

**THE EMPLOYMENT AND PSYCHOLOGICAL CONTRACT IN THE  
DEPARTMENT OF JUSTICE IN THE VAAL TRIANGLE**

**BY**

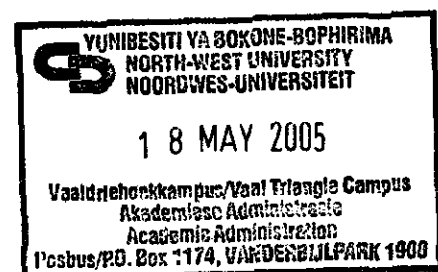
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**I dedicate this research to**

**Darryl**

## **PREFACE**

With the fulfillment of this research, I would like to give the Glory and the Honour to God my Creator and Father for the strength He laid upon me through hardship in completion of this study and, not forgetting the skills, as well as the knowledge bestowed upon me. Further I would like to express my sincere gratitude and appreciation to the following people whose support and assistance made it possible for me to complete this study.

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## **GLOSSARY OF TERMS**

**PSYCONES:** Psychological Contracts across Employment Situations

**GHQ-12:** 12 Item General Health Questions

**CTT:** Classical test-theory

**ISCED:** International Standard Classification of Education

**CASMIN:** Comparative Analysis of Social Mobility in Industrial Nations

**FTD:** Fairness + Trust + Delivery of the deal

**ISTA:** Instrument for stress-related work analysis

**POS:** Perceived Organisational Support

**PP:** Public Prosecutors

**SAC:** Senior Administration Clerk

**AC:** Administration Clerk

**CHAPS:** Contract, Health and Well-being, Attitude, Performance and Satisfaction

**NQF:** National Qualifications Framework

## **CHAPTER 1**

### **INTRODUCTION AND SETTING OF PROBLEM**

#### **1.1 INTRODUCTION**

Governance is a fundamental problem for any society. According to Peters & Savoie (1995:3), the root word for both governance, and government, refers to steering and thus we are concerned with the ability of human institutions to control their societies and their economies. Regardless of the nature of society, there must be some means of responding to the inevitable host of demands for collective action and to the host of collective and individual human needs. The political system or the "State," is the mechanism usually selected to provide this collective direction to society. By employing its right to issue laws, its capacity to tax and spend, and its ultimate power to use coercion legitimately, the political system can attempt to shape society in the way it so desires. Governance would be difficult enough if governments were homogeneous and had a unified, streamlined process through which they could make decisions that would then be applied readily to the entire society. These ideal conditions are almost never attained in the case of real governments. Economic change means that governments must either find ways to create new jobs for significant numbers of displaced workers or generate the financial resources to support those citizens without an earned income (Peters & Savoie, 1995:3). Factors at the organisational level and changing relations between employer and employee, create perceptions of job insecurity with reactions to a potentially wide range of economic and social factors (Isaksson *et al.*, 2003:6).

This perception seems to be very common among workers who have witnessed downsizing in their organisations. Both private and public sector organisations continue to use downsizing and reductions of personnel as a means to cut costs.

According to De Witte (1999:155-177) extensive research has shown, that job insecurity is associated with a range of negative consequences affecting job satisfaction, the psychological well-being and life-outside of work. Indeed, job insecurity, where it is experienced, is one of the most distressing features of any work situation. Only small differences in health and well-being have been reported between insecurely employed individuals employed, whereas generally higher values are reported for those who are in secure employment. Any stress-reducing interventions are null and void when job insecurity interferes.

Burke & Copper (as quoted by Isaksson *et al.*, 2003:6) explain in what measure workers tend to lose faith in their managers and, that perceived injustice and distrust constitute part of the “survivor sickness”. Trust in managers could make workers less vulnerable to these symptoms. With its components (integrity, competence, consistency, openness and loyalty) trust is reflected in the evaluation of the state of the psychological contract. A person with a high level of job satisfaction, holds positive attitudes towards the job, while a person who is dissatisfied with his or her job, holds negative attitudes about the job (Robbins, 2001:69).

A large body of literature exploring determinants of perceived job security exists. In this study, the psychological contract held between a government department and employees (permanent and non-permanent), is proposed to be a possible intervening factor between the actual degree of job permanency and individual well-being. The concept tries to capture the reciprocal promises and obligations implied in the employment relationship, as well as mutual trust and perceived delivery of the deal. By implication, it is assumed, that the psychological contract is part of a mechanism explaining levels of satisfaction and well-being, including health, among workers. A narrow and well-defined temporary contract with a trustworthy employer, can thus be perceived as being more satisfying than an objectively more secure contract with a non-trustworthy employer (Isaksson *et al.*, 2003:7). In this study, the psychological contract is used to refer to a set of beliefs regarding what employees are to give and receive with respect to their employer (Roehling,

1997:204). The content refers to what the worker expects to contribute to a government department (effort, competencies and loyalty) and what a government department will provide in return (pay, job security, and career support). The content is assumed to be subjective, implied, dynamic and sensitive to governmental change, such as downsizing and privatisation. There is also a need to evaluate the state of the psychological contract, assessing the extent to commitments, provided fairness of treatment and engendered trust.

This study focuses on the work-related well-being of employees employed by the government, researching the general idea about the role of the psychological contract as a relevant factor for the well-being of employees. Based on the problem stated above, this research will attempt to answer the following questions.

- How do present positions relate to the employment contract?
- Are job characteristics proportional to performance in present jobs?
- What attitude is displayed towards the job and the government?
- Why do positive and negative outcomes play such an important role in the employment and psychological contract?
- Considering health-related behaviour and demographics
- Contemplating workplace change

## **1.2 OBJECTIVES OF THE RESEARCH**

The objectives of this research, will be divided into general and specific objectives.

### **1.2.1 General objective**

The general objective of this study, is to investigate how changing patterns of employment relations affect the well-being and quality of life for employees employed by a government department in the Vaal Triangle; more specifically, to investigate the “psychological contract” as a possible intervening factor affecting the relationship between the degree of job permanency and individual well-being. While it is understood that this research is not an exhaustive study, it is a useful first step, which could lead to further, more comprehensive research.

### **1.2.2 Specific objectives**

The specific research objectives are the following

- To determine whether there is a relationship between contract permanency (non-permanent versus permanent contracts) and the outcome variables: employee well-being (attitudes, behaviours and health).
- To explain this relationship or the absence of such a relationship, by introducing different sets of intermediate variables, including the psychological contract, or e.g. employee prospects.
- To contemplate what influences various factors (age, gender, individual's role within the government, length of time the individual has worked within a government department) have on the psychological contract.
- To examine the key elements of the psychological contract (a balance between benefits given by an individual and their expected rewards, the pace of change experienced, the perceived importance of trust in the contact, and the existing level of clarity).

## **1.3 METHOD OF RESEARCH**

### **1.3.1 Literature study**

The theoretical part of this research will be based on books, journals and government publications. The theoretical framework will then be used as a background for the empirical side of the research.

### **1.3.2 Empirical study**

The PSYCONES Questionnaire will be used to investigate how changing patterns of employment relations affect well-being and quality of life for employees employed by the government. More specifically PSYCONES will research the “psychological contact” as a possible intervening factor affecting the relationship between the degree of job permanency and individual well-being.

### **1.3.3 Research design**

A survey design will be utilised to obtain the research objectives. The design can be used to assess various interrelationships among variables at different stages of their employment at a government department.

### **1.3.4 Study population**

The study population covers a majority spectrum of employees within a government department, as set out below. A total of 75 questionnaires were handed out, with a positive feedback of 43, as set out below.

Tables 1, 2 & 3 show the number of males and females, mean age and mean employment period in years for the three groups.

**Table 1 Public prosecutors in a government department**

<b>Description</b>	<b>Male</b>	<b>Female</b>
Permanent contract	2	3
Mean age	42	35
Mean employment period in years	12	15

Source: Researcher

**Table 2 Senior administration clerks in a government department**

<b>Description</b>	<b>Male</b>	<b>Female</b>
Permanent contract	14	14
Mean age	36	35
Mean employment period in years	15	12

Source: Researcher

**Table 3 Administration clerks in a government department**

<b>Description</b>	<b>Male</b>	<b>Female</b>
Non-permanent contract	4	5
Mean age	28	23
Mean employment period in years	1	2

Source: Researcher

### **1.3.5 Measuring Battery**

The researcher discusses the measuring battery in greater detail in chapter 4. The focus here, although limited, is on employment contracts, in relation to the attitudes

and health of employees, as well as differences between permanent and non-permanent contracts.

### **1.3.6 Statistical analysis**

The analysis undertaken in this study, sets the stage for the researcher, allowing him to make certain recommendations which could possibly enhance inter-employee relationships, as well as to suggest the creation of a positively more productive working environment. The statistics in this research are primarily descriptive, because of the way in which the objectives were achieved by via the formulating of the questions.

## **1.4 CHAPTER DIVISION**

Chapter 1 introduces the background of the government and the terms “employment” and “psychological contract”. It further sets out the general objective and specific objectives of the research and explains the method of research.

The following chapters (2 & 3) focus on both the employment contract and the psychological contract by looking at the growth of flexible employment contracts, perceptions of employment security, degree of job permanency and employee outcomes, simultaneously providing the reader with a conceptual model and a detailed discussion on the PSYCONES (**Psychological Contracts across Employment Situations**) Questionnaire, by focusing on the control variables, independent variables, intervening variables and dependent variables of the questionnaire.

Chapter 4 constitutes an analysis of the questionnaire outcomes results, by focusing on the different variables in chapter 3, which is concluded with various recommendations in chapter 5.

## **1.5 KEY CONCEPTS APPLICABLE TO THE STUDY**

- Psychological contract
- Contract of service
- Fixed term contracts
- Indefinite period contracts

## **1.6 CONCLUSION**

It is clear, that the government goes through many changes. These changes could lead to various feelings that affect the psychological contract, both positively and negatively, as discussed in chapter 4. The core content of the psychological contract in this research refers to what PP (public prosecutors), SAC (senior administration clerks) and AC (administration clerks) expect to contribute and expect to receive from a government department and what the government department will provide and in turn expect to receive from the employees.

## CHAPTER 2

### FOCUSING ON THE EMPLOYMENT AND THE PSYCHOLOGICAL CONTRACT

#### 2.1 INTRODUCTION

The fact that officials and other agents of the public service share a particular work culture, would seem to directly affect (or limit) any real opportunities to reform the governmental machine (Peters & Savoie, 1995:23). Public service culture is not only a set of values linked to the history of institutions as being centers of administration of each state; it corresponds also to strategic interests different from the collective interests promoted by politicians and by public or private pressure groups.

The task of officials has become more difficult since the 1980's when the reduction of budgets and increased expectations and demands from citizens have forced governments to intervene more frequently i.r.o. reduced staff, salaries and blocked careers. Frequent organisational change initiatives, often accompanied by restructuring, down-sizing, re-engineering and other popular strategies, often entail lay-offs and redundancies which add to a sense of insecurity and uncertainty of a changing environment (Westwood *et al.*, 2001:622).

Peters & Savoie (1995:30) add, that most recent reforms have been launched, in the belief that users are generally disappointed with the quality of public services. This contention can be looked at from two points of view: the first one, largely correlated through opinion polls in most Western countries during the 1980s, is that some government programs are viewed as costly, wasteful and inefficient. The second, which cannot be deduced from the former, is that public administration is viewed as a wasteful business, whatever the policy goals may be. Public opinion seems generally satisfied with public officials' personal conduct, but dissatisfied with public service procedures and constraints.

Yet, one may not often consciously think and talk about the employment relationship. One may sometimes take it for granted, or one may delegate it to employee relations professionals. This could be a mistake (Herriot, 2001:2). The essence of relationships is, that these are between people. Yet one tends to forget this when one talks about the employment relationship. One talks of “the individual” and “a government department”, when what one means, is people. The parties need to engage in dialogue. These parties include people of different races and cultures. Dialogue involves listening to the other’s account of the relationship: past, present and future. It is not merely an intellectual exchange, but is conducted primarily rather through emotions and feelings. Dialogue involves the search for understanding of the other party (Herriot, 2001:6).

A good government department must understand the principals and importance of a psychological contract, and must attempt to establish a relationship with their subordinates, where there is at least enough mutual trust to voice dissatisfactions, and at most, an appropriate settlement with each worker, so that there is no violation to be perceived by any party involved. Closely related to the phenomenon of the psychological contract, is work satisfaction, which in turn, is linked to “meaning at work.”

An employee who is happy at work, is one who finds meaning in what he or she does, and will in return be more satisfied with life in general, more satisfied with his/her family life and have a better work-life balance (Marques, 2002:3). It is one of the eternal vicious cycles one could think of when discussing workplace relationships.

To briefly sum up what a government department could generally do to maintain a solid psychological contract, the following could be stated.

- Making sure the placement between the worker and his or her job is right.
- Making sure that people feel comfortable when approaching their manager.

- Making sure there is appropriate communication under all circumstances, but definitely so when changes are about to happen.
- Making sure people are recognised for their good performance, hard work and commitment.

Maintaining a solid psychological contract, includes the understanding that flexibility is often seen as the necessary condition for survival of national labour markets and organisations in a fast-moving world of growing global competition.

## **2.2 THE GROWTH OF FLEXIBLE EMPLOYMENT CONTRACTS**

Labour flexibility can be described as the ability to vary the quality and the quantity of personnel to suit changes in the market also and the organisation's ability to adapt through the use of labour.

De Koning & Mosley (2001:142-143) explain, that the fixed-term contracts had been introduced without restrictions in 1984. The principal characteristic, was that they allowed for more or less unrestricted use of workers on a temporary basis for the carrying out normal tasks. A significant change took place in 1994, when the use of temporary contracts was restricted to specific groups. Currently the eligible groups are people over the age of 45, disabled workers and the long-term unemployed receiving unemployment benefits. These contracts were used most widely during the period 1985-91. Their high degree of flexibility – together with their minimal requirements – made them the most convenient option, especially for workers over the age of 25.

An employee in a government department has no choice between the two main types of contracts (permanent and non-permanent). When joining a government department they are employed as non-permanent employees, because of the need

to get the job done and to serve the public. After a period of time, when the need arises to occupy a permanent position, the employee will be invited for an interview and if successful, will become a permanent employee in that government department.

Unsuccessful employees will continue working as non-permanent employees until the need arises again to fill other positions. Soon the government department will employ new employees on a non-permanent contract. As government departments change and restructure, the growth of flexible employment contracts are on the increase.

The researcher divided flexibility into “internal flexibility” and “external flexibility” (table 4). Internal flexible employees are employees who have a long-term agreement with a government department, while external flexible employees are employees who have temporary jobs and work for the government department when necessary.

**Table 4 Internal flexibility vs external flexibility**

Internal flexibility	External flexibility
Employees who have a long-term agreement with a Government department.	Employees who have temporary jobs and work for the organisation when necessary.

Source: Researcher

By assigning employees to different functions or positions within the department, the department can cope with the demands of the public. In the framework of flexibility, temporary and part-time contracts are thought to represent the interests of a department.

Building on the analysis of Marler *et al.*, (2002: 425-453) and the arguments about the growth of the “free” worker, a key issue likely to affect reactions to any form of

temporary work is, whether or not the worker is on his or her preferred form of employment contract (Krausz *et al.*, 1995:217-232; Isaksson & Bellagh, 2002:27-45). In the government department 33.3% "agreed somewhat" that their current contact is the one they prefer and 66.6% neither agreed nor disagreed. In the UK survey reported by Tremlett & Collins (1999) 147 out of 607, just less than a quarter, did not want a permanent job. The main reasons reported were not wanting the commitment that goes with permanent employment (21%), the loss of freedom to choose the work they wanted to do (19%), being too old (18%) and not interested in permanent employment (18%). In the government department, the following were found: it is difficult to find a permanent job (33.3%), it suits my present needs/situation (22.2%), it offers a higher wage than other employment contracts (25%), it gives more freedom (22.2%), it allows to gain experience and expertise with different tasks and jobs (33.3%), the contract was offered with the job (11.1%) and it was the only type of contact available (55.5%).

From the above it is clear, that employees were undertaking temporary work, simply because it was the only type of contact they could find.

### **2.3 PERCEPTIONS OF EMPLOYMENT / JOB SECURITY**

How secure is my job? This is the question that arouses the most feeling (Sheppard & Carroll, 1980:56). The employment market is generally experienced as being difficult and unstable. While official measures of job insecurity often compare the situation over one decade, of the young people compare their lives with those of their parents, focusing on the decline of "a job-for-life" (Smithson & Lewis, 2000:684).

Employees in a government department are aware of increasing flexibilisation of jobs, and the increase in non-standard forms of working. According to Smithson & Lewis (2000:684), job security although desired by most, is not expected and there are very few jobs in which one could feel completely secure, whether you on a

temporary contract or whether on a permanent contract: nothing is really permanent.

Perceptions of job insecurity reflect reactions to a potentially wide range of economic and social factors, but could also be caused by factors at a government department level and changing relations between employer and employee. The researcher further makes the assumption, that job insecurity is associated with a range of negative consequences affecting job satisfaction, psychological well-being and life-outside-of-work.

In all European countries several antecedents to the changing notions of job insecurity reflect common trends affecting the labour market. The increased use of flexible contracts of employment is perhaps the most important. Employment flexibility has become a management mantra and there is evidence that the various forms of employment flexibility have increasingly been applied in advanced industrial societies in recent years (MacShane & Brewster, 2000). Part of the background is raising global competition in the private sector, budget cuts and privatisation in the public sector.

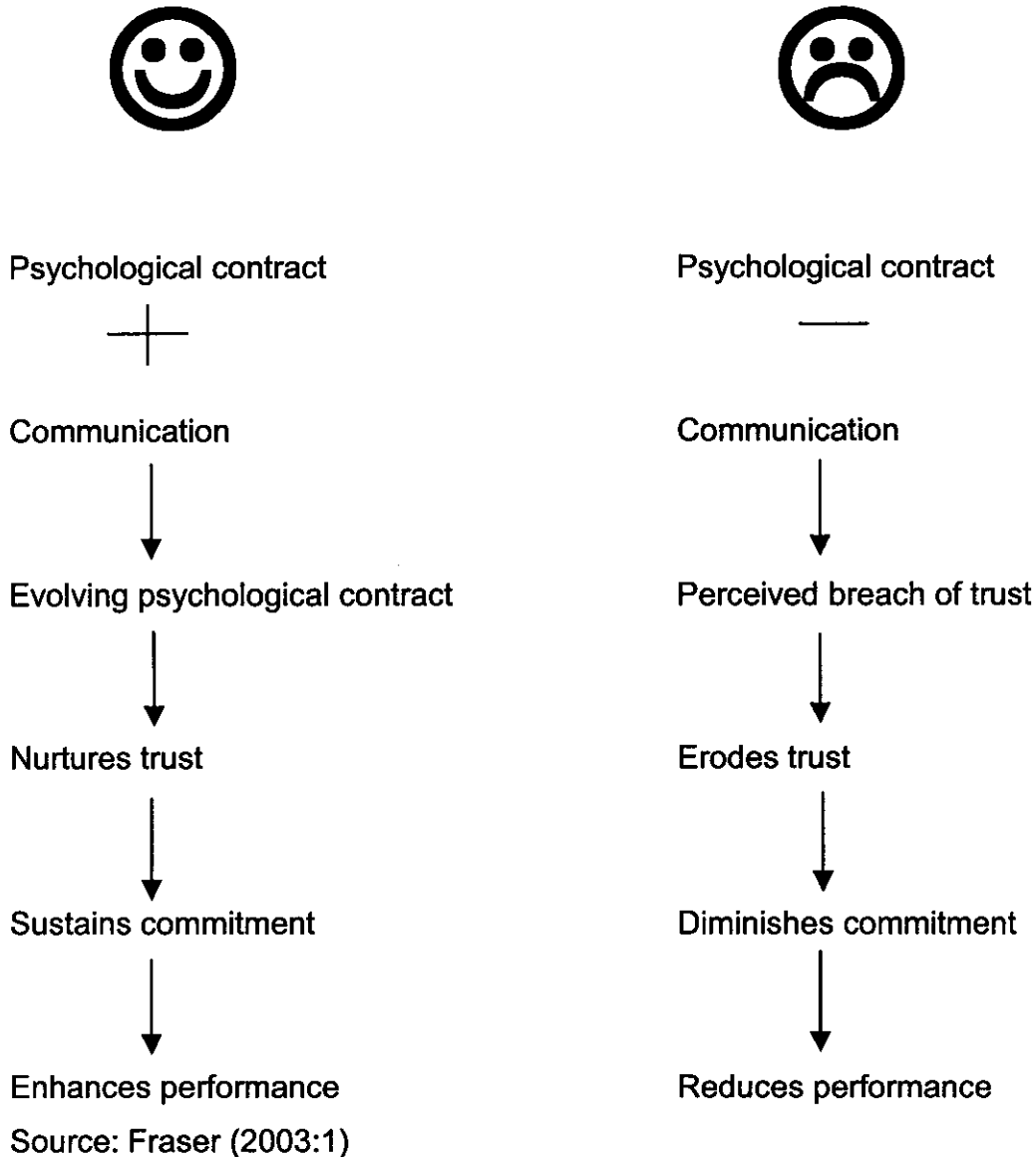
Job insecurity is associated with a range of negative consequences affecting job satisfaction, psychological well-being and life-outside-of-work and indeed, job insecurity; where it is experienced, it is one of the most distressing features of the work situation (De Witte, 1999:8). I.r.o. the government department, the following were found: 20% of public prosecutors felt that they will soon lose their jobs, 11.1% of administration clerks (temporary) felt that they will soon lose their jobs and 14.2% of senior administration clerks felt that they will soon find themselves unemployed.

