	The chance to do new and original things on my own.	0	0	6.9	53.4	39.5	4.26	0.65
123.	Being able to do things that don’t go against my religious beliefs.	0	2.2	4.5	43.1	50.0	4.47	0.77
<b>Job Satisfaction</b>		<b>Very</b>	<b>Dissatisfied</b>	<b>Neither</b>	<b>Satisfied</b>	<b>Very</b>		<b>Standard</b>

	Dissatisfied %	%	%	%	Satisfied %	MEAN	Deviation
124. The chance to work alone on the job.	0	0	6.8	47.7	45.4	4.42	0.69
125. The chance to do different things from time to time.	0	0	13.6	45.4	40.9	4.36	0.59
126. The chance to tell others how to do things.	0	0	23.2	51.1	25.5	4.00	0.74
127. The chance to do work that is well suited to my abilities.	0	0	6.8	56.8	36.3	4.36	0.59
128. The chance to be “somebody” in the community.	0	4.5	22.7	38.6	34.0	4.00	0.81
129. Company policies and the way in which they are administered.	0	2.2	15.9	56.8	25.0	4.10	0.73
130. The way my boss handles his/her employees.	0	4.8	14.6	36.5	43.9	4.15	0.83
131. The way my job provides for a secure future.	0	0	15.9	63.6	20.4	4.05	0.62
132. The chance to make as much money as my friends.	0	13.6	36.3	45.4	4.5	3.26	0.73
133. The physical surroundings where I work.	0	4.5	13.6	61.3	20.4	3.94	0.52
134. The chances of getting ahead in this job.	4.5	9.0	15.9	56.8	13.6	3.57	0.83
135. The competence of my supervisor in making decisions.	0	2.2	13.6	52.2	31.8	4.10	0.80
136. The chance to develop close friendships with my co-workers.	0	0	22.7	56.8	20.4	3.89	0.73
137. The chance to make decisions on my own.	0	2.2	9.0	61.3	27.2	4.26	0.65
138. The way I get full credit for the work I do.	0	11.3	11.3	50.0	27.2	3.89	0.99
139. Being able to take pride in a job well done.	0	2.2	4.5	50.0	43.1	4.26	0.80
140. Being able to do something mush of the time.	0	0	6.9	72.4	20.6	4.05	0.52
141. The chance to help people.	0	0	8.8	53.3	37.7	4.26	0.65
142. The chance to try something different.	0	0	17.7	42.2	40.0	4.26	0.73
143. Being able to do things that do not go against my conscience.	0	2.2	15.6	48.8	33.3	4.26	0.73
144. The chance to be alone on the job.	0	0	13.3	52.2	34.0	4.26	0.65
145. The routine in my work.	0	4.4	8.8	62.2	24.4	4.05	0.77
146. The chance to supervise other people.	0	4.4	20.0	53.3	22.2	3.89	0.80
147. The chance to make use of my best abilities.	0	0	9.0	56.8	34.0	4.26	0.65
148. The chance to “rub elbows” with important people	0	6.6	33.3	46.6	13.3	3.57	0.60
<b>Job Satisfaction</b>	<b>Very Dissatisfied %</b>	<b>Dissatisfied %</b>	<b>Neither %</b>	<b>Satisfied %</b>	<b>Very Satisfied %</b>	<b>MEAN</b>	<b>Standard Deviation</b>
149. The way employees are informed about company policies	2.2	0	26.6	46.6	24.4	3.94	0.70

150.	The way my boss backs up his/her employees (with top management).	0	2.2	11.1	51.1	35.5	4.21	0.63
151.	The way my job provides for steady employment.	0	2.2	2.2	70.4	25.0	4.21	0.53
152.	How my pay compares with pay for similar jobs in other companies.	0	18.8	25.0	40.9	15.9	3.42	0.96
153.	The pleasantness of the working conditions.	0	2.3	14.2	61.9	21.4	4.00	0.57
154.	The way promotions are given out on this job.	2.2	8.8	37.7	37.7	13.3	3.26	0.93
155.	The way my boss delegates work to others.	2.2	2.2	15.6	48.8	31.1	4.05	1.02
156.	The friendliness of my co-workers.	0	0	13.3	62.2	24.4	4.15	0.60
157.	The chance to be responsible for the work of others.	0	2.2	17.7	53.3	26.6	3.89	0.73
158.	The recognition I get for the work I do.	0	8.8	13.3	51.1	26.6	4.10	0.73
159.	Being able to do something worthwhile.	0	0	2.2	68.8	28.8	4.26	0.56
160.	Being able to stay busy.	0	0	6.6	48.8	44.4	4.42	0.60
161.	The chance to do thing for other people.	0	0	13.6	56.8	29.5	4.21	0.71
162.	The chance to develop new ways to do the job.	0	0	18.1	50.0	31.8	4.10	0.80
163.	The chance to do things that don't harm other people.	0	0	11.1	51.1	37.7	4.47	0.69
164.	The chance to work independently from others.	0	0	8.8	46.6	44.4	4.42	0.69
165.	The chance to do something different every day.	0	0	17.7	60.0	22.2	3.84	0.60
166.	The chance to tell people what to do.	0	0	33.3	42.2	24.4	3.78	0.71
167.	The chance to do something that makes use of my abilities.	0	0	13.3	57.7	28.8	4.15	0.60
168.	The chance to be important in the eyes of others.	0	6.8	22.7	43.1	27.2	3.63	0.89
169.	The way company policies are put into practice.	0	4.5	18.1	52.2	25.0	3.78	0.78
170.	The way my boss takes care of the complaints of his/her employees.	2.2	4.5	11.3	45.4	36.3	4.05	0.97
171.	How steady my job is.	2.2	0	6.6	68.8	22.2	4.00	0.66
172.	My pay and the amount of work I do.	2.2	15.9	15.9	56.8	9.0	3.42	0.96
173.	The physical working conditions of the job.	2.2	4.4	11.1	64.4	17.7	3.84	0.83
174.	The chances for advancement on this job.	2.2	6.6	13.3	64.4	13.3	3.73	0.99
<b>Job Satisfaction</b>		<b>Very Dissatisfied %</b>	<b>Dissatisfied %</b>	<b>Neither %</b>	<b>Satisfied %</b>	<b>Very Satisfied %</b>	<b>MEAN</b>	<b>Standard Deviation</b>
175.	The way my boss provides help on hard problems.	2.2	2.2	6.8	47.7	40.9	4.10	0.99
176.	The way co-workers are easy to make friends with.	0	0	17.7	66.6	15.5	4.00	0.47
177.	The freedom to use my own judgement.	0	0	15.5	48.8	35.5	4.26	0.65
178.	The way they usually tell me when I do my job well.	0	4.4	13.3	60.0	22.2	4.05	0.70