## 2.4 PSYCHOLOGICAL CONTRACT

The psychological contract is defined here as the implicit expectations of a government department and employees concerning each other's behavior and obligations. Boddy (2000:1) adds, that where one or both parties have implicit, thus unspoken, expectations of the other, then clearly there is great potential on both sides for misunderstandings to occur. Even though it is not specified in the formal labour contract, a government department expects employees to be committed and to contribute as much as possible to the department's goals. On the other hand, employees expect the government department to be loyal and to promote them in the long run. Unfortunately, due to flexibility and workplace change, it is becoming more and more unlikely that psychological contracts will be fulfilled.

Fraser (2003:1) explains, that every employee has a psychological contract with his/her employer. This is unwritten and sometimes unspoken. Expectations that employees have, or believe they have been led to have, is the basis of their psychological contract. Figure 1 shows, that clear communications – through words, actions, and corporate culture – enhance the degree to which the expectations of an employee's psychological contract complements the expectations of the organisation (Fraser, 2003:1).

**Figure 1 The positive and negative psychological contract**



Regardless of written contracts and spoken and unspoken expectations of management, the trust employees place in their government department and the level of commitment they are willing to invest, depend on how well management and the company fulfill the psychological contracts.

In addition to the employment contract, the psychological contract can be important in understanding job security, well-being and health. Research has also evaluated the *state* of the psychological contract (Guest, 1998:649-664), assessing the extent

to which workers perceive that the organisation has *fulfilled its promises and commitments*, provided fairness of treatment and engendered trust.

Debate among researchers has been and is concerned with both the definition, the problem of identifying the other party to the deal, and the need to do so in order to give the concept an additional value for research (Guest, 1998:649-664). Various features of the contract have also been discussed, e.g. time-frame and scope, all of which would be helpful to assess to improve our understanding. Generally, factors assumed to influence the psychological contract, are poorly investigated but clearly, the actual employment contract held by the individual, is likely to be one of them. Other individual features such as age, personal time-frame, tenure with the company and availability of other job options, seem to be equally important.

## **2.5 DEGREE OF JOB PERMANENCY, PSYCHOLOGICAL CONTRACTS AND EMPLOYEE OUTCOMES**

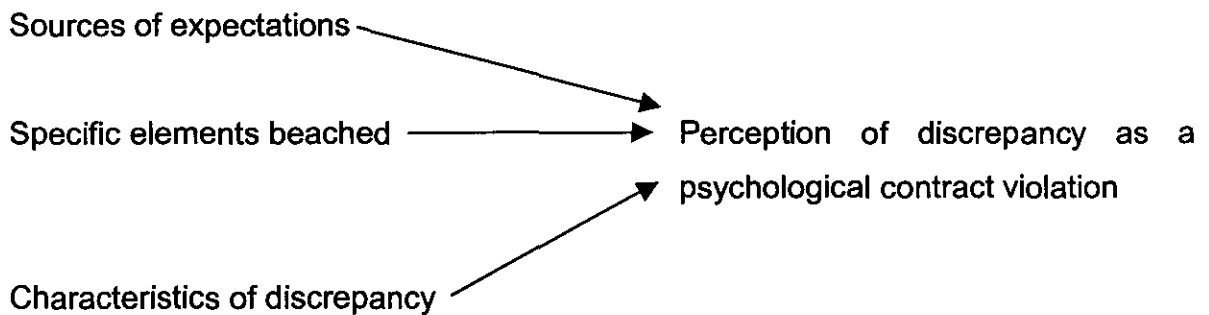
The idea of a contract also implies that the deal can be breached, or to put it more strongly, violated. Perceived breaches of the psychological contract seem to be the rule rather than the exception, especially during organisational change, downsizing and mergers (Andersson & Schalk, 1998:637-648). Perceived breaches, particularly when they are perceived as constituting a serious violation, can result in negative outcomes for both the individual employee and a government department.

Figure 2 illustrates, that individuals develop the expectations that comprise their psychological contracts from the following three main sources.

- The specific promises made to them by government department representatives.
- Their perceptions of the government department's culture and common practices.

- Their idiosyncratic expectations of how the government department operates.

**Figure 2 Discrepancy model of psychological contract violation**

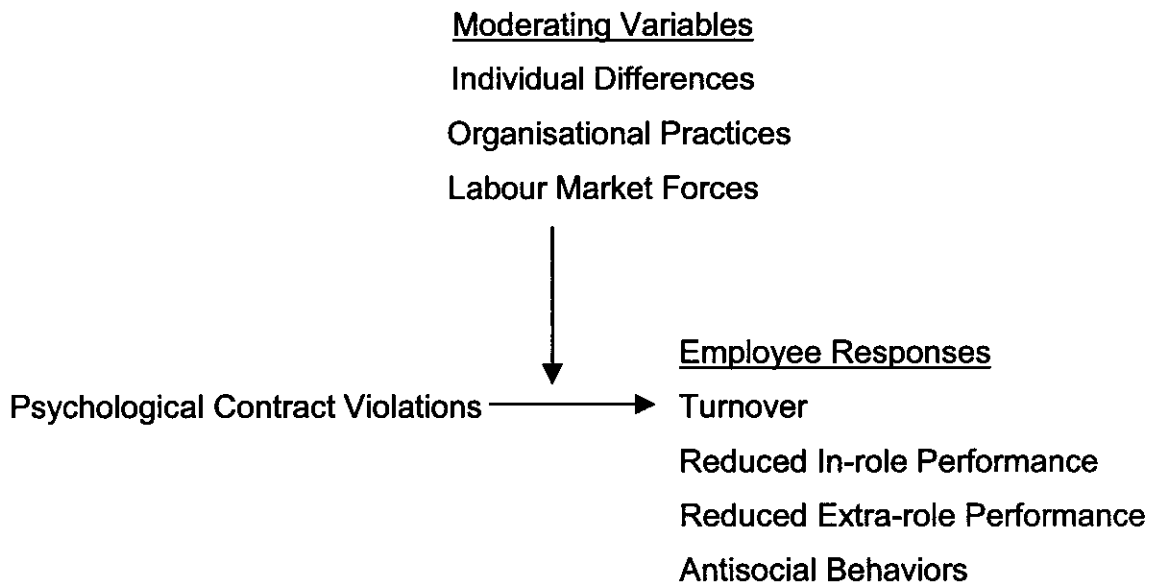


Source: Adapted from Turnley & Feldman (1999:370)

Firstly, numerous individuals act as government department agents or representatives. Recruiters, human resource specialists, direct supervisors and upper-level managers, may make specific promises about what employees can expect to receive from the department. Secondly, employees' perceptions of the government department culture or standard operating practices, are also likely to shape the beliefs that make up the psychological contract. These beliefs are likely to be formed by early socialisation experiences that help to crystallise and define the expectations of employees regarding the way that they will be treated by the government department and what they can reasonably expect to receive. Thirdly, the content of the psychological contract is also likely to be shaped by the idiosyncratic ways in which individuals process information and by individuals' idealised notions of how a government department operates.

Figure 3 shows the effect of moderating variables on psychological contract violation and the employees' response.

**Figure 3 Employee reactions to psychological contract violation.**



Source: Adapted from Turnley & Feldman (1999:377)

Turnley & Feldman (1999:376) found, that psychological contract violations resulted in reduced satisfaction and organisational commitment, reduced performance on both in-role and extra-role behaviors and an increased intent to leave the organisation.

Leaving the organization, can be linked to an investigation of loyalty as a component of trust, organisational commitment and job satisfaction that seems to be affected, while increased turnover has also been reported (Millward & Brewerton, 2000:1-60). However, outcomes investigated, have been largely limited to attitudes such as commitment and job satisfaction, whereas the use of health outcomes has been very rare (Guest, 1998:649-664).

Aronsson & Goransson (1999:152-163), in their comparison of Swedish workers especially as to whether or not they were on their contract and in their occupation of choice, related these features to a number of indicators of health and well-being. They show, that being on the contract or in the occupation of choice, was more important than the permanent – temporary dimension. For example, those who

reported the highest incidence of headaches and feelings of fatigue and slight depression, were those in permanent employment, but not in their occupation of choice. In general, those on permanent contracts in their occupation of choice reported the most positive outcomes, but they were often closely followed by those in temporary work in their occupation of choice.

Quinlan *et al.*, (2000), in an extensive review of contingent work, including sub-contracting and self-employment, reported a range of studies, several of which were conducted in France, showing a link between temporary employment and both accidents and poorer work-related health. Explanations of these findings include lack of training, lack of supervision and lack of access to information and materials. Therefore, while the weight of the evidence is quite compelling, it is sometimes difficult to identify how much of the cause of poorer outcomes can be attributed to the type of contact and how much to the fact that temporary workers are often newer workers and that accidents may be due to less experience.

## **2.6 CONCEPTUAL MODEL**

The purpose of the model (figure 4) is to evaluate effects of “Degree of contract permanency” on the well-being of employees (in terms of perceptions, attitudes, behaviour, as well as various health outcomes). A broad definition of well-being is to include satisfaction at work and in life as a whole, indicators of effective functioning (e.g. self-efficacy, work performance), mental health and work-life balance. The questionnaire also collects behavioral indicators such as accidents, sick leave and work attendance during illness. The psychological contract, defined in terms of content, and state (trust, fairness and delivery of “the deal”), is assumed to have the status of an intervening variable. Some relevant features of the psychological contract are also included.

**Figure 4 Conceptual model for analysing employee well-being in PSYCONES**

**Control factors**

Age, gender, Occupation,  
Education, Family situation,  
Work hours, Tenure,  
Job characteristics, and  
Job involvement

**Mediating variables**

Psychological contract  
- Content  
- State  
- Features (e.g. duration, time constraint)

**Independent variables**

- Degree of contract permanency
- Agency of direct hire
- Volition

**Employee well-being**

**Perceived:** Job security,

Performance

**Attitudes:**

Commitment

**Behavior:**

Sick-leave, Sickness presence, Accidents

**Well-being:**

Job satisfaction, Occupational self-efficacy

Work life interference, GHQ-12 (12 Item

General Health Questions)

Source: Adapted from Isaksson *et al.*, (2003:11)

## 2.7 CONCLUSION

The Department of Justice uses only two types of contracts: permanent and non-permanent contracts. Because of the fast-moving world of global competition, it is

clear, that there is a need for flexible employment contracts within the department of Justice (see recommendations). It is further clear, that employment security is desired by most employees, but not expected by most employees. The researcher included a conceptual model to evaluate the effects of “Degree of job permanency” on the well-being of employees, mental health and work-life balance. The questionnaire, as discussed in chapter 3, covers all of the previously mentioned.

## **CHAPTER 3**

### **A DISCUSSION OF THE PSYCONES QUESTIONNAIRE**

#### **3.1 INTRODUCTION**

This research can be classified as a cross-sectional field study focusing on three different sections within a governmental department in the Vaal Triangle. In its aims, underlying theory and methodology, it is situated within the field of work and organisational psychology. This research field is considered to be an applied science.

Using pen and paper surveys as data source, the researcher has to be aware as to some of the limitations of this method. Several response biases are discussed in literature (e.g. Biemer, *et al.*, 1992). The researcher employed standards and ensured transparency of the questionnaire in order to reduce these biases to a minimum.

The following elucidates the translation process for the questionnaire, outlines the sampling procedures and provides information on statistical techniques, while item analysis will be provided.

#### **3.2 NOTES ON CROSS-NATIONAL RESEARCH**

The orientation of the PSYCONES research is rather cross-cultural than cross-national. The questionnaire was previously used to examine the psychological contract i.r.o. different employers over different countries in Europe. In this research the questionnaire was used to examine the psychological contract in one department in one country with different cultures.

### **3.3 TRANSLATION OF QUESTIONNAIRES**

There was no need to translate the questionnaire into any other language, because the government department every day uses English as a medium.

### **3.4 SAMPLING**

Sampling is the process of selecting units (e.g., people, organisations) from the population interest so that by studying the sample, researchers may generalize the results fairly back to the population from which they were chosen. The PSYCONES Questionnaires were handed out unselectively to employees (public prosecutors, senior administration clerks and administration clerks) within a department of Justice in the Vaal Triangle.

### **3.5 SCALE AND ITEM ANALYSIS**

The PSYCONES Questionnaire is built on the classical test-theory (CTT) for scale and item analysis. For a generalized interpretation of the results of a factor analysis, the N of the sample, the amount of variables that load on one dimension and the factor loadings, have to be considered so as to provide the researcher with accurate results.

### **3.6 MULTILEVEL ANALYSES**

A statistical framework called multilevel analyses can be used to investigate the interdependencies between groups or individuals on a macro-level. Hox (1995:1) states, that "the general concept is that individuals interact with the social contexts to which they belong, meaning that individual persons are influenced by the social

groups to which they belong, and that the properties of those groups are in turn influenced by the individuals who make up the group”.

### **3.7 THE EMPLOYEES' QUESTIONNAIRE**

The questionnaire for employees is the core instrument of the research. Items and scales were chosen according to the conceptual model (as discussed in chapter 2). The questionnaire is partitioned into the following, six sections.

#### **3.7.1 Present job and employment contract**

By focusing on the present job, the environment of the employee is highlighted (changes, responsibilities, interactions and work situations). Although every employee is employed within a government department, it is important to focus on individual circumstances and experiences. Grogan (2001:30) asks the following questions concerning the present job.

- What is the employee expected to do?
- Where will he or she be working?
- What is the reporting relationship within the employer's organisation?
- Is the employee required to guarantee his or her qualifications or expertise?
- What hours must the employee work?
- Must he or she work overtime if required to do so?

Bendix (2001:100) explains, that a contract of employment comes into existence when both parties agree that the employee will enter into employment with the employer. There are two main types of contracts: fixed-term and indefinite periods.

Fixed-term contracts are where the parties clearly specify the duration of their contract. It will endure for the specified period, unless terminated earlier by agreement or by fundamental breach (also see chapter 1 for a definition). Indefinite

period contracts are where the parties do not specify a date of termination, the contract is for an indefinite period, and endures until it is terminated by agreement, by the giving of the contractually stipulated or reasonable notice termination. According to the Basic Conditions of Employment Act 75 of 1997, amendment to section 37, parties wishing to terminate the employment contract are obligated to give written notice of one week if the employee has been employed for six months or less, two weeks if the employee has been employed for more than six months but not more than one year, and four weeks if the employee has been employed for one year or more or is a farm worker or domestic worker who has been employed for more than six months. The government department uses this amendment, but in some instances, an employee can terminate the employment agreement within 24 hours.

For the purpose of the PSYCONES research, Sanders *et al.*, (2002:3) explain that employees working full-time, are presumed to be more committed to the organisation than are part-time employees, and tenured employees are presumed to be more committed than are employees who have temporary labour contracts.

### **3.7.2 Job characteristic and performance in present job**

Smith & Cronjè (1997:326) add, that the job characteristics model postulates, that certain core job dimensions create critical psychological states, which in turn lead to several beneficial personal and work outcomes. The model recognises, that these relationships are strongest among employees who have a high need for personal growth and development. Individuals not particularly interested in personal growth and development, are not expected to experience the psychological reactions to the core job dimensions or benefits of the predicted personal and work outcomes.

Schultz & Schultz (1986:172) suggest the following techniques of performance appraisal that a government department would use.

- Assessment by supervisors – appraisal of level of proficiency.
- Assessment by peers – co-workers' judgment of performance level.
- Self-assessment – appraisal of one's own performance level.

### **3.7.3 Attitude towards the job and the government**

Management and employees may have different attitudes to work and different attitudes, values and perceptions in general. Whereas a manager will seek commitment and loyalty from employees and will expect them to work harder for the good of the enterprise, employees may not like to work, may not consider it their duty to produce more efficiently and may regard it as their right to change jobs at their pleasure (Bendix, 2001:236-237).

Smith & Cronjè (1997:361) add, that people can have thousands of attitudes, but managers are interested in attitudes that are job-related. The three most relevant are job satisfaction, job involvement and organisational commitment. Although employees continually have new experiences and, therefore, develop new attitudes, it is extremely difficult to change attitudes. Managers can, however, try to correct negative attitudes by changing the following.

- Organisational factors
- Group factors and
- Personal factors.

### **3.7.4 Positive and negative health outcomes, inclusive of life satisfaction**

Various factors affecting the psychological contract, according to the PSYCONES conceptual framework, as discussed in par. 2.6, in turn directly affect the satisfaction of the employee employed by a government department, both positively and negatively. Some of these factors include the following.

- Violation of the psychological contract
- Trust
- Loyalty
- Expectations
- Job insecurity
- Politics
- Full-time vs. part-time employees
- Workplace change.

### **3.7.5 Health-related behavior, demographics (age, gender, education, marital status, etc.)**

Factors such as demographics and career experience had a noticeable effect on individuals' psychological contract (Davidson, 2001:28). For the purpose of the PSYCONES project, it is important to focus on the demographics of employees employed by a government department, because of the vastness and scope thereof. It is necessary to create a healthy working environment; therefore, these demographics need to be grasped in order to promote a satisfactory interpersonal working relationship between employees and a government department.

### **3.7.6 Workplace change**

Because people are creatures of habit, various changes in the workplace are contributing factors and are directly proportional to the effect that these changes have on the psychological contract. Employees employed by a government department find themselves in a rapidly changing environment. These employees are faced with coping with a younger generation for whom there are not enough good jobs, increasing social diversity and the need to manage social change peacefully. Add to those family breakdown, crime, drugs, and persistent poverty, all present at a time that governments have serious fiscal problems (Peters & Savoie, 1995:3).

The division should enhance transparency and clearness of the questionnaire for responders, without biasing the answers. In order to diminish context and order effects, items of the scales were mixed wherever it seemed possible. Smith (2003:84) states, that broadly “context-and-order effects occur when previously asked questions influence responses to later questions”.

In the following section, the variables in the questionnaire will be described. The structure is oriented on the conceptual model, and not on the order of questions in the questionnaire.

### **3.8 CONTROL VARIABLES**

#### **3.8.1 Individual**

##### **3.8.1.1 Age (q58)**

Generally, there are two options for the measuring of age, asking directly for the age or asking for the birthday. The latter might pose a problem, because it could threaten the anonymity of survey participants. A further problem that might occur in cross-national research when asking for the date of birth, can be the use of different calendars (Wolf & Hoffmeyer-Zoltnik, 2003:249). Advantages could be seen in the accuracy of the measure and if analysed units should be birth cohorts, it is the more appropriate strategy. However, the PSYCONES Questionnaire opts to ask for the age of participants directly. Anonymity was assured by unspecifically handing out the questionnaires and participants handed them back in a sealed box, not asking for any personal details (name, telephone numbers, or addresses) .

##### **3.8.1.2 Sex (q59)**

Sex refers to whether one was born male or female. Though most studies dealing with differences between males and females are called gender studies – it is rather

the biological distinction that is focused on than on gender, as stereotypical behavior (Wolf & Hoffmeyer-Zlotnik, 2003:249). Therefore, within the project, the biological sex, whether a participant be male or female, is asked for.

### **3.8.1.3 Educational level (q65a)**

Educational programs differ to a great extent between countries or even within one country. Great effort has been made by the OECD to come to a comparable classification system across countries: The basic concept and definitions of the ISCED (International Standard Classification Of Education) have therefore, been designed to be universally valid and invariant to the particular circumstances of a national education system (Unesco, 2003:196). Another widely used system for international education comparisons, is the CASMIN (Comparative Analysis of Social Mobility in Industrial Nations). The six levels and its description are presented in table 5.

Additionally to the educational level, several studies use the figure of time spent in formal education, or the age of individuals, and when they gained their highest degree. The rationale behind this idea, is that the more time was spent on education, the higher the educational level. Grade twelve of the variable allows certain statistical procedures. Hoffmeyer-Zoltnik (2003:249) explains, that in a system providing repetition, incapable pupils spend a higher amount of time in secondary education than do capable pupils. Time spent in secondary education, can thus be a negative indicator for a high level of education. This variable has to be interpreted carefully, and is only a vague indicator of educational level, because time spent in school or university differs from country to country.

Tables 5 & 6 shows the educational levels according to ISCED-97 and the educational levels used in South Africa.

**Table 5 Educational levels according to ISCED-97**

0	Pre-primary level of education
1	Primary level of education
2	Lower secondary level of education (2A, 2B, 2C)
3	Upper secondary level of education (3A, 3B, 3C)
4	Post-secondary, non-tertiary education (4A, 4B, 4C)
5	First stage of tertiary education 5B, 1 <sup>st</sup> , 2 <sup>nd</sup> qualifications (short or medium duration)  5A, 1 <sup>st</sup> degree (medium duration)  5A, 1 <sup>st</sup> degree (long) 5A, 2 <sup>nd</sup> degree
6	Second stage of tertiary education (leading to advanced research qualification)

Source: Isaksson *et al.*, (2003:20)

To reflect the purpose of qualifications and unit standards in South Africa, they are registered at one of eight levels on the NQF (National Qualifications Framework), referred to as "NQF levels". The levels are clustered into three bands, as shown in table 6. The placement of qualifications and unit standards on the NQF has to take account of three dimensions: the education and training band, the type of the qualification and where learning towards the qualifications and unit standards is to take place.

**Table 6 Educational levels used in South Africa according to the NQF**

NQF Level	Band	Type of Qualifications and Certificates	Locations of Learning for Units and Qualifications			
8	Higher Education And Training Band	Doctorates Further research degrees	Tertiary/Research/ Professional institutions			
7		Higher degrees Professional qualifications	Tertiary/Research/ Professional institutions			
6		First degrees Higher diplomas	Universities/Technikons/Colleges/Private/Professional institutions/Institutions			
5		Diploma/ Occupational certificates	Universities/Technikons/Colleges/Private/Professional institutions/Workplace etc.			
<b>Further Education and Training Certificate</b>						
4	Further Education And Training Band	School/College/Trade certificates "Baskets" of unit standards	Formal high schools/ Private/ State schools	Technical/ Community/ Police/ Nursing/ Private colleges	RDP and Labour Market schemes/ Industry Training Boards/ Union/ Workplace etc.	
3		School/College/Trade certificates "Baskets" of unit standards				
2		School/College/Trade certificates "Baskets" of unit standards				
<b>General Education and Training Certificate</b>						
	General Education And Training Band	Grade 9 (10 years)	ABET Level 4	Formal Schools (Urban/ Rural/ Farm/ Special)	Occupation/ Work-based training/ RDP/ Labour market schemes/ Upliftment programmes/ Community programmes	NGOs/ Churches/ Night Schools/ ABET programmes/ Private providers/ Industry Training Boards/ Unions/ Workplace
1		Grade 7 (8 years)	ABET Level 3			
		Grade 5 (6 years)	ABET Level 2			
		Grade 3 (4 years)	ABET Level 1			
		1 year Reception				

Source: Meyer (2002:26).

#### **3.8.1.4 Standard of living (social support (q60), financial contribution (q62), dependants (q63), household-responsibilities (q64))**

Evaluating living conditions or issues concerning a household, is connected to cross-national differences in the definition of households. In Germany, a household is defined as "...living together and building a common economic unit" (Hoffmeyer-Zloynik & Warner, 1998:51). In the Netherlands and some European countries, "having meals together" suffices to constitute a household. Bien & Quellenberg (2003:280) add, that in Great Britain three elements of definition need to be combined: "same housing", "meals together" and "shared economic unit". A set of variables has been implemented that will be used as indicators for the living conditions of the participants. The participants were questioned as to whether they were residing with a partner, family, parents or friends or if they were residing alone, instead of asking for the legal status.

Secondly, a distinction was made about their contribution to the household-income, and distinguished between sole earner (100%), main earner (more than 50%), joint earner (about 50%) and contributory earner (less than 50%). Furthermore, the participants were questioned on the number of persons (including the respondent) who are mainly dependent on the household income.

Connected to the living situation and household, but different from the other questions, the participants were asked about the household responsibilities (e.g. who is mainly responsible for ordinary shopping and looking after the home, etc).

### **3.8.2 Work-related**

#### **3.8.2.1 Occupation/Job (q1)**

In the government department the questionnaire focused on three different groups, the public prosecutors, senior administration clerks and administration clerks. For

the purpose of this questionnaire, it is stressed that the actual tasks should be considered and not the educational level.

### **3.8.2.2 Position (q2)**

It has been suggested that "...the division of labour is the kernel of social inequality" (Granzeboom & Treiman, 2003:159). For the measuring of occupational status, several classification schemes have been developed. Because the sector, the occupation and the type of contract have already been covered in other items, the focus shifts to the hierarchical level within the company or organisation. The skills level and the degree of responsibility are the main indicators of classification. The PSYCONES Questionnaire distinguishes between (1) unskilled blue-collar workers, (2) skilled blue-collar workers, (3) lower level white-collar workers, (4) intermediate white-collar workers or supervisors of white-collar workers, (5) upper white-collar workers, middle management/executive staff and (6) management or director. From a work-psychological point of view this classification – in terms of action regulation theory (e.g. Frese and Zapf, 1994:271-340) – can be considered to map several degrees of complexity and degrees of freedom, along with the different levels.

From a government department point of view, all three groups as researched in this study, can be included in the lower level white-collar workers and the upper white-collar workers or supervisors of white-collar workers.

### **3.8.2.3 Supervision (q5)**

Along with position, having supervising tasks, might enhance the cognitive complexity of a job. This is assessed by asking "Do you supervise other employees?". In the government department some senior administration clerks have the responsibility of supervising other employees; they are then called "checking officers".

#### **3.8.2.4 Main job vs. other paid job (q7)**

Kastner *et al.*, (2001:35-62) for example, state that the known dichotomy of having employment and being unemployed, will be replaced by a continuum ranging from having no employment to having several employments. The more insecure jobs are the more likely it is that an individual will try to find more than one job. The respondent is asked if he or she has another paid job besides the one in the organisation, and if "yes", how many hours he/she works there. According to certain policies in the Department of Justice, employees are allowed, with permission and as long as it does not intervene with their current job, to have a second paid job.

#### **3.8.2.5 Union membership (q6)**

Temporary workers and especially temporary agency workers, share the lack of a right to have a say in the company. Whether one is a union member, might influence his/her position in the company. Participants were asked if they are union members or not. In a government department, all employees, whether permanent or non-permanent, are union members.

#### **3.8.2.6 Work hours (q3)**

Asking for the hours worked per week seeks information is sought as to which is information, connected to the deteriorating psychological and physical well-being. In the government department, all employees work the same number of hours, with no exception, 40 hours per week.

#### **3.8.2.7 Night work (q3a)**

It is well known, that several risks occur in shift and night work. Employees working at night and in shift-work, acknowledge that their work affects their health more often than other workers. Boisard *et al.*, (2002:12) add, that hearing problems, skin

problems, injuries, stress and overall fatigue, are more frequently especially for night workers. Working night shifts, is included as a control variable, because it might influence the health and well-being of participants. In the government department, no participants work night shift.

#### **3.8.2.8 Tenure (q4)**

The psychological contract is a dynamic concept that is subject to change and development with time passing, therefore it is important to know for how long participants have already been employed by this organisation. The question: "How long have you been working in this organisation?" can be answered by using boxes for years, months and days.

#### **3.8.2.9 Work involvement (q21c, q22, q22o, q23e)**

Kanungo (1982:342) developed two separate measurements for each work and for job involvement, while previous authors used both expressions simultaneously and found work involvement as being the "individual psychological identification" to work in general, whereas job involvement describes the identification to a specific job context. According to Kanungo, the work involvement questionnaire can identify work involvement within an organisation. Moreover, the scale allows testing predictions of both alienation and involvement towards work, which hinges on the worker's extrinsic and intrinsic needs, as well as their perception thereof.

### **3.8.3 Organisation**

#### **3.8.3.1 Core HR practices (q16a-q16h)**

Previous research has shown a strong and positive relationship between the presence of human resource practices and the state of psychological contract and improvements in the psychological contract (Guest & Conway, 2002b:22-38). For the PSYCONES purpose, eight items were chosen from the set of items from Guest

and Convey (2002b:22-38) research. Response to all items, is “yes/no/don’t know” and the measure is scored by taking a count of the “yes” responses.

### **3.9 INDEPENDENT VARIABLES**

#### **3.9.1 Type of contract (q9)**

For the purpose of a cross-national research, different employment contracts have been arranged in a grid, opposing contract permanency (variable with subject to immediate notice, fixed with subject to notice, permanent with subject to notice and permanent without subject to notice) and direct employment vs employment by an agency. Thus there are seven different types of employment contracts.

The main focus is on the distinction between permanent and non-permanent contracts (see par. 1.2.4). The underlining dimension, is the degree of permanency. So one dimension is the duration of contract and the other is the type of contract. On the second level, for the temporary workers, four different subgroups can be distinguished. On the third level, further distinctions can be made between different kinds of temporary contracts. Figure 5 shows the structure of the assessment of the type of contract it also shows the temporary and permanent contracts of employment with different types of contract possibilities available under these contracts.

**Figure 5 Classification of different kinds of employment contracts**

Temporary contract with the organisation in which one is currently employed			Permanent contract with the organisation in which one is currently employed		
Short-term	Limited term	Temporary agency work	Others (e.g. Subcontractors	Open-ended contract	Civil servants
Daily	Fixed term	Permanent contract with the agency			
On call	Seasonal	Temporary contract with the agency			
	Specific task				
	Replacement				
	Trainees				
	Probation				
	Job creation schemes				

Source: Adapted from Isaksson *et al.*, (2003:25)

For a more precise definition and classification of non-permanent contracts, participants were asked for the duration and the remaining time of the contract. An additional question asks for the contracts' history of respondents, respectively how long they have worked on temporary contracts so far. Answers to these questions may be given in numbers of years, months and days. As stated before, the government department uses only two types of contracts, permanent and non-permanent.

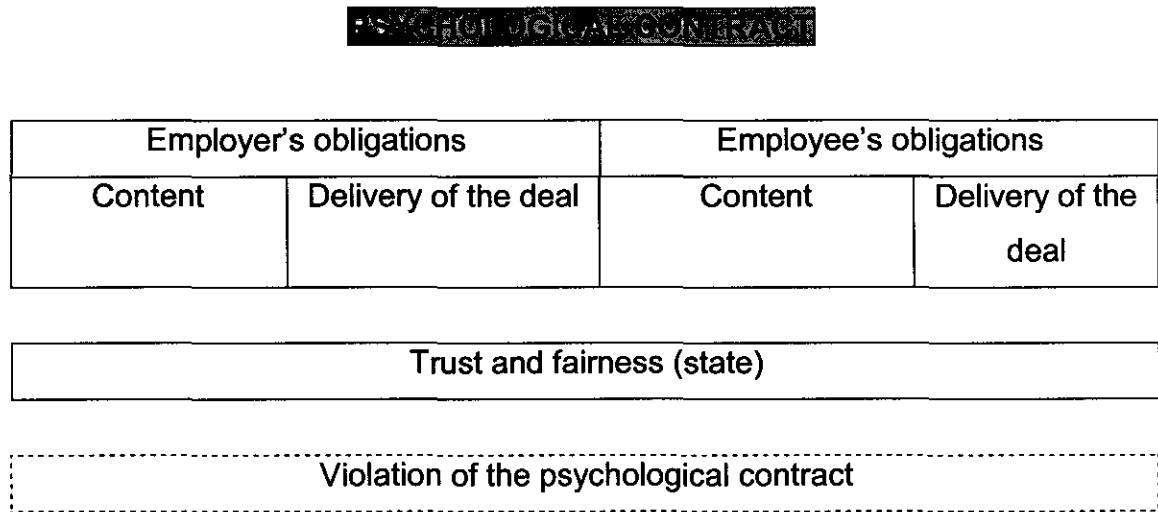
## **3.10 INTERVENING VARIABLES**

### **3.10.1 Psychological contract**

This research tried to find a compromise, and thus construed the psychological contract as a multi-faceted instrument: foremost, to distinguish between employer and employee obligations. At this stage, the focus is on the employee as a data source. That means that, albeit considering both sides, it is still the mental (cognitive) model of the employee that is assessed and not the social exchange as such.

Not only will the questionnaire ask for the perceived employer obligations, but also for the promises and commitments of the employee towards his or her employer. Taking both sides of contract-partners into account, this research follows the definition of the psychological contract as "... the perceptions of reciprocal expectations and obligations implied in the employment relationship (Isaksson *et al.*, 2003:3). The questionnaire further distinguishes between the content of the psychological contract and the "delivery of the deal". Another constituent element of the psychological contract, is trust and fairness; also called the state of the psychological contract. The items indicate whether the employment relationship is perceived as just and fair, and to what extent one can trust the employer. Violation of the psychological contract was also added to the questionnaire. In contrast to the delivery of the deal (breach), which is seen rather as cognitive reaction, the violation of the contract is seen as an affective reaction to the psychological contract (Morrison & Robinson, 1997:226-256). Figure 6 shows these constituent elements of the psychological contract at a glance.

**Figure 6 The constituent elements of the psychological contract in the questionnaire**



Source: Adapted from Isaksson *et al.*, (2003:27)

The single elements will subsequently be described in more detail.

### **3.10.1.1 Content**

#### **3.10.1.1.1 Employer's obligation (q17)**

The content of the employer's obligations (see par. 4.3.3.4) is defined by whether a promise by the organisation is perceived as being made or not. A set of 15 items was used in order to assess a range of possible contents. Table 7 gives an overview of possible contents.

For the Saltsa Report (Europe), a factor analysis was run across the total sample and the factor analysis revealed three dimensions of the content of employer obligations. Firstly, a general factor including transactional aspects (pay and job security) but also career prospects (challenging job, advance and grow, career), secondly a relational factor (friendly climate and co-operation) and finally a dimension concerning the chance to have an influence on important decisions.

**Table 7 Overview of psychological contract contents (promises made by employer)**

Rousseau (1989); Robbinson, Kraatz and Rousseau (1994)	<ul style="list-style-type: none"> <li>➤ To allow quick professional advancement</li> <li>➤ High incomes</li> <li>➤ Wage proportioned to worker performance</li> <li>➤ Training</li> <li>➤ Long-term employment security (stability)</li> <li>➤ Career development</li> <li>➤ Support in the case of personal and family problems</li> </ul>
Robinson (1996) Robinson and Rousseau (1994)	<ul style="list-style-type: none"> <li>➤ Training and development</li> <li>➤ Promotion</li> <li>➤ A clear representation of tasks</li> <li>➤ Feed-back</li> <li>➤ Employment security (stability)</li> <li>➤ Information of decision-making about relevant changes at work</li> <li>➤ Responsibility (more duties and more important tasks?)</li> </ul>
Schalk, Van den Bosch and Freese (1994)	<ul style="list-style-type: none"> <li>➤ Job content</li> <li>➤ Opportunities for personal development</li> <li>➤ Rewards</li> <li>➤ HR policies and practices</li> <li>➤ Social aspects (Extra benefits? Interpersonal elements?)</li> </ul>
Porter <i>et al.</i> , (1996)	<ul style="list-style-type: none"> <li>➤ Incomes related to performance</li> <li>➤ Open recognition</li> <li>➤ Significant job content</li> <li>➤ Opportunities to development</li> <li>➤ Responsibility and autonomy</li> <li>➤ One year employment security</li> <li>➤ Incomes related to company benefits</li> <li>➤ Participation and consideration in decision-making</li> </ul>
Herriot, Manning and Kidd (1997)	<ul style="list-style-type: none"> <li>➤ Training</li> <li>➤ Justice</li> <li>➤ Humanisation</li> <li>➤ Equitable wage and benefits</li> <li>➤ Healthy and safe working environment</li> <li>➤ Communication with employees and recognition</li> </ul>

Source: Isaksson *et al.*, (2003:29)

#### **3.10.1.1.2 Employee obligations (q19)**

For this variable, the researcher included the same operationalisation as for the employers obligations (see par. 4.2.3.4), distinguishing between content of the psychological contract and the delivery of the deal. The content of the employee's obligations is defined by whether a promise or commitment towards the organisation by the individual is perceived as being made or not. A set of 16 items is used in order to assess a range of possible contents.

#### **3.10.1.2 Delivery of the deal**

The delivery of the deal is defined by the perceived degree if a promise has been kept or not, rated on a seven-point Likert-type scale from "not at all" to "totally". For the delivery of the deal, the researcher has to leave the common methods of scale construction, because the rationale of this instrument implies, that a promise must have been given in order to be able to rate the fulfillment thereof. Thus not all persons rate all promises. The researcher can perform neither a factor analysis nor a reliability analysis, or give descriptive statistics on an item basis (this would be possible, only when considering those persons who answered to all items). As discussed for the contents, a general case to compute the delivery of the deal as an index, is proposed, consisting of those items that have been rated. For special cases, subsets of items might be regarded.

#### **3.10.1.3 A combined measure**

In Guest's (1998:649-664) Model and Guest and Conway's (2002a:22-38) Model of the psychological contract, a clear distinction is drawn between the psychological contract and the state of the psychological contract. The psychological contract is defined as the "...perceptions of both parties to the employment relationship, organisation and individual, of the reciprocal promises and obligations implied in that relationship". The concept of the state of the psychological contract goes beyond this and can be defined as "...the extent to which the promises and

obligations in the psychological contract have been delivered, whether the deal is perceived to be fair and the degree of trust in whether it will continue to be delivered in the future. Therefore, it is a broader evaluation of the employment relationship that is shaped by the promises and obligations in the psychological contract, but which goes beyond them. Therefore, the state of the psychological contract must include the three elements: fairness, trust and delivery of the deal. Not to get confused with the measures used, it will be called FTD (Fairness, Trust and Delivery of the Deal) and therefore:

*State of the Psychological contract (FTD) = Fairness + Trust + Delivery of the Deal*

Combining these three aspects in one index, the research leaves the traditional psychometric methodology for the construction of scales, as results of factor analysis in this index cannot be drawn back to single items. But regression models using this index as an indicator of psychological contract, lead to good predictions and underpin the validity of this measurement index (Guest & Clinton, 2003).