179.	The chance to do my best at all times.	0	0	4.4	55.5	40.0	4.47	0.51
180.	The chance to be “on the go” all the time.	0	0	11.1	55.5	33.3	4.10	0.56
181.	The chance to be of some small service to other people.	0	2.2	2.2	71.1	24.4	4.15	0.68
182.	The chance to try my own methods of doing the job.	0	0	15.5	53.3	31.1	4.05	0.70
183.	The chance to do the job without feeling I am cheating anyone.	0	2.2	6.6	57.7	33.3	4.21	0.78
184.	The chance to work away from others.	0	4.4	15.5	48.8	31.1	3.94	0.84
185.	The chance to do many different things on the job.	0	2.2	17.7	57.7	22.2	3.89	0.80
186.	The chance to tell others what to do.	0	0	26.6	53.3	20.0	3.89	0.73
187.	The chance to make use of my abilities and skills.	0	0	11.1	60.0	28.8	4.21	0.63
188.	The chance to have a definite place in the community.	0	4.4	17.7	57.7	20.0	4.05	0.52
189.	The way the company treats its employees.	0	4.4	8.8	62.2	24.4	4.10	0.45
190.	The personal relationship between my boss and his/her employees.	0	2.2	15.5	48.8	33.3	4.05	0.70
191.	The way layoffs and transfers are avoided in my job.	0	4.7	30.9	45.2	19.0	3.68	0.74
192.	How my pay compares with that of other workers.	2.3	9.3	25.5	51.1	11.6	3.52	0.96
193.	The working conditions.	0	4.4	13.3	62.2	20.0	4.00	0.57
194.	My chances for advancement.	4.4	8.8	22.2	44.4	20.0	3.63	1.11
195.	The way my boss trains his/her employees.	2.2	2.2	11.1	51.1	33.3	4.00	1.00
196.	The way my co-workers get along with each other.	0	0	9.0	65.9	25.0	4.21	0.53
197.	The responsibility of my job.	0	0	6.6	51.1	42.2	4.36	0.59
198.	The praise I get for doing a good job.	0	8.8	13.3	57.7	0.0	4.00	0.66
199.	The feeling of accomplishment I get from the job.	0	2.2	8.8	71.1	17.7	4.05	0.40
200.	Being able to keep busy all the time.	0	0	4.4	53.3	42.2	4.26	0.56

## ANNEXURE C

TABLE 3.10: DESCRIPTIVE STATISTICS, JOB PERFORMANCE

Job Performance	Strongly disagree %	Disagree %	Neither %	Agree %	Strongly agree %	Mean	Standard Deviation
1. I feel positive about my job and the company.	2.2	2.2	6.6	53.3	35.56	4.18	0.84
2. I believe this company delivers quality products.	0	2.2	0	46.6	51.1	4.47	0.62
3. I am generally motivated to work here.	0	2.2	4.4	51.1	42.2	4.34	0.68
4. I like motivating other employees.	0	0	6.6	57.7	35.5	4.30	0.59
5. I enjoy offering help to others in the company.	0	0	6.6	44.4	48.8	4.44	0.62
6. I sometimes take action to avoid problems for the company.	0	0	6.6	51.1	42.2	4.39	0.58
7. I enjoy work functions and social meetings.	2.2	2.2	15.9	52.2	27.2	4.00	0.87
8. I get along well with others in the company.	0	0	4.4	60.0	35.5	4.30	0.55
9. I understand how our compensation structure works.	0	8.8	15.5	48.8	26.6	3.93	0.89
10. I am happy with my salary and bonus compared to my performance.	2.2	8.8	22.2	51.1	15.5	3.68	0.93
11. I consider myself a hard worker.	0	0	4.4	40.0	55.5	4.51	0.59
12. I always meet deadlines.	0	0	6.8	65.9	27.2	4.20	0.55
13. There is good communication within the company.	2.2	6.8	15.9	52.2	22.7	3.86	0.94
14. Top management leads the company well.	0	4.5	2.2	47.7	45.5	4.34	0.75
15. Lower level managers lead the company well.	0	4.6	11.6	62.7	20.9	4.00	0.72
16. The company provides enough training for employees.	0	2.2	9.0	54.5	34.0	4.20	0.70
17. I plan to work here for a long time.	0	0	9.0	43.1	47.7	4.38	0.65