#### **3.10.1.4 Violation of the psychological contract (q18)**

The delivery of the deal can, in other words, be defined as the cognitive awareness of a contract breach. A conceptual difference can be made between breach and violation of the psychological contract. Whereas breach covers only the cognitive awareness of an unfulfilled deal, violation involves the emotional reaction. As described above, the state of the psychological contract, with its components trust and fairness, can be seen as an indicator of violation.

This questionnaire goes one step further and assesses the emotions concerning the perception of the psychological contract. For this purpose, six feelings concerning the perception of the psychological contract were included: happy, angry, pleased, violated, disappointed and grateful, to be rated on a five-point scale ranging from "strongly disagree" to "strongly agree".

### **3.10.2 Employee Prospects**

#### **3.10.2.1 Job insecurity (q21d, q22b, q23d, q23h)**

De Witte (1999:155) defines job insecurity as an overall concern about the existence of the job in the future. It can be considered as a subjective experience, rather than an objective criterion. Job insecurity (see par. 4.3.1.2) implies worries about the future and can be seen as an important factor that causes mental stress or even a deterioration of health.

An approach for measuring job insecurity, is made by Borg (1992:107-116). He developed an instrument consisting of two dimensions: an emotional component (worries) and a cognitive component (qualms). He assumes, that an enhancement of job insecurity diminishes not only the quantity of commitment, but also the quality. Emotional commitment especially, will be affected, because the impending job loss is a breach of the psychological contract between the employee and the organisation (Borg 1992:110).

#### **3.10.2.2 Employability (q21b, q21f, q22e, q23c)**

Employability is used synonymously for the perception of labour market possibilities (external mobility). For the purpose of the PSYCONES Questionnaire, it is important to look at the feelings of participants employed in a government department regarding this aspect.

#### **3.10.2.3 Employee expectations (q10a – q10d)**

This variable can be defined as the perceived chance of getting a temporary contract renewed or obtaining a permanent contract once the present contract has expired. This question could be answered only by administration clerks employed by a government department. Four items were formulated and to assess the expectations (see par. 4.3.1.2), these were rated on a five-point scale.

### **3.10.3 Choice**

#### **3.10.3.1 Contract of choice / Violation (q12a-12d)**

In international literature, choice refers mostly to whether one voluntarily chooses temporary work (see par. 4.3.1.3), roughly distinguishing between two types of workers: involuntary employees and voluntary employees preferring temporary work for whatever reason. It is safe to say that administration clerks employed by a government department have no choice but to accept temporary work until an opportunity arises for a permanent position.

#### **3.10.3.2 Motives (q11a-q11h)**

The reasons why an individual has chosen or has to put up with the employment contract that they are on, can possibly provide the researcher with additional information beyond just a "violation" score. For example, an individual who is voluntarily working in a non-permanent employment as a strategy to developing a more permanent role, is perhaps likely to perceive and behave in a different way to an individual who is doing so for more flexible hours. A set of nine items was formulated to assess the motives of being in a temporary contract. This question is addressed only to administration clerks (temporary) within the government department.

#### **3.10.3.3 Kind of work of choice (q8a, q8b)**

In order to facilitate comparisons, the questionnaire uses the items of "contract of choice", thereby replacing contract of work (Aronsson & Goransson, 1999:152-163). It has the advantage of being able to construct a measure of global violation. The final questions refer to (one hand) the concrete job (on the other hand) the more abstract concept of profession/occupation.

### **3.10.4 Job characteristics**

According to the PSYCONES job characteristics, questions focus on the following.

#### **3.10.4.1 Role ambiguity (q13a, q13d, q13h)**

Two types of role scales are role conflict and role ambiguity. Kahn *et al.*, (1964) describe role ambiguity as the single or multiple roles that confront the role incumbent, which may not be clearly articulated in terms of behaviours (the role activities or tasks/priorities) or performance levels (the criteria that the role incumbent will be judged by). Thus it can be seen as an uncertainty i.r.o job definition.

#### **3.10.4.2 Autonomy (q13b, q13e, q13f, q13i)**

Autonomy may be defined as the amount of decision-making latitude in the job. The PSYCONES Questionnaire uses a scale that has been used by Rosenthal *et al.*, (1996:145-151).

#### **3.10.4.3 Skill utilisation (q13c, q13g, q13j, q13k)**

The items are taken from the Leiden Quality of Work Questionnaire from the subscale "Skill Discretion" (Van Der Doef and Maes, 1999:954-962). Using experts' face-validity together, the PSYCONES Questionnaire chose four of these items to measure skills utilisation.

#### **3.10.4.4 Time pressure (q14a-14d)**

A subscale time pressure (see par. 4.3.2.2) from the ISTA (Instrument for Stress related Work Analysis) was used. A four-item measure assessing the perceived work load in terms of extra time on a five-point scale ranging from "rarely or never"

to “very often or always” was included. The ISTA designed by Semmer *at al.*, (1999:179-204) consists of several features of work tasks described, either as resources or releases of stress with regard to health and satisfaction of the employee.

### **3.10.5 Organisation**

#### **3.10.5.1 Organisational support (q22d, q22i, q22m, q23f)**

In contrast to what has been expected in previous research, POS (Perceived Organisational Support) has been found to be higher among non-permanent employees than among permanent employees (Ang & Slaughter, 2001:321-350). In addition, POS has been found to be strongly and positively related to both content and state of the psychological contract.

#### **3.10.5.2 Social support by supervisor (q21j, q22a, q22f, q23b)**

As not only support by the organisation as such, but also first of all, from these having a direct social exchange is considered to be important, the questionnaire will assess the perceived social support of supervisors.

## **3.11 DEPENDENT VARIABLES**

In this paragraph the researcher focuses on the following.

### **3.11.1 Employee well-being**

#### **3.11.1.1 Attitudes**

Attitudes include the following.

#### **3.11.1.1.1 Job satisfaction (q21e, q21h, q22k, q23i)**

Job satisfaction has received a great amount of attention in work and organisational psychology, mainly due to the assumed link between satisfaction and performance. This research acknowledges personal variables that influence job satisfaction: "...it has to be taken into account that a small part of variance in job satisfaction remains that which is directly determined by personality variables and which may be considered as a contaminating factor in the measurement of job satisfaction" (Dornmann & Zapf, 2001:498).

#### **3.11.1.1.2 Life satisfaction (q27a-q27f)**

Life satisfaction can be defined as the overall degree to which an individual likes his or her life. Loscocco & Roshchelle (1991:182-225), concerning the association between job and life satisfaction, propose three different models: the spillover, compensation and segmentation hypotheses. An exploratory factor analysis with six items, is used to measure life satisfaction (see par. 4.2.4.3.2).

#### **3.11.1.2 Behaviour**

The following indicators are submitted under behavior and can be seen as objective complements to subjective well-being criteria. The PSYCONES Questionnaire uses a time-frame to minimize the problem of dealing with temporary employees that might be employed by a government department for more than one year.

#### **3.11.1.2.1 Sick leave (q28a)**

This item assesses the number of absences, due to the state of health.

#### **3.11.1.2.2 Sick person (q28b)**

This item assesses the amount of cases, when the employee had gone to work, in spite of not feeling well.

#### **3.11.1.2.3 Accidents (q28c)**

The number of accidents encountered, is requested in this question.

#### **3.11.1.2.4 Incidents (q28d)**

This item assesses the number of personal experiences of incidents of harassment or violence, against the respondent.

### **3.11.1.3 Health**

#### **3.11.1.3.1 Positive work-home-interference (q26a-q26d)**

The relationship of working life and life outside employment, is subject to field labeled work-life balance (see par. 4.2.4.3.1). This question measures the influence of a government department on the employees personal life.

#### **3.11.1.3.2 Irritation (q25a-q25h)**

Irritation (see par. 4.3.4.2.3) describes subjective perceived emotional and cognitive strain in the occupational context. A mental state is described, which is less severe than a mental illness, and, therefore appropriate for the assessment of well-being in a non-clinical sample. Irritation describing an early stage of psychological impairment, can be helpful to find differences in groups that cannot be shown with instruments, concerning general health or psychosomatic complaints. The scale contains eight items and the response of the respondent is measured on a seven-point scale.

### **3.11.1.3.3    *The occupational self-efficacy scale (q21k, q22g, q22i)***

The generalised self-efficacy is represented as a personality construction affiliated to self-esteem, locus of control and neuroticism, which are meant to have an influence on the job performance. For the construction of the occupational self-efficacy scale, the PSYCONES Questionnaire took items from four questionnaires concerning general self-efficacy, hope and heuristic competence. Referring to the authors, "...the instrument is a rather broad one, so that employees in different organisational contexts can be compared with respect to their level of self-efficacy (Schyns & Von Collani, 2002:237).

### **3.11.1.3.4    *General health (q29a-q29e)***

This item assesses the general health (see par. 4.3.4.4) of employees employed by a government department.

### **3.11.1.3.5    *Affective well-being (q24a-q24l)***

Affective well-being covers "...specific facets of satisfaction, alienation from work, job attachment, job tension, depression, burnout, involvement and job morale" (Warr, 1990:194). The well-being (see par. 4.3.3.9) scale is built with twelve adjectives and as a frame, the following question was used: "In the past few weeks, how often have you felt each of the following regarding your work?".

## **3.11.2            *Organisation outcomes***

### **3.11.2.1        *Performance (q15a-q15f)***

This item assesses the performance (see par. 4.3.3.3) of employees employed by a government department, with six items and rated on a five-point scale.

### **3.11.2.2 Intention to quit (q21g, q22h, q22p, q23g)**

The intention to quit (see par 4.3.3.8) indicates the voluntary change of an individual from one organisation to another, into self-employment or to voluntary unemployment. The scale consisting of four items, can be answered on a five-point scale for evaluation.

### **3.11.2.3 Organisational commitment (q21a, q21l, q22j, q22n, q23a)**

Cook & Wall (1980:40) define commitment as the feelings of attachment to goals and values of the organisation, one's role in relation to this, and attachment to the organisation for its own sake, rather than for its strictly instrumental value. The questionnaire assesses the commitment of employees in a government department, with five items which are answered on a five-point scale.

### 3.12 CONCLUSION AND SUMMARY

The researcher described the employed variables of the questionnaire, following the conceptual model. When constructing a questionnaire, one has to take into account the length of the questionnaire. On average, a participant needs between 6 to 10 seconds to fill out one item. The PSYCONES Questionnaire consists of 180 items, allowing participants approximately 30 minutes to complete it. Table 8 describes the above-mentioned variables according to the appearance in the conceptual model.

**Table 8 Synopsis of the items of the questionnaire**

Item	Variable	Authors	K	Value labels	Level of measurement
<b>CONTROL VARIABLES</b>					
Q58	Age	PSY	1	Number	Continuous
Q59	Sex	PSY	1	0 male 1 female	Nominal
Q65a	Educational level	PSY		Differing between countries	Ordinal
Q65b	Years of full-time education	PSY		Number	Continuous
Q60	Private social support	PSY	1	1 no, alone 2 no with parents/family/friends 3 yes	Nominal
Q62	Financial contribution	PSY	1	1 sole earner 2 main earner 3 joint earner 4 contributory earner	Ordinal
Q63	Dependants	PSY	1	Number	Continuous

**Continuation of table 8**

<b>Item</b>	<b>Variable</b>	<b>Authors</b>	<b>K</b>	<b>Value labels</b>	<b>Level of measurement</b>
Q64	Homework responsibilities	PSY	1	1 no someone else 2 equally responsible 3 yes	Nominal
Q1	Occupation/Job	PSY	1	Text	Nominal
Q2	Position	PSY	1	1 unskilled blue-collar worker 2 skilled blue-collar worker 3 lower level white-collar worker 4 intermediate white-collar worker 5 upper white-collar worker 6 management/director	Ordinal
Q5	Supervision	PSY	1	0 no 1 yes	Nominal
Q7	Main job vs. other paid job	PSY	1	0 no 1 yes	Nominal
Q7a	Hours in additional job(s)	PSY	1	Number	Continuous
Q6	Union membership	PSY	1	0 no 1 yes	Nominal
Q3	Work hours	PSY	1	Number	Continuous
Q3a	Work system	PSY	1	0 no 1 yes	Nominal
Q4aym q4am Q4ad	Tenure	PSY	1	Numbers	Continuous
Q16a – q16h	Core HR Practices	PSY	8	0 no 1 yes 2 don't know	Nominal

**Continuation of table 8**

Item	Variable	Authors	K	Value labels	Level of measurement
<b>INDEPENDENT VARIABLES</b>					
Q9	Type of contract	PSY	1	0 no 1 yes	Nominal
Q9_p	Different permanent contracts	PSY	1	Country-specific (not asked in all countries)	Nominal
Q9_ta	Different non-permanent contracts	PSY	1	1 fixed term 2 permanent with agency 3 temporary with agency 4 daily/on-call 5 probation 6 training 7 seasonal employment 8 job creation 9 subcontractor 10 consultant 11 other	Nominal
Q9_tao	Other non-permanent contract	PSY	1	Text	Nominal
Q9_tby Q9_tbm Q9_tbd	Duration (years) Duration (months) Duration (days)	PSY	1	Numbers	Continuous
Q9_tcy Q9_tcm Q9_tcd	Time left (years) Time left (months) Time left (days)	PSY	1	Numbers	Continuous
Q9_tdy Q9_tdm Q9tdd	History (years) History (months) History (days)	PSY	1	Numbers	Continuous

**Continuation of table 8**

Item	Variable	Authors	K	Value labels	Level of measurement
<b>INTERVENING VARIABLES</b>					
Q17a – q17o	Employers Obligations (Content, breach)	PSY	15	0 no 1 yes, but promise not kept at all 2 yes, but promise only kept a little 3 yes, promise half-kept 4 yes, promise largely kept 5 yes, promise fully kept	Continuous
Q19a – q19q	Employees Obligations (Content, breach)	PSY	17		
Q20a – q20g	State of the psychological contract	PSY	7	1 not at all 5 totally	Continuous
Q18a – q18f	Violation of the psychological contract	PSY	6	1 strongly disagree 2 somewhat disagree 3 partly agree, partly disagree 4 somewhat agree 5 strongly agree	Continuous
Q21d, Q22b, Q23d, Q23h	Job insecurity	(De Witte, 2000)	4		
Q21b, Q21f, Q22e, Q23c	Employability	De Witte	4		
Q10a – q10d	Employee expectations	PSY	4		
Q12a – q12d	Contract of choice/violation	PSY	4		
Q11a – q11i	Motives	PSY	9		
Q8a, Q8b	Kind of work of choice	PSY	2		
Q13a, Q13d, Q13h	Role ambiguity	(Price, 1997)	3	1 rarely or never 2 not often 3 sometimes 4 rather often 5 very often or always	Continuous
Q13b, Q13e, Q13f, Q13l	Autonomy	(Rosenthal, Guest & Peccei, 1996)	4		

**Continuation of table 8**

Item	Variable	Authors	K	Value labels	Level of measurement
Q13c, Q13g, Q13j, Q13k	Skill utilization	(Van Der Doef & Maes, 1999)	4	1 rarely or never 2 not often 3 sometimes 4 rather often	Continuous
Q14a – q14d	Time pressure	(Semmer, Zapf & Dunckel, 1990)	4	5 very often or always	
Q22d, Q22l, Q22m, Q23f	Organisational support	Eisenberger, Fasolo & Davis-Lamastro, 1999)	4	1 strongly disagree 2 somewhat disagree 3 partly agree, partly disagree 4 somewhat agree	Continuous
Q21j, Q22a, Q22f, Q23b	Social support by supervisors	(Van Der Doef & Maes, 1999)	4	5 strongly agree	
<b>DEPENDENT VARIABLES</b>					
Q21e, Q21h, Q22k, Q23i	Job satisfaction	(Price, 1997)	4	1 strongly disagree 2 somewhat disagree 3 partly agree, partly disagree 4 somewhat agree 5 strongly agree	Continuous
Q27a – q27f	Life satisfaction	PSY	6	1 very dissatisfied 2 very satisfied	
Q28a	Sick leave	PSY	1	1 never	Ordinal
Q28b	Sick presence	PSY	1	2 once	
Q28c	Accidents	PSY	1	3 2-3 times	
Q28d	Incidents	PSY	1	4 4-5 times 5 more than 5 times	

**Continuation of table 8**

<b>Item</b>	<b>Variable</b>	<b>Authors</b>	<b>K</b>	<b>Value labels</b>	<b>Level of measurement</b>
Q26a – q26d	Positive work-home interference	(Mohr, 1986; Mohr & Rigotti, 2003 Wagena & Guerts, 2000)	4	1 rarely or never 2 not often 3 sometimes 4 rather often 5 very often/always	Continuous
Q25a – q25h	Irritation	(Mohr, 1986; Mohr & Rigotti, 2003)	8	1 strongly disagree 2 quite strongly disagree 3 somewhat disagree 4 partly agree, partly disagree 5 somewhat agree 6 quite strongly agree 7 strongly agree	Continuous
Q21k, Q22g, Q22l	Occupational self-efficacy	(Schyns & Van Collani, 2002)	3	1 strongly disagree 2 somewhat disagree 3 partly agree, partly disagree 4 somewhat agree 5 strongly agree	Continuous
Q29a	General health	(Ware, 1996;1999)	5	1 poor 2 fair 3 good 4 very good 5 excellent	Continuous
Q29b – q29e				1 definitely false 2 mostly false 3 not false, not true 4 mostly true 5 definitely true	

**Continuation of table 8**

Q24a – 24l	Affective well-being	(Warr, 1990)	12	1 rarely or never 2 not often 3 sometimes 4 rather often 5 very often or always	Continuous
Q15a – q15f	Performance	(Abrims, 1994)	6	1 very badly 2 rather badly 3 neither well nor badly 4 rather well 5 very well	Continuous
Q21g, Q22h, Q22p, Q23g	Intention to quit	(Price, 1997)	4	1 strongly disagree 2 somewhat disagree 3 partly agree, partly disagree	Continuous
Q21a, Q21l, Q22j, Q22n, Q23a	Organisational commitment	(Cook & Wall, 1980)	5	4 somewhat agree 5 strongly agree	
Q21c, Q22c, Q22o, Q23e	Work involvement	(Kanungo, 1982)	4		

Source: Isaksson *et al.*, (2003:53-55)

## **CHAPTER 4**

### **ANALYSIS OF THE QUESTIONNAIRE**

#### **4.1 INTRODUCTION**

The conceptual model (see Figure 3) served as the basis for the choice of variables to be included in the questionnaire to employees. The questionnaire consists of 65 items.

The first part of the questionnaire consists of items defining employment contracts in terms of duration and period of notice. Other relevant information, such as employment situation (working hours, second job, tenure on present job/company etc.) and individual information (family situation, education etc.), is also included. The largest part of the questionnaire consists of scales aiming to measure job perception, job attitudes towards a government department and individual health and well-being. Content, perceived fulfillment of the contract and an evaluation of the state of the contract, are three aspects of the psychological contract that were investigated.

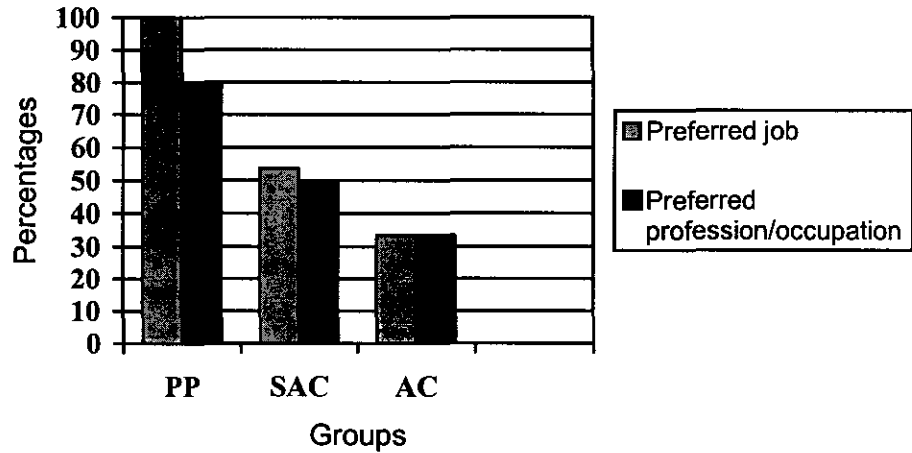
#### **4.2 RESULTS**

##### **4.2.1 Present job and employment contract**

As discussed in Chapter 1 (see par. 1.2.4) the study population covers the three-majority spectrum of employees within a government department.

#### 4.2.1.1 Preferred job and preferred profession/occupation

Figure 7 Preferred job and preferred profession/occupation



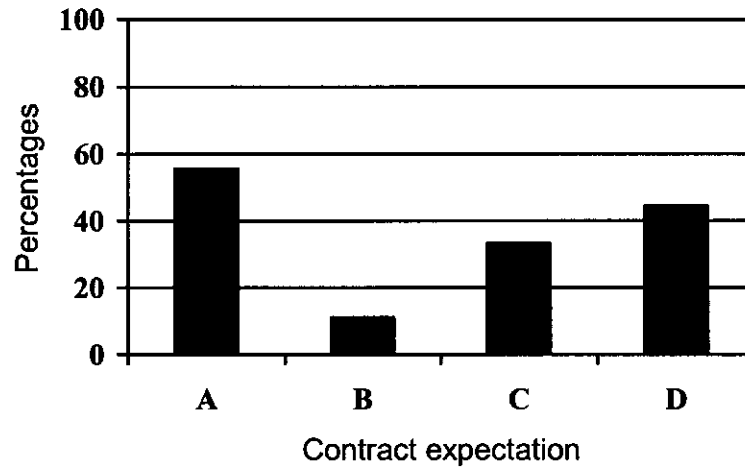
Source: Researcher

From Figure 7, it is clear that all of the PP's "somewhat agree", that their current job is their preferred job, while just 53.57% of SAC's "somewhat agree" that their current job is their preferred job and only 33.33% of AC's "somewhat agree" that their current job is their preferred job. Thus it can be said, that PP's are most satisfied, SAC's half-satisfied and AC's the least satisfied with the choice of the current occupation.

#### 4.2.1.2 Contract expectation

The following section focuses on the AC's (temporary contract). These are contract employees employed at times needed, while the contract may become permanent in the future.

**Figure 8 Contract expectation**



Source: Researcher

A= The employee will be employed for longer than what was agreed.

B= The employee expects to leave once the present contract ends.

C= The employee has been promised that he/she will obtain a permanent contract.

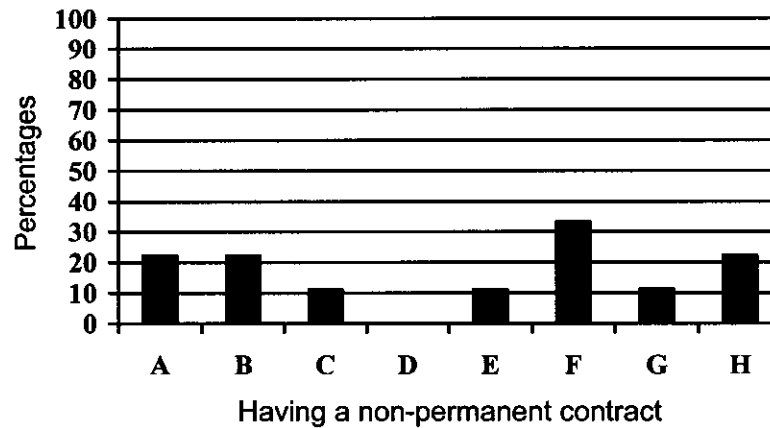
D= The employee thinks the contract will be renewed.

Figure 8 shows that 55.56% of AC's "somewhat agree" that the government department will employ them for longer than what has been agreed in their initial contract, while 44.44% of AC's "somewhat agree" that their contract will be renewed. A total of 11.11% of AC's "somewhat disagree" that they will have to leave once their contract expires, while 33.33% "somewhat disagree" that they were promised a permanent contract. The researcher makes the assumption, that 55.56% feel that they will be employed for longer than what has been agreed, because of the contracts being renewed every 3 months for a long period of time.

#### **4.2.1.3 Having a non-permanent contract**

The following section focuses on the various reasons for AC's having a non-permanent contract.

**Figure 9 Having a non-permanent contract**



Source: Researcher

A= It is difficult to find a permanent contract.

B= It suits his/her present needs/situation.

C= It offers a higher wage than other employment contracts.

D= It gives him/her more freedom.

E= It offers him/her a supplementary income.

F= It allows him/her to gain experience and job expertise with different tasks of jobs.

G= The contract was offered with the job.

H= It was the only type of contract he/she could get.

The highest percentage (33.33%) reveals, that AC's find it quite important that they can gain experience and job expertise while having a non-permanent contract, while having more freedom, is the least important reason for having a non-permanent contract. When comparing F (It allows him/her to gain experience and job expertise with different tasks of jobs) with the number of AC's studying for further qualifications, the following was found. Only 33.33% of all AC's are currently students studying for further qualifications. The researcher draws the conclusion, that although AC's feel that experience is important, only 33.33% of AC's feel that further qualification is important.

#### 4.2.1.4 Contract satisfaction

To conclude this section (par. 4.2.1.2 – 4.2.1.4), the researcher focused on the following.

**Table 9 Contract satisfaction**

<b>AC agree/s with the following statement</b>	<b>AC somewhat agree</b>
My present contract suits me for the time-being.	44.44%
I would prefer a different kind of employment contract to the one I now have.	55.56%
The employment contract I have today, is the one I want to have in the future.	11.11%

Source: Researcher

From the above table, it is clear, that 55.56% of AC's would prefer a different kind of contract and that 44.44% feel that their present contract suits them for the time-being.

#### 4.2.2 Job characteristics and performance in present job

The researcher found the following to be important i.r.o. focusing on job characteristics.

##### 4.2.2.1 Job characteristics

The following table shows the percentages of how the three groups very often or always describe their present job.

**Table 10 Job characteristics**

<b>How would you describe your present job</b>	<b>PP</b>	<b>AC</b>	<b>SAC</b>
I can plan my own work	40%	22.22%	35.71%
My job requires me to be creative	40%	22.22%	17.85%
I know exactly what is expected of me in my job	60%	33.33%	32.14%
I can carry out my work in the way I think best	40%	33.33%	32.14%
I can choose my job assignments	0%	22.22%	3.57%
I have an opportunity to develop my own special abilities	20%	22.22%	3.57%
I know how to get my job done	100%	55.55%	50%
I can vary how I do my work	60%	22.22%	14.28%
My job requires a high level of skills	100%	33.33%	14.28%
My job requires me to learn new things	100%	33.33%	14.28%
I can influence the way my section is organized	40%	33.33%	10.71%

Source: Researcher

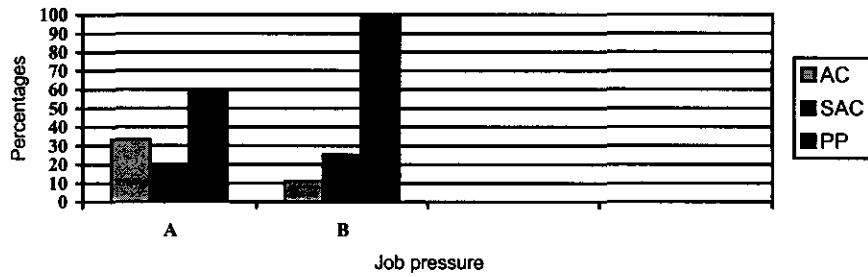
When comparing that the job requires AC's to learn new things, with the fact that 33.33% of AC's choose a non-permanent contract in order to gain experience and expertise with different tasks and jobs, the researcher draws the conclusion, that there is a balance between what certain AC's expect to learn and the knowledge and experience offered.

It is also clear, that all PP's are expected to learn new things, subsequently using that high level of skill to get their jobs done (100%).

#### **4.2.2.2 Job pressure**

The following figure focuses on the three groups' feelings (very often or always) regarding the pressure in their jobs.

**Figure 10: Job pressure**



Source: Researcher

A= Are you pressed for time?

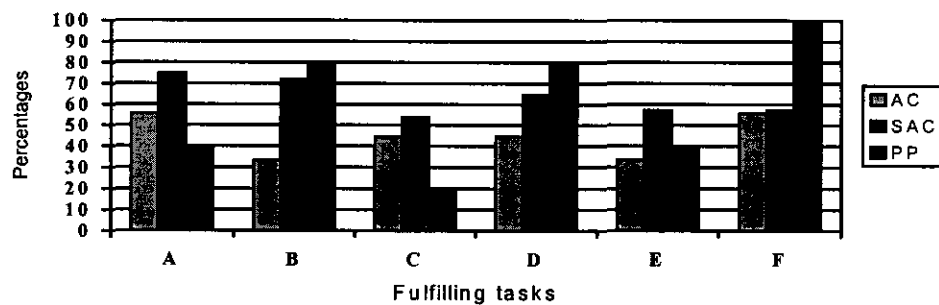
B= Is a fast pace required in your work?

Figure 10 shows that PP's are pressed for time, more than are AC's and even more than SAC's. Comparing the time constraints to the fast pace, it is clear that a speedier pace is required from PP's than from SAC's and even more than from AC's.

#### 4.2.2.3 Fulfilling tasks

This graph shows the fulfilling of tasks of the three groups in their own judgment in their last working week.

**Figure 11 Fulfilling tasks**



Source: Researcher

- A= Make decisions?
- B= Perform without mistakes?
- C= Devote yourself to work?
- D= Achieve your objectives?
- E= Take initiatives?
- F= Take responsibility?

Figure 11 shows, that all three groups achieve their objectives to some extent (PP's=80%, SAC's=64.28% and AC's 44.44%). "Taking responsibility", shows the following: AC's= 55.56%, SAC's= 57.14% and PP's= 100%.

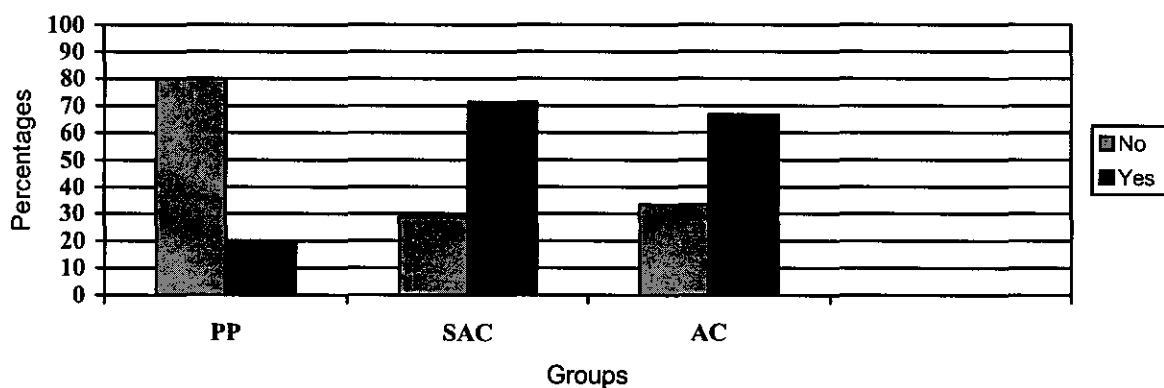
### 4.2.3 Attitudes towards the job and organisation

Attitudes towards job and the government department include the following.

#### 4.2.3.1 Opportunities

The following figure focuses on the question whether the government department provides the employee with sufficient opportunities to express his/her views on issues and concerns at work.

**Figure 12 Opportunities**

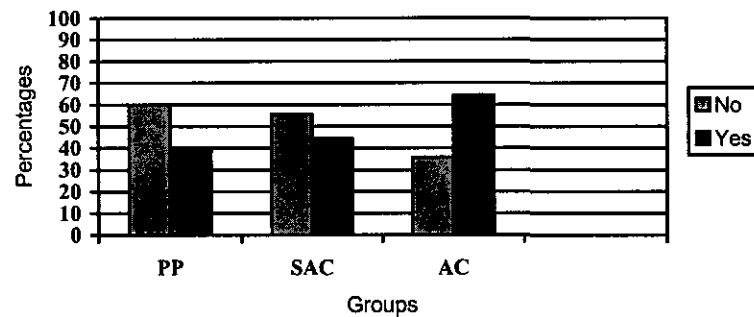


Source: Researcher

It is clear, that only the SAC's (71.42%) and the AC's (66.67%) feel that they are provided with the opportunity to express their views and concerns. A large percentage (80%) of PP's feel that they are not provided with this opportunity. The researcher makes the assumption, that PP's work is very structured and specialised, therefore they might feel they are not provided with this opportunity.

#### 4.2.3.2 Training

**Figure 13 Training**

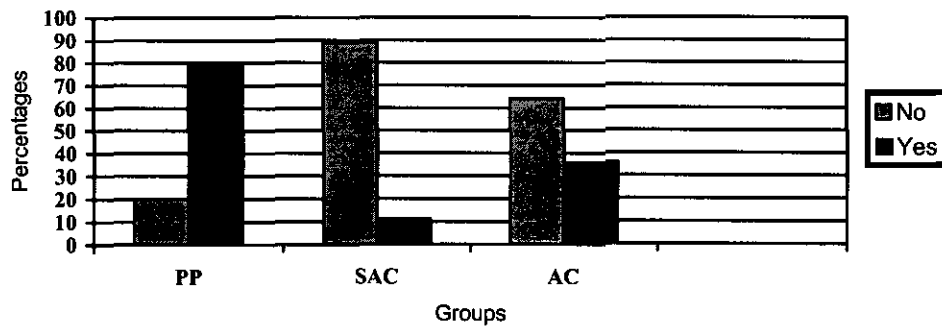


Source: Researcher

Figure 13 shows, that SAC's (55.56%) and AC's (64.28%) feel that they are provided with any training and development, such as on-the-job training or a course or planned activity, to update their skills, as opposed to only 40% of PP's. A total of 60% of PP's feel they need more training and so does 44.44% of SAC's and 35.71% of AC's. The researcher makes the assumption the government department finds itself in a rapidly changing environment and, therefore, all staff members, feel, that they need more training.

### 4.2.3.3 Performance appraisal

Figure 14 Performance appraisal



Source: Researcher

A total of 80% of PP's received a formal performance appraisal during the past year, while 35.72% of AC's and 11.11% of SAC's received a formal performance appraisal. The government department uses an internal performance appraisal program, which awards some employees with appraisals once a year, giving other employees the opportunity the next year.

### 4.2.3.4 Employer obligations vs employee obligations

The following three tables show the percentages of the list of some promises and commitments of the government department towards the employee and vice versa, indeed i.r.o. the extent to which it has been fulfilled. These three tables show the promises, formally and informally, i.r.o. two different responses: Yes, but promises not kept at all, and yes, promises fully kept.

**Table 11 Government department obligations vs PP obligations**

Government Department obligations			PP obligations		
Has the Government department promised or committed itself to...	Yes, but promise not kept at all	Yes, and promise fully kept	Have you promised or committed yourself to...	Yes, but promise not kept at all	Yes, and promise fully kept
provide you with interesting work?	0%	25%	go to work even if you don't feel well?	0%	100%
provide you with a reasonably secure job?	0%	25%	protect your company's image?	0%	75%
provide you with good pay for the work you do?	25%	25%	show loyalty to your company?	0%	75%
provide you with a job that is challenging?	0%	25%	work overtime or extra hours when required?	0%	50%
allow you to participate in decision-making?	0%	50%	be polite to customers or the public even when they are being rude and unpleasant to you?	0%	0%
provide a good working atmosphere?	0%	50%	be a good team player?	0%	75%
provide you with a career?	0%	25%	turn up for work on time?	0%	75%
ensure fair treatment by managers and supervisors?	25%	25%	assist others with their work?	0%	75%
be flexible in matching demands of non-work roles with work?	25%	0%	volunteer to do tasks outside your job description?	0%	50%
provide possibilities to work together in a pleasant way?	0%	25%	develop your skills to be able to perform well in this job?	0%	50%
provide you with opportunities to advance and grow?	25%	0%	meet the performance expectations for your job?	0%	50%
provide you with a safe working environment?	50%	0%	accept an internal transfer if necessary?	0%	75%
improve your future employment prospects?	50%	0%	provide the organisation with innovative suggestions for improvement?	0%	0%
provide an environment free from violence and harassment?	0%	0%	develop new skills and improve your current skills?	0%	0%
help you deal with problems you encounter outside work?	0%	0%	respect the rules and regulations of the company?	0%	75%
			work enthusiastically on jobs you would prefer not to be doing?	0%	75%

Source: Researcher

**Table 12 Government department obligations vs SAC obligations**

Government Department obligations			SAC obligations		
Has the Government department promised or committed itself to...	Yes, but promise not kept at all	Yes, and promise fully kept	Have you promised or committed yourself to...	Yes, but promise not kept at all	Yes, and promise fully kept
provide you with interesting work?	3.57%	0%	go to work even if you don't feel well?	0%	22.22%
provide you with a reasonably secure job?	14.28%	17.85%	protect your company's image?	0%	28.57%
provide you with good pay for the work you do?	17.85%	7.14%	show loyalty to your company?	0%	25%
provide you with a job that is challenging?	21.42%	0%	work overtime or extra hours when required?	0%	21.41%
allow you to participate in decision-making?	17.85%	3.57%	be polite to customers or the public even when they are being rude and unpleasant to you?	7.14%	28.57%
provide a good working atmosphere?	10.71%	3.57%	be a good team player?	0%	21.42%
provide you with a career?	3.57%	0%	turn up for work on time?	0%	42.85%
ensure fair treatment by managers and supervisors?	14.28%	3.57%	assist others with their work?	0%	39.28%
be flexible in matching demands of non-work roles with work?	10.71%	3.57%	volunteer to do tasks outside your job description?	0%	25%
provide possibilities to work together in a pleasant way?	17.85%	0%	develop your skills to be able to perform well in this job?	0%	39.28%
provide you with opportunities to advance and grow?	7.14%	0%	meet the performance expectations for your job?	0%	32.14%
provide you with a safe working environment?	32.14%	10.71%	accept an internal transfer if necessary?	0%	32.14%
improve your future employment prospects?	17.85%	3.57%	provide the organisation with innovative suggestions for improvement?	0%	17.85%
provide an environment free from violence and harassment?	21.47%	7.14%	develop new skills and improve your current skills?	0%	14.28%
help you deal with problems you encounter outside work?	17.85%	3.57%	respect the rules and regulations of the company?	0%	21.42%
			work enthusiastically on jobs you would prefer not to be doing?	0%	7.14%

Source: Researcher

**Table 13 Government department obligations vs AC obligations**

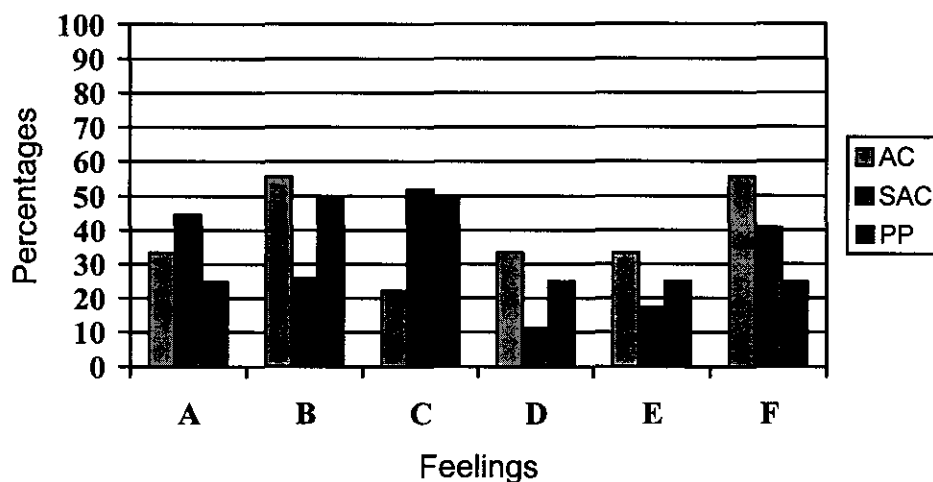
Government Department obligations			AC obligations		
Has the Government department promised or committed itself to...	Yes, but promise not kept at all	Yes, and promise fully kept	Have you promised or committed yourself to...	Yes, but promise not kept at all	Yes, and promise fully kept
provide you with interesting work?	22.22%	22.22%	go to work even if you don't feel well?	0%	11.11%
provide you with a reasonably secure job?	22.22%	0%	protect your company's image?	0%	22.22%
provide you with good pay for the work you do?	22.22%	0%	show loyalty to your company?	0%	33.33%
provide you with a job that is challenging?	11.11%	0%	work overtime or extra hours when required?	0%	11.11%
allow you to participate in decision-making?	55.56%	0%	be polite to customers or the public even when they are being rude and unpleasant to you?	0%	22.22%
provide a good working atmosphere?	22.22%	0%	be a good team player?	0%	33.33%
provide you with a career?	11.11%	22.22%	turn up for work on time?	0%	55.55%
ensure fair treatment by managers and supervisors?	37.50%	25%	assist others with their work?	0%	44.44%
be flexible in matching demands of non-work roles with work?	11.11%	11.11%	volunteer to do tasks outside your job description?	0%	33.33%
provide possibilities to work together in a pleasant way?	22.22%	22.22%	develop your skills to be able to perform well in this job?	0%	33.33%
provide you with opportunities to advance and grow?	11.11%	0%	meet the performance expectations for your job?	0%	22.22%
provide you with a safe working environment?	33.33%	22.22%	accept an internal transfer if necessary?	0%	33.33%
improve your future employment prospects?	11.11%	0%	provide the organisation with innovative suggestions for improvement?	11.11%	33.33%
provide an environment free from violence and harassment?	22.22%	22.22%	develop new skills and improve your current skills?	0%	33.33%
help you deal with problems you encounter outside work?	33.33%	0%	respect the rules and regulations of the company?	0%	55.55%
			work enthusiastically on jobs you would prefer not to be doing?	0%	22.22%

Source: Researcher

#### 4.2.3.5 Feelings

**Figure 15 Employee feelings towards government department obligations**

The following graph shows the three groups' feelings towards the government department's promises and commitments "somewhat kept" or "not kept".



Source: Researcher

A= Happy

B= Angry

C= Pleased

D= Violated

E= Disappointed

F= Grateful

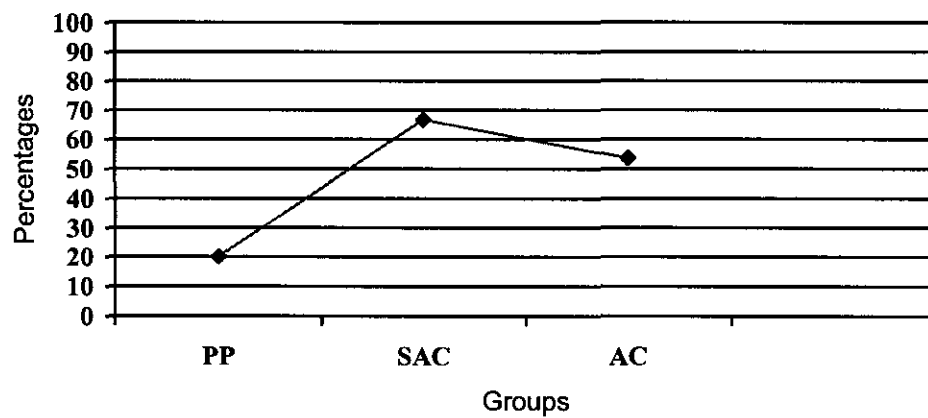
When looking at the AC's graphs, the following can be seen. The AC's are equally angry and grateful, equally happy, violated and disappointed and less pleased towards the government department's promises and commitments. When looking at the SAC's graphs, the following can be seen. The SAC's are more pleased than happy and grateful, less angry and disappointed and less violated towards the government department's promises and commitments.

When looking at the PP's graphs, the following can be seen. The PP's are equally happy, violated, disappointed and grateful and equally angry, but pleased towards the government department's promises and commitments.

#### 4.2.3.6 Reward

**Figure 16 Fairly rewarded**

Figure 16 shows how employees "to some extent" feel they have been fairly rewarded for the amount of effort they put into their job.

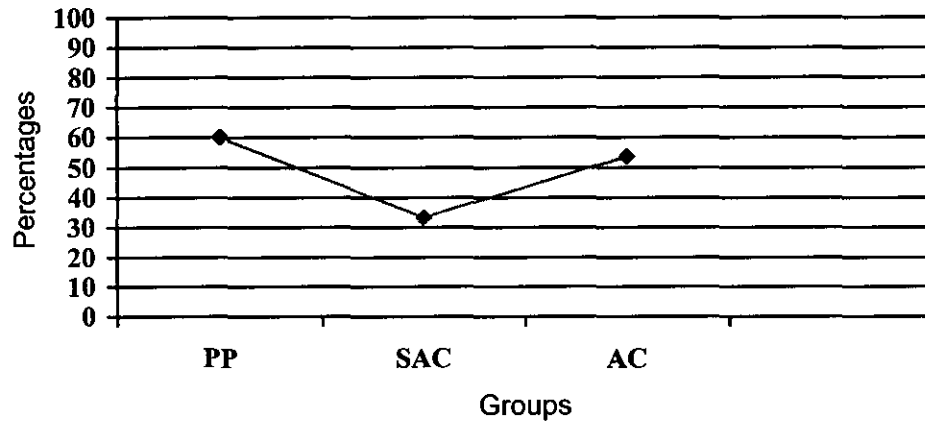


Source: Researcher

It is clear that SAC's (66.67%) feel fairly rewarded, 53.57% of AC's feel fairly rewarded, with a low 20% of the PP's.

### 4.3.3.7 Trust

Figure 17 Trust



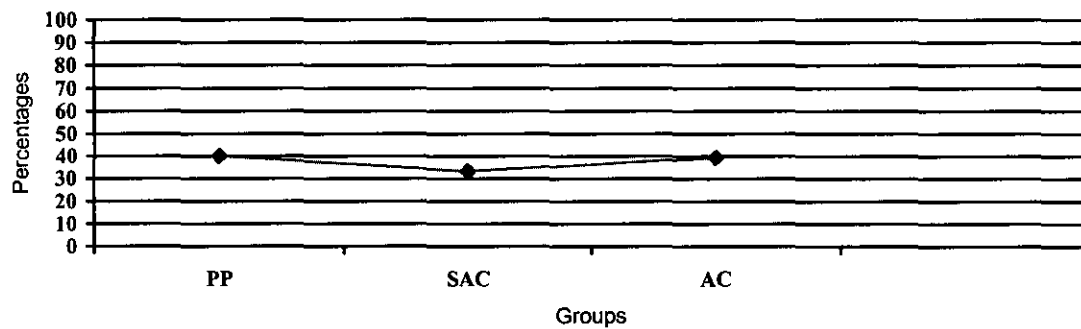
Source: Researcher

PP's (60%) show more trust than do AC's (53.57%), while SAC's (33.33%) show the least trust.

### 4.2.3.8 Leaving employment

Figure 18 Leaving employment

Figure 18 shows whether employees feel like quitting ("somewhat agree").



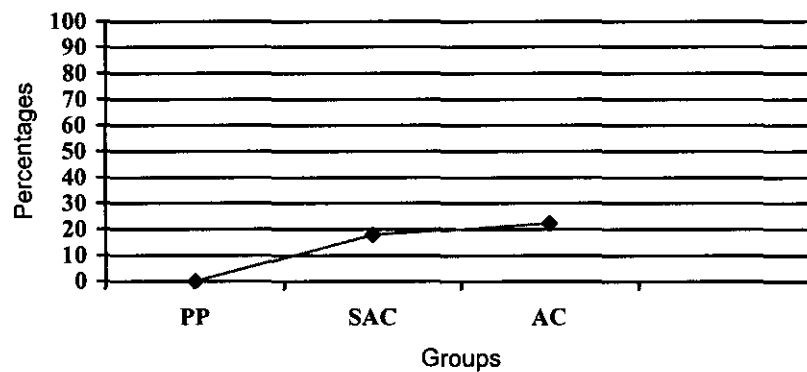
Source: Researcher

PP's (40%) and AC (40%) show a higher level of quitting than do SAC's (33.33%).

#### 4.2.3.9 Well-being

**Figure 19 Well-being**

The following graph shows how employees “somewhat agree” with the statement, that the government department really cares about their well-being.



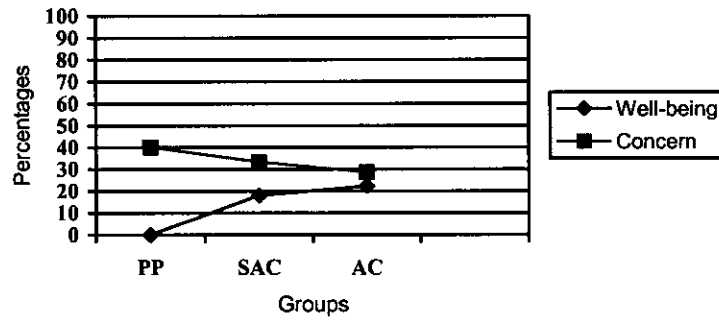
Source: Researcher

From figure 19 it is clear, that all three groups do not agree that the government department cares about their well-being. It is important to add, that the PP's show 0% on “somewhat agree” but 60% on “somewhat disagree”. Thus it can be said, that PP's trust the government department more than do SAC's and AC's.

#### 4.2.3.10 Concern

**Figure 20 Concern**

When the researcher compares well-being (4.3.3.9) with concern, the following are evident.



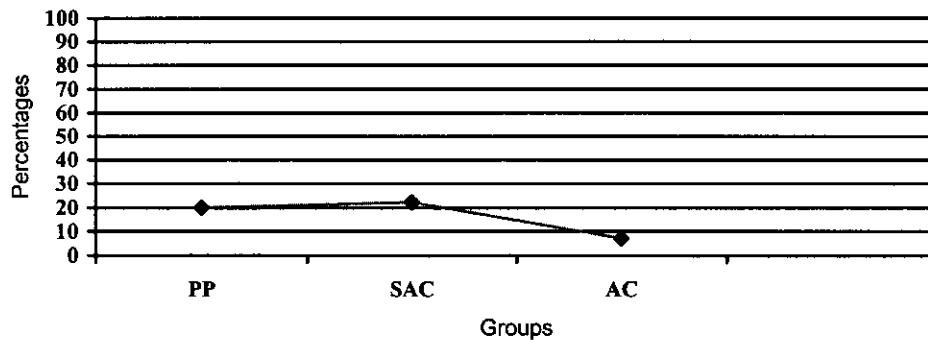
Source: Researcher

PP's (60%) "somewhat disagree" that the government department cares about their well-being; however, "somewhat agree" that the government department shows little concern for them.

#### 4.2.3.11 Enjoyment

**Figure 21 Enjoyment**

Figure 21 shows the enjoyment employees experience in their current job.



Source: Researcher

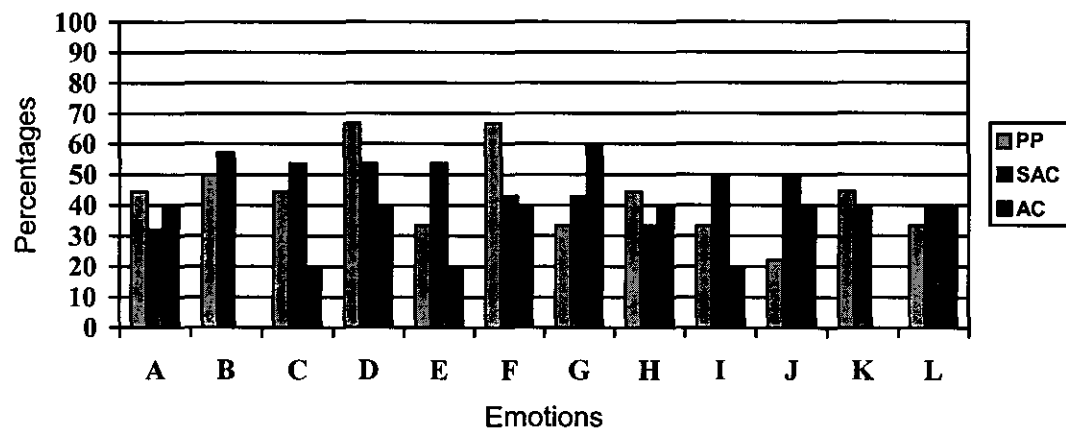
From figure 21 it is clear, that SAC's (22.22%) find more enjoyment in their current job than do PP's (20%) and AC's (8%).

## 4.2.4 Health and well-being

### 4.2.4.1 Emotions

**Figure 22 Emotions**

Figure 22 shows various emotions that employees had been experiencing regarding their work during the previous few weeks.



Source: Researcher

A= Tense

B= Calm

C= Uneasy

D= Cheerful

E= Worried

F= Enthusiastic

G= Depressed

H= Contented

I= Gloomy

J= Relaxed

K= Miserable

L= Optimistic

The emotions graph shows, that PP's are equally tense, cheerful, enthusiastic, contented, relaxed and optimistic but more depressed and equally less uneasy, worried and gloomy. It is interesting that 0% of PP's sometimes show feelings of calm and miserable, that 60% often feel calm and 40%, miserable. SAC's are more calm, equally uneasy, cheerful, worried and optimistic, less gloomy and relaxed, even less tense, enthusiastic, depressed, contented and miserable, but more calm.

AC's are equally tense, uneasy, contented and miserable, less equally worried, depressed, gloomy and optimistic, even less relaxed, but more equally cheerful and enthusiastic, but less calm.

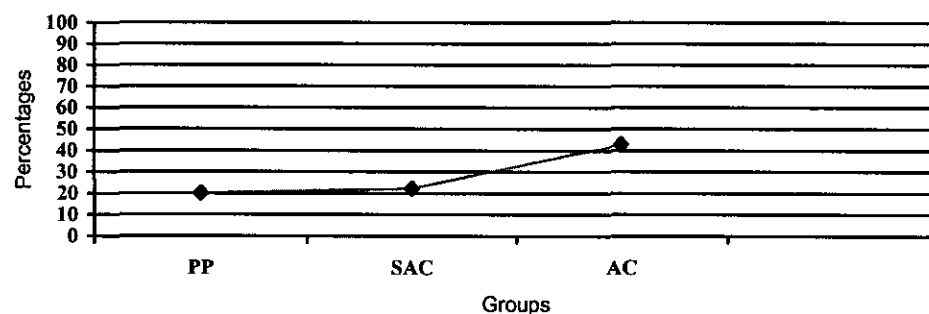
#### 4.2.4.2 After work

The following graphs show the impact work has on the employees' personal life.

##### 4.2.4.2.1 Relaxing

**Figure 23 Relaxing**

This graph shows to what extent employees "somewhat agree: with having difficulty relaxing after work.



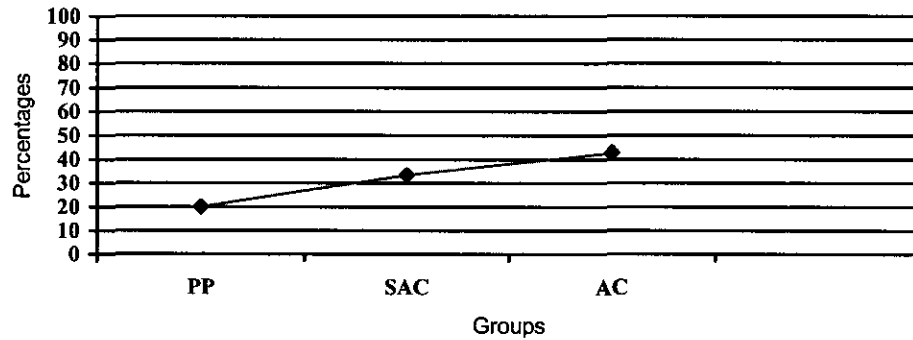
Source: Researcher

It is clear, that more AC's (44.44%) find it difficult to relax after work, than of SAC's (22.1%) and PP's (20%).

#### 4.2.4.2.2 Problems

**Figure 24 Problems**

Figure 24 shows to what extent employees “somewhat agree” that at home they think of their problems at work.



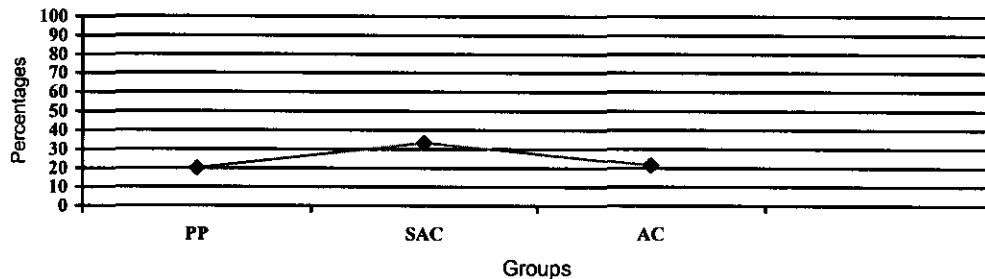
Source: Researcher

More AC's (44.44%) think of their work problems at home than do SAC's (33.33%) and PP's (20%).

#### 4.2.4.2.3 Irritable

**Figure 25 Irritable**

Figure 25 shows to what extent employees “somewhat agree” that they get home tired after work, feeling irritated.



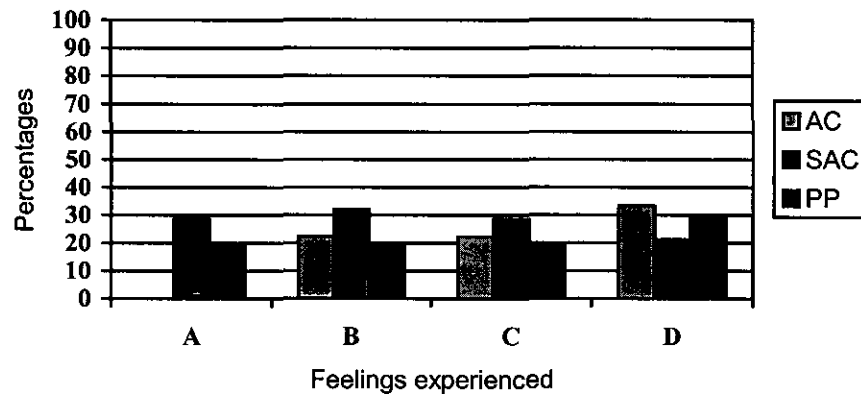
Source: Researcher

More SAC's (33.33%) feel irritable than do AC's (22%) and PP's (20%).

#### 4.2.4.3 Affecting personal life

The following two graphs show the effect of work on the employees' personal lives.

**Figure 26 Affecting personal life (graph 1)**

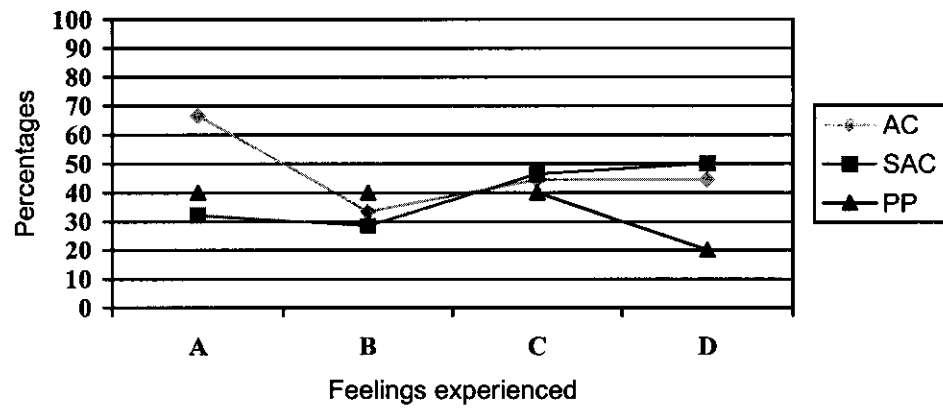


Source: Researcher

- A= You come home cheerful after a successful day at work, positively affecting the atmosphere at home.
- B= You fulfill your domestic obligations better, because of things you have experienced in your job.
- C= You manage your time at home more efficiently, as a result of the way you do your job.
- D= You are better able to interact with your spouse/family/friends, as a result of the things you have experienced at work.

From the low percentages in figure 26, it is clear, that only a small percentage of employees feel that the government department contributes to their personal lives. Although 0% of the AC's show that the government department rather often contributes to their personal lives, they show (44.44%) that the government "sometimes contribute".

**Figure 27 Affecting personal life (graph 2)**



Source: Researcher

A= Life in general

B= Family life

C= State of health and well-being

D= Work-life balance.

The following table shows the percentages and feelings as indicated in figure 27.

**Table 14 Affecting personal life (Figure 27)**

Employee	Symbol	Percentage	Feeling
AC	A	66.67%	Satisfied
	B	33.33%	Satisfied
	C	44.44%	Satisfied
	D	44.44%	Neither satisfied nor dissatisfied
SAC	A	32.14%	Satisfied
	B	28.57%	Very satisfied
	C	46.42%	Satisfied
	D	50%	Satisfied
PP	A	40%	Quite satisfied
	B	40%	Very satisfied
	C	40%	Neither satisfied nor dissatisfied
	D	20%	Quite satisfied

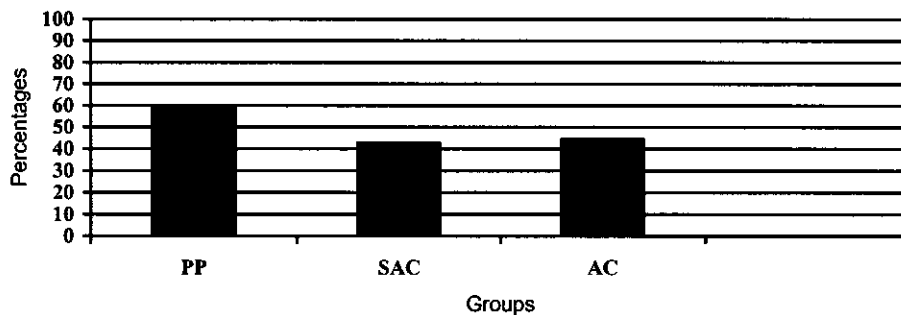
Source: Researcher

From figure 27 and table 14, it is clear that work affects the personal lives of PP's more than the personal lives of SAC's and AC's. The researcher draws the conclusion, that PP's responsibility in their job, is more than that of SAC's and AC's.

#### 4.2.4.4 Employee health

**Figure 28 Employee health**

Figure 28 shows the health of the three groups in general.



Source: Researcher

Figure 2/8 shows that 60% of PP's feel that their health is "very good", while 42.85% of SAC's feel their health is "very good" and 44.44% of AC's feel their health is "excellent".

### **4.3 CONCLUSION**

From the above information, it is clear, that employees employed permanently by the government department are mostly female, generally younger; however, employed for a longer period. Permanent employees show a higher level of satisfaction in their choice of job or profession than do non-permanent employees.

Permanent employees are experiencing more pressure than non-permanent employees, whilst not feeling fairly rewarded for the amount of effort they put into their job, but they show more trust than do non-permanent employees. Non-permanent employees are more relaxed after work, think less of their work problems at home and feel less irritated than do permanent employees. Permanent employees are generally healthier than are non-permanent employees.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 CONCLUSION**

For the purpose of this research, the researcher focused on four main areas of the PSYCONES Questionnaire: present job and employment contract, job characteristics and performance in present job, attitudes towards the job and organisation, and health and well-being.

Chapter 1 introduces the topic of an employment and psychological contract in the Department of Justice in the Vaal Triangle, with the general objective and specific objectives of the research clearly explained.

Chapter 2 focuses on the discussion of the employment and psychological contract: the growth of flexible employment contracts, perceptions of employment security, degree of job permanency, employee outcomes and also provided a conceptual model used to evaluate the effects of the "Degree of contract permanency" on the well-being of employees.

Chapter 3 discusses the control variables, independent variables, intervening variables and dependent variables of the questionnaire.

Chapter 4 discusses the results of the questionnaire under four main headings: present job and employment contract, job characteristics and performance in present job, attitudes towards the job and organization, as well as health and well-being.

The researcher is of the opinion, that the questionnaire was satisfactory, in the sense that it enabled the researcher to test the three main groups of employees

(public prosecutors, senior administration clerks and administration clerks) in the government department, who are of various ages and of both sexes. The researcher feels safe to conclude, that results support the general ideas about the role of the psychological contract as its being a relevant factor for the well-being of employees employed by a government department. This research, as mentioned in the general objective, is not an exhaustive study, but a useful first step, which could lead to further, more comprehensive, research.

## **5.2 RECOMMENDATIONS**

According to the researcher, the following actions are recommended.

### **5.2.1 The CHAPS program :**

**C – Contract**

**H – Health and well-being**

**A – Attitude**

**P – Performance**

**S – Satisfaction**

The CHAPS program is recommended to government departments in order to try and improve the following.

- Health and well-being of employees
- Attitude towards the job and government department
- Performance
- Employee satisfaction
- Work-life balance
- Motivation, training, performance and interest programmes.

**Figure 29 The CHAPS program**

**Contract:**

- Permanent contract
- Non-permanent contract
- Training contract
- Flexible contract

**Health and well-being:**

- Training program
- Team building
- Interactive problem-solving

**Attitude:**

- Interest program
- Promise

**Performance:**

- Performance program
- Motivation

**Satisfaction:**

- Atmosphere
- Reward satisfaction
- Work-life balance

Government Department

Source: Researcher

### **5.2.1.1 Contracts**

The government department uses two types of contracts, these being permanent and non-permanent. The questionnaire showed, that 21.42% are non-permanent and 78.7% permanent.

The researcher recommends, that the government department must revise the contracts of non-permanent employees, because the percentages indicate, that 44.44% of AC's agree that their present contract suits them for the time-being, 55.56% would prefer a different contract. However, only 11.11% are content with their present contract. Henceforth the researcher deduces, that AC's are presently dissatisfied with their contract, while 33.33% show disappointment towards the government department, although 55.55% are grateful for their present contract.

Both permanent and non-permanent contracts must provide employees with a broader spectrum of opportunity in order to allow them to express their views and concerns, thus creating a higher level of productivity with the department.

Furthermore, the researcher recommends, that a type of training contract be introduced. This contract will target mainly school-leavers with a grade twelve qualification, providing them with the opportunity to gain experience and knowledge a government department has to offer. This method, the researcher feels, will be highly efficient, as it encompasses theory as well as practice within the working environment. The advantage of this type of contract, is that productivity is increased. The government department will find itself in a win-win situation, because the employees' training is paid for, thus giving them a positive attitude towards their work.

Another type of contract recommended by the researcher is a flexible contract. This contract makes provision for people who cannot commit themselves to a full day's work due to the nature of their family responsibilities. This type of contract will allow students to gain experience while studying, allow young mothers to supplement

their income and afford pensioners the opportunity to share valuable knowledge of years of experience, while being duly rewarded for this. This benefits the government department by not adversely affecting their restricted budget. A flexible contract will also be beneficial to the department in as much as alleviating work pressure when current employees are on annual, sick or maternity leave. Provision is thus made for permanent employees to advance in their current positions by attending training courses, therefore boosting their morale. This leads to a positive work atmosphere across the board, making the government department a pleasant place to work for. The researcher feels, that this is bound to guarantee the increased productivity and efficiency of employees.

Abroad, a flexible contract has proved to be highly effective and the researcher feels, that this will bring the department on par with their overseas counterparts.

#### **5.2.1.2 Health and well-being**

The researcher feels, that a healthy mind gives rise to a healthy body. The government department needs to introduce a training program in order to keep employees' minds stimulated. This type of program can include motivational speakers, counsellors and stress management courses. From the questionnaire it is clear, that stress and problems at work affect many of the employees' (permanent and non-permanent) lives. Furthermore, employees are tense, uneasy, worried, depressed and miserable. Concentrating on these emotions can create a positive work atmosphere, thus creating a mutually beneficial work-life balance.

Team-building will allow employees to gain a fuller understanding of each other, giving rise to building of trust, motivation and unity amongst fellow employees and towards the government department. Although team-building mostly takes place outside of working hours, it creates the impression that the government department is truly concerned about and cares for its employees. Employees' family members are also involved in team-building, which increases the way in which the general public sees the government department.

By initiative problem-solving, the researcher implies, that the employee must be involved in the problem-solving process. Employees must be given the opportunity to express their views and opinions as to how to reach a particular resolving certain problems. More often than not, when it comes to problem-solving, top management takes the onus upon themselves to solve the problems, whereas they seldom know or even have forgotten how the actual working process takes place at grass-roots level.

The researcher feels, that by including the bottom-of-the-range employees in the problem-solving process, solutions could be obtained and implemented quicker and more efficiently.

### **5.2.1.3 Attitude**

The researcher recommends an interest program. This interest program involves all employees at all levels listening to their views, interests, concerns and possible changes within the department.

As previously mentioned, top management seldom know or have even forgotten how the actual working process takes place at grass-roots level. Top management finds solutions, give their views and sometimes overlook employees' concerns and interests. Top management need to involve employees, consider their solutions and views and at the same time, inform employees of current and future changes after consulting with them. The interest program can include training; possible training available to all employees and training recommended by employees. For the interest program to be highly successful, it needs to go hand in hand with the training program.

The interest program involves not only work-life, but life outside work, which in turn can bring a balance towards work-life. In order for employees to be motivated, their interest should be pertinent to their jobs. The core element of the interest program, should be involving employees:

Tables 13, 14 and 15 show a very low degree of keeping of promises or commitments from the government department towards the employees i.r.o. all three groups. As indicated in the tables, most employees feel they had kept their promises or commitments towards the government department.

The researcher is of the opinion, that the interest-and-training program, as well as team-building when applied effectively, should lead to a much more positive attitude of the general workforce, which in turn, will lead to eradication of mistrust which the employees have placed in the government department. This could lead to employees feeling happier, more pleased, more grateful and less angry, less violated and less disappointed in the government department's promises and commitments.

If employees trust that the government department will keep its promises and commitments, the percentage of employees who feel like quitting, can decrease and employees will feel that the government department really cares about their well-being.

#### **5.2.1.4 Performance**

The government department needs to revise its performance appraisal system. A total of 80% of PP's received a formal performance appraisal during the past year, while 35.72% of AC's and only 11.11% of SAC's received a formal performance appraisal.

The researcher recommends a system that can award employees a performance appraisal quarterly. Employees can be rated by a performance officer, while considering general feedback by members of the public. The performance appraisal can include a percentage, an annual salary or a fixed bonus determined by the performance officer and feedback from the public. This type of performance appraisal could lead to an increase in the percentages shown in figure 16, which show how employees to some extent feel they have been fairly rewarded for the

amount of effort they put into their job. Furthermore, it will lead to employees applying themselves more efficiently. This process of performance appraisal could lead to an increase in motivation shown by employees. It involves rotation of employees to different departments, learning more skills and keeping them abreast of how other departments operate, giving the employee a well-rounded knowledge and equipping them to deal more effectively with the task at hand. In turn, this methodology, the researcher feels, will keep the employees motivated, because their jobs will not become a laborious and cumbersome task.

When applying the performance appraisal to employees employed in a training contract, they will be kept motivated to perform at their peak, most of, if not all of the time subsequently leading to greater well-being and more enjoyment while working for the government department.

#### **5.2.1.5 Satisfaction**

By creating an atmosphere of trust and enjoyment, employees sense a feeling of belonging. The researcher is of the opinion, that correctly implementing the previously mentioned recommendations, will enhance the working atmosphere.

Employees will be content in the current position, which will increase the employees' health, dedication, well-being, attitude and satisfaction, thus adding to their work-life balance. In conclusion, a content employee is a happy employee.

## OPSOMMING

Die psigologiese kontrak kan kortliks gedefinieer word as die verwagtinge wat 'n werknemer vir hom-/haarself skep van die werkgewer en die verwagtinge wat die werkgewer vir hom-/haarself skep van die werknemer.

Die term "psigologiese kontrak" sluit faktore soos vertroue, tevredenheid, beloftes en verbintenisse, werknemergesondheid, houding teenoor werkgewer en werknemerwelsyn in.

Die hoofdoel van hierdie navorsing, is om die verhouding tussen die graad van werk vastheid en individuele welsyn te ondersoek en wel in terme van die psigologiese kontrak as 'n ingrypende faktor op hierdie verhouding. Die sekondêre doel van hierdie navorsing, kan soos volg opgesom word: om te bepaal of daar 'n verhouding tussen kontrak (permanent of tydelik) en individuele welsyn (houding, gedrag en gesondheid) is; om vas te stel of verskeie faktore (ouderdom, geslag, die individu se rol in die departement, die individu se jare diens aan die departement) 'n invloed het op die psigologiese kontrak; en om die sleutelemente van die psigologiese kontrak te ondersoek.

Die navorsing behels beide 'n literatuur- en inpiriese studie, omdat dit die beste manier is om verskeie ontwikkelinge en verwikkelinge t.o.v. sekere kennis te kry.

Die navorser se aanbevelings sluit die volgende in.

- Die departement van Justisie kan 'n opleidingskontrak en 'n insiklike kontrak aanbied wat sal bydra tot huidige werknemermotivering, verligting van werkdruk en die skep van werkgeleenthede.
- Die betrokke departement kan spanbouprogramme aanbied, wat sal bydra tot werknemer-motivering, houdingverandering en verbeterde gesondheid,

- Die betrokke departement moet alle werknemers betrek tydens veranderinge, probleemoplossings en opleidingsprogramme.
- Die betrokke departement moet 'n atmosfeer van vertroue, respek en tevredenheid skep, wat sal bydra tot effektiewer en meer gemotiveerde werknemers met 'n gesonde werk- en bestaansbalans.

## QUESTIONNAIRE



### Questionnaire on the perception of work

*PSYCONES – EU sponsored*

**PSYCONES –NRF Sponsored in South Africa**

**Respondents are anonymous and information about individual answers will not be reported**

**Please carefully read these instructions before filling out the questionnaire.**

Dear participant,

We would like to ask you to fill out this questionnaire. This will not take more than 30 minutes. The questionnaire is part of a large study looking at contemporary employment relationships and how they are experienced. We want to stress that participation is confidential and that information about individual answers will not be reported. If you have any questions or queries with regards this questionnaire or the research in general, please contact the researchers at the following address:

**(Contact address):** North West University, Vaal Triangle Campus, PO Box 1174, Vanderbiljpark, 1900.

*Tel (016) 910 3423*

*Cell: 083 633 0509*

**Note:** the pages are printed on both sides. All questions refer to your job in **THIS** organisation (the organisation from whom you received the survey). For each question, please cross, tick or circle one answer as illustrated in the examples below. There are no right or wrong answers – we are interested in your thoughts and opinions.

**Examples:**

1. Are you  
 female  
 male

**2. To what extent do you agree with the following statement?**

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I am happy with my job	1	2	3	4	5

***Thank you for your participation!***

## I. PRESENT JOB AND EMPLOYMENT CONTRACT

### 1. What is your job in this organisation?

(e.g. teacher, headmaster, salesperson, secretary, accountant, plant/machine operator):

\_\_\_\_\_

### 2. How would you classify your current job?

Please only focus on the actual tasks and activities you are performing in your job (not taking your educational level into account)

Unskilled blue collar worker (e.g. plant /machine operator, assembly line worker,...)	1	Skilled blue collar worker or foremen (e.g. electrician, fitter, technician,...)	2	Lower level white collar worker (e.g. typist, secretary, telephone operator, computer operator, shop assistant,...)	3
Intermediate white collar worker or supervisor of white collar workers (e.g. computer programmer, school teacher, sales representative,...)	4	Upper white collar worker, middle management/ executive staff (e.g. store/shop/sales manager, office manager, engineer, university lecturer,...)	5	Management or director (e.g. departmental / section manager, senior manager, headmaster, rector,...)	6

### 3. How many hours per week do you usually work at this job?

\_\_\_\_\_ hours

#### 3a. Do you work night shifts?

No  Yes

### 4. How long have you been working in this organisation?

\_\_\_\_\_ years (if less than one year: \_\_\_\_\_ months or \_\_\_\_\_ days)

### 5. Do you supervise other employees?

No  Yes

### 6. Are you a union member?

No  Yes

### 7. In addition to this job, do you have any other paid job(s)?

No

Yes → how many hours per week do you work on average in this other job(s)? \_\_\_\_\_ hours

8. Please answer the following questions about your job in this organisation.		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
a)	My current job is my preferred job.	1	2	3	4	5
b)	My current profession/occupation is my preferred one.	1	2	3	4	5

9. I do have a permanent contract with this organisation?  No  Yes

*If yes, please continue at question 12.  
IF NO, please answer the following questions below.*

A. Which type of contract best describes your current employment situation?  
(Please tick more than one box if appropriate)

<input type="checkbox"/> Fixed-term contract (e.g. replacement contract, project based contract,...)	<input type="checkbox"/> Permanent contract with employment agency	<input type="checkbox"/> Temporary contract with employment agency
<input type="checkbox"/> Consultant	<input type="checkbox"/> Probation	<input type="checkbox"/> Training / Learnership agreement
<input type="checkbox"/> Seasonal employment	<input type="checkbox"/> Job creation scheme	<input type="checkbox"/> Subcontractor
<input type="checkbox"/> Other (please specify):		

B. In total, how long is the duration of your current contract/assignment?  
 \_\_\_\_ Years; \_\_\_\_ Months; \_\_\_\_ Days  Not specified/Don't know

C. How much time do you have left in your contract/assignment?  
 \_\_\_\_ Years; \_\_\_\_ Months; \_\_\_\_ Days  Not specified/Don't know

D. In total, how long have you worked on temporary contracts/assignments so far in your lifetime?  
 \_\_\_\_ Years; \_\_\_\_ Months; \_\_\_\_ Days  Not sure

**To be answered by everyone from now on:**

<b>10. Please state to what extent you agree with the following statements.</b>		<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Neither agree nor disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
a)	I think I will be employed in this organisation for longer than has been agreed in my employment contract.	1	2	3	4	5
b)	I expect that I will have to leave here once my present employment contract/ assignment has run out.	1	2	3	4	5
c)	I think my present employment contract/assignment will be renewed when it expires.	1	2	3	4	5
d)	I have been promised that I will get a permanent contract with this organisation when my present contract/assignment expires.	1	2	3	4	5

<b>11. How important are the following reasons why you have a non-permanent employment contract?</b>		<b>Not at all important</b>	<b>Not very important</b>	<b>Of some importance</b>	<b>Quite important</b>	<b>Very important</b>
a)	It is difficult for me to find a permanent job.	1	2	3	4	5
b)	It suits my present needs/situation (e.g. family, study, leisure...).	1	2	3	4	5
c)	It offers me a higher wage than other employment contracts	1	2	3	4	5

<b>How important are the following reasons why you have a non-permanent employment contract?</b>		<b>Not at all important</b>	<b>Not very important</b>	<b>Of some importance</b>	<b>Quite important</b>	<b>Very important</b>
d)	It gives me more freedom.	1	2	3	4	5
e)	It offers me a supplementary income	1	2	3	4	5

f)	It allows me to gain experience and expertise with different tasks and jobs.	1	2	3	4	5
g)	The contract was offered with the job I wanted.	1	2	3	4	5
h)	It was the only type of contract I could get.	1	2	3	4	5

**To be answered by everyone from now on:**

<b>12. Please state to what extent you agree with the following statements.</b>		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
a)	My present employment contract suits me for the time being.	1	2	3	4	5
b)	I would prefer a different kind of employment contract to the one I have now.	1	2	3	4	5
c)	My current employment contract is the one that I prefer.	1	2	3	4	5
d)	The employment contract I have today is the one I want to have in the future.	1	2	3	4	5

## II. JOB CHARACTERISTICS AND PERFORMANCE IN YOUR PRESENT JOB

<b>13. How would you describe your present job?</b>		Rarely or never	Not often	Sometimes	Rather often	Very often or always
a)	I do <u>not</u> know what my responsibilities are in performing my job.	1	2	3	4	5
b)	I can plan my own work.	1	2	3	4	5
c)	My jobs requires me to be creative.	1	2	3	4	5
d)	I know exactly what is expected of me in my job.	1	2	3	4	5
e)	I can carry out my work in the way I think best	1	2	3	4	5
f)	I can choose my job assignments	1	2	3	4	5
g)	I have an opportunity to develop my own special abilities.	1	2	3	4	5

h)	I know how to get my job done.	1	2	3	4	5
i)	I can vary how I do my work.	1	2	3	4	5
j)	My job requires a high level of skills.	1	2	3	4	5
k)	My job requires me to learn new things.	1	2	3	4	5
l)	I can influence the way my section is organised	1	2	3	4	5

<b>14. Regarding your present job, how often...</b>		Rarely or never	Not often	Sometimes	Rather often	Very often or always
a)	are you pressed for time?	1	2	3	4	5
b)	do you miss all or part of a (lunch)break because of having too much work?	1	2	3	4	5
c)	do you go home late because of having too much work?	1	2	3	4	5
d)	is a fast pace required in your work?	1	2	3	4	5

<b>15. We now list some questions concerning your last working week. In your own judgement, how well did you fulfil the following tasks?</b>		Very badly	Rather badly	Neither well nor badly	Rather well	Very well
a)	Make decisions?	1	2	3	4	5
b)	Perform without mistakes?	1	2	3	4	5
c)	Devote yourself to work?	1	2	3	4	5
d)	Achieve your objectives?	1	2	3	4	5
e)	Take initiatives?	1	2	3	4	5
f)	Take responsibility?	1	2	3	4	5

### III. ATTITUDES TOWARDS THE JOB AND ORGANISATION

<b>16. Please answer the following questions</b>		No	Yes	Don't know
a)	Does this organisation provide you with sufficient opportunities to express your views on issues and concerns at work?	1	2	3
b)	During the past 12 months, have you been provided with any training and development – such as on-the-job training or sort of course or planned activity – update your skills	1	2	3
c)	Is there any serious attempt in your organisation to make the jobs of people like you as interesting and varied as possible	1	2	3
d)	Have you received a formal performance appraisal during the past year?	1	2	3
e)	Does your organisation provide any support with non-work responsibilities – for example, child care facilities, flexible hours, financial planning or legal services?	1	2	3
f)	Does your organisation actively carry out equal opportunities practices in the workplace?	1	2	3
g)	Does your organisation take active steps to prevent any kind of harassment or bullying for people like you?	1	2	3
h)	Is your pay related to your personal performance in any way through some sort of performance- or merit-related pay?	1	2	3

**17. Employer obligations:**

Next follows a list of some promises and commitments, which organisations sometimes make to their employees. For each, I would like you to consider whether such a promise has been made by this organisation, either formally or informally, and the extent to which it has been fulfilled.

	<b>Has your organisation promised or committed itself to ...</b>	No	Yes, but promise not kept at all	Yes, but promise only kept a little	Yes, promise half-kept	Yes, and promise largely kept	Yes, and promise fully kept
a)	provide you with interesting work?	0	1	2	3	4	5
b)	provide you with a reasonably secure job?	0	1	2	3	4	5
c)	provide you with good pay for the work you do?	0	1	2	3	4	5

d)	provide you with a job that is challenging?	0	1	2	3	4	5
e)	allow you to participate in decision-making?	0	1	2	3	4	5
		No	Yes, but promise not kept at all	Yes, but promise only kept a little	Yes, promise half-kept	Yes, and promise largely kept	Yes, and promise fully kept
f)	provide you with a career?	0	1	2	3	4	5
g)	provide a good working atmosphere?	0	1	2	3	4	5
h)	ensure fair treatment by managers and supervisors?	0	1	2	3	4	5
i)	be flexible in matching demands of non-work roles with work?	0	1	2	3	4	5
j)	provide possibilities to work together in a pleasant way?	0	1	2	3	4	5
		No	Yes, but promise not kept at all	Yes, but promise only kept a little	Yes, promise half-kept	Yes, and promise largely kept	Yes, and promise fully kept
k)	provide you opportunities to advance and grow?	0	1	2	3	4	5
l)	provide you with a safe working environment?	0	1	2	3	4	5
m)	improve your future employment prospects?	0	1	2	3	4	5
n)	provide an environment free from violence and harassment?	0	1	2	3	4	5
o)	help you deal with problems you encounter outside work?	0	1	2	3	4	5

<b>18. Looking overall at how far this organisation has or has not kept its promises and commitments, to what extent do you feel:</b>		Not at all	A little	Somewhat	Quite a lot	Very
a)	Happy	1	2	3	4	5
b)	Angry	1	2	3	4	5
c)	Pleased	1	2	3	4	5
d)	Violated	1	2	3	4	5
e)	Disappointed	1	2	3	4	5
f)	Grateful	1	2	3	4	5

### 19. Your obligations

The following list consists of some promises and commitments that people sometimes make to their organisation. For each, I would like you to consider whether you made such a promise to this organisation, either formally or informally, and the extent to which it has been fulfilled.

	Have you promised or committed yourself to...	No	Yes, but not kept promise at all	Yes, but kept promise a little	Yes, half-kept promise	Yes, largely kept promise	Yes, fully kept promise
a)	Go to work even if you don't feel particularly well?	0	1	2	3	4	5
b)	protect your company's image?	0	1	2	3	4	5
c)	show loyalty to the organisation?	0	1	2	3	4	5
d)	work overtime or extra hours when required?	0	1	2	3	4	5
e)	be polite to customers or the public even when they are being rude and unpleasant to you?	0	1	2	3	4	5
f)	be a good team player?	0	1	2	3	4	5
g)	turn up for work on time?	0	1	2	3	4	5
h)	assist others with their work?	0	1	2	3	4	5
i)	volunteer to do tasks outside your job description?	0	1	2	3	4	5
j)	develop your skills to be able to perform well in this job?	0	1	2	3	4	5
k)	meet the performance expectations for your job?	0	1	2	3	4	5
l)	accept an internal transfer if necessary?	0	1	2	3	4	5
		No	Yes, but not kept promise at all	Yes, but kept promise a little	Yes, half-kept promise	Yes, largely kept promise	Yes, fully kept promise
m)	provide the organization with innovative suggestions for improvement?	0	1	2	3	4	5
n)	develop new skills and improve your current skills?	0	1	2	3	4	5
o)	respect the rules and regulations of the company?	0	1	2	3	4	5
p)	work enthusiastically on jobs you would prefer not to be doing?	0	1	2	3	4	5

<b>20. Please answer the following questions.</b>		Not at all	A little bit	To some extent	A lot	Totally
a)	Overall, do you feel you are rewarded fairly for the amount of effort you put into your job?	1	2	3	4	5
b)	To what extent do you trust senior management to look after your best interests?	1	2	3	4	5
c)	Do you feel that organisational changes are implemented fairly in your organisation?	1	2	3	4	5
d)	In general, how much do you trust your organisation to keep its promises or commitments to you and other employees?	1	2	3	4	5
e)	Do you feel you are fairly paid for the work you do?	1	2	3	4	5
f)	To what extent do you trust your immediate line manager to look after your best interests?	1	2	3	4	5
g)	Do you feel fairly treated by managers and supervisors?	1	2	3	4	5

<b>21. Please state to what extent you agree with the following statements.</b>		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
a)	To know that my own work had made a contribution to the good of the organisation would please me.	1	2	3	4	5
b)	I am optimistic that I would find another job, if I looked for one.	1	2	3	4	5
c)	Work should only be a small part of one's life.	1	2	3	4	5
d)	Chances are, I will soon lose my job.	1	2	3	4	5
e)	I am <u>not</u> happy with my job.	1	2	3	4	5
		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
f)	I will easily find another job if I lose this job.	1	2	3	4	5
g)	These days, I often feel like quitting.	1	2	3	4	5
h)	I am often bored with my job.	1	2	3	4	5
i)	I feel myself to be part of the organization.	1	2	3	4	5
j)	My supervisor is helpful in getting my job done.	1	2	3	4	5
k)	Whatever comes my way in my job, I can usually handle it.	1	2	3	4	5

<b>22. Please state to what extent you agree with the following statements.</b>		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat at agree	Strongly agree
a)	My supervisor pays attention to what I am saying.	1	2	3	4	5
b)	I am sure I can keep my job.	1	2	3	4	5
c)	In my view, an individual's personal life goals should be work-oriented.	1	2	3	4	5
d)	My organisation really cares about my well-being.	1	2	3	4	5
e)	I could easily switch to another employer, if I wanted to.	1	2	3	4	5
f)	My supervisor is concerned about my welfare.	1	2	3	4	5








<b>22. Please state to what extent you agree with the following statements.</b>		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
g)	When I am confronted with a problem in my job, I can usually find several solutions.	1	2	3	4	5
h)	Despite the obligations I have made to this organisation, I want to quit my job as soon as possible.	1	2	3	4	5
i)	My organisation shows very little concern for me.	1	2	3	4	5
j)	Even if this organisation was not doing too well, I would be reluctant to change to another employer.	1	2	3	4	5
k)	Most days I am enthusiastic about my job.	1	2	3	4	5
l)	I can remain calm when facing difficulties in my job because I can rely on my abilities.	1	2	3	4	5
m)	My organisation strongly considers my goals and values.	1	2	3	4	5
n)	In my work, I like to feel that I am making some effort, not just for myself but for the organisation as well.	1	2	3	4	5
o)	The most important things that happen to me involve work.	1	2	3	4	5
p)	At this moment, I would like to stay with this organisation as long as possible.	1	2	3	4	5








<b>23. Please state to what extent you agree with the following statements.</b>		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	
a)	I am quite proud to be able to tell people who it is I work for.	1	2	3	4	5	
b)	I feel appreciated by my supervisor.	1	2	3	4	5	
c)	I am confident that I could quickly get a similar job.	1	2	3	4	5	
d)	I feel insecure about the future of my job.	1	2	3	4	5	
			Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
e)	Work should be considered central to life.	1	2	3	4	5	
f)	My organisation cares about my opinion.	1	2	3	4	5	
g)	If I could, I would quit today.	1	2	3	4	5	
h)	I think I might lose my job in the near future.	1	2	3	4	5	
i)	I find enjoyment in my job.	1	2	3	4	5	

#### IV. HEALTH AND WELL-BEING

<b>24. In the past few weeks, how often have you felt each of the following regarding your work</b>		Rarely or never	Not often	Sometimes	Rather often	Very often or always
a)	Tense	1	2	3	4	5
b)	Calm	1	2	3	4	5
c)	Uneasy	1	2	3	4	5
d)	Cheerful	1	2	3	4	5
e)	Worried	1	2	3	4	5
f)	Enthusiastic	1	2	3	4	5
g)	Depressed	1	2	3	4	5
h)	Contented	1	2	3	4	5
i)	Gloomy	1	2	3	4	5
j)	Relaxed	1	2	3	4	5
k)	Miserable	1	2	3	4	5
l)	Optimistic	1	2	3	4	5

<b>25. Please indicate your agreement with each statement.</b>		Strongly Disagree	Quite strongly disagree	Some-what dis-agree	Neither agree nor disagree	Some-what agree	Quite strongly agree	Strongly agree
a)	I have difficulty relaxing after work.	1	2	3	4	5	6	7
b)	Even at home I often think of my problems at work.	1	2	3	4	5	6	7
c)	I get in a bad mood when I am disturbed by others.	1	2	3	4	5	6	7
d)	Even on holiday I think about my problems at work.	1	2	3	4	5	6	7
e)	From time to time I feel like a bundle of nerves.	1	2	3	4	5	6	7
f)	I get angry quickly.	1	2	3	4	5	6	7
g)	I get irritated easily, even when I don't want to.	1	2	3	4	5	6	7
h)	When I come home tired after work, I feel irritable.	1	2	3	4	5	6	7
<b>26. How often does it happen that ...</b>				Rarely or never	Not often	Some-times	Rather often	Very often or always
a)	you come home cheerfully after a successful day at work, positively affecting the atmosphere at home?			1	2	3	4	5
b)	you fulfil your domestic obligations better because of the things you have experienced in your job?			1	2	3	4	5
c)	you manage your time at home more efficiently as a result of the way you do your job?			1	2	3	4	5
d)	you are better able to interact with your spouse/family/friends as a result of the things you have experienced at work?			1	2	3	4	5

27. How satisfied do you currently feel about...								
		Very dissatisfied						Very satisfied
a)	your life in general?	1	2	3	4	5	6	7
b)	your family life?	1	2	3	4	5	6	7
c)	your leisure time?	1	2	3	4	5	6	7
d)	your state of health and well-being?	1	2	3	4	5	6	7
e)	your work-life balance?	1	2	3	4	5	6	7
f)	the financial situation of your household?	1	2	3	4	5	6	7
<b>28. Please answer the following questions</b>				Never	Once	2-3 times	4-5 times	More than 5 times
a)	How often have you been absent from work due to your state of health over the <u>last 12 months</u> ?	1	2	3	4	5		
b)	How often have you <i>gone to work</i> despite feeling that you really should have stayed away due to your state of health over the <u>last 12 months</u> ?	1	2	3	4	5		
c)	Have you had an accident in the work place over the <u>last 12 months</u> ? (Please count all accidents, even when you have continued to work the same day).	1	2	3	4	5		
d)	Have you personally experienced any incidents of harassment or violence at work	1	2	3	4	5		

<b>27. How satisfied do you currently feel about...</b>							
	Very dis-satisfied						Very satisfied
in the <u>last 12 months?</u>							
<b>29. In general, would you say:</b>		Poor	Fair	Good	Very good	Excellent	
a)	Your health is?	1	2	3	4	5	
		Definitely false	Mostly false	Not false, not true	Mostly true	Definitely true	
b)	I seem to get sick a little easier than other people.	1	2	3	4	5	
c)	I am as healthy as anybody I know.	1	2	3	4	5	
d)	I expect my health to get worse in the near future.	1	2	3	4	5	
e)	My health is excellent	1	2	3	4	5	

## VI. WORKPLACE CHANGE INFORMATION

<b>30. Please answer the following questions</b>	Gone up a lot	Gone up a little	Stayed the same	Gone down little	Gone down lot
a) Supervisors responsibility for employee relations matters	1	2	3	4	5
b) Importance of employee relations matters in setting organisation goals and objectives	1	2	3	4	5
c) How hard people work here	1	2	3	4	5
d) Flexibility to move employees from one task to another	1	2	3	4	5
e) The amount of employee influence over the way they do their job	1	2	3	4	5
f) The amount of information provided to employees about this workplace	1	2	3	4	5
g) The proportion of pay for non-managerial employees which is related to measures of performance	1	2	3	4	5
h) Amount of employee influence over managerial decision-making	1	2	3	4	5
i) The proportion of women in managerial posts	1	2	3	4	5

<b>31. Over the past ten years has management here introduced any of the changes listed on this card?</b>		<b>Yes</b>	<b>No</b>
a )	Changes in payment systems	1	2
b )	Introduction of new technology	1	2
c )	Changes in working time arrangements	1	2
d )	Changes in the organisation of work	1	2
e )	Changes in work techniques or procedures	1	2
f )	Introduction of initiatives to involve employees	1	2
g )	Introduction of new product or service	1	2
h )	None of these _____		

<b>32. What type of involvement did..... have in introducing and implementing this change?</b>	<b>They decided</b>	<b>They negotiated</b>	<b>They were consulted</b>	<b>They were informed</b>	<b>There was no involvement</b>
Trade unions at this workplace	1	2	3	4	5
Consultative committee	1	2	3	4	5
The employees likely to be effected	1	2	3	4	5

<b>33. Why were management here unable to introduce this change, because of.....</b>		<b>Yes</b>	<b>No</b>
a )	Resistance from senior management	1	2

b)	Resistance from middle/line management	1	2
c)	Resistance from employees	1	2
d)	Resistance from trade union representatives	1	2
e)	Resistance from other employee representatives	1	2
f)	Skill shortages	1	2
g)	Poor quality management	1	2
h)	Insufficient time to introduce	1	2
i)	Insufficient funds to introduce	1	2
j)	Other (please specify)		

<b>34. How helpful do you find the following up-to-date about this workplace?</b>		Very helpful	Helpful	Not very helpful	Not at all very helpful	Not used here
a)	Notice boards	1	2	3	4	5
b)	E-mail	1	2	3	4	5
c)	Workplace newsletters or magazine	1	2	3	4	5
d)	Meetings of managers and employees	1	2	3	4	5

<b>35. How often are you and others working here asked by managers for your views on any of the following?</b>		Frequently	Never	Sometimes	Hardly ever
a)	Future plans for the workplace	1	2	3	4
b)	Staffing issues, including redundancy, retrenchment	1	2	3	4
c)	Changes to work practices	1	2	3	4
d)	Pay issues	1	2	3	4

e)	Health and safety at work	1	2	3	4	
<b>36. How good would you say managers here are at the following.</b>		Very good	Good	Neither good nor poor	Poor	Don't know
a)	Keeping everyone up to date about proposed changes	1	2	3	4	5
b)	Providing everyone with the chance to comment on proposed changes	1	2	3	4	5
c)	Responding to suggestions from employees	1	2	3	4	5
d)	Dealing with work problems you or others may have	1	2	3	4	5
e)	Treating employees fairly	1	2	3	4	5
<b>37. In general, how would you describe: relations between managers and employees here?</b>		Very good	Good	Neither good nor poor	Poor	Don't know
a	The relations between managers and employees here?	1	2	3	4	5

<b>38. Was there any change in the organisation in the last ___ years?</b>		Yes	No
a)	6 months -1 year	1	2
b)	2 -3 years	1	2
c)	3-4 years	1	2
d)	5-6 years	1	2
e)	7-8 years	1	2
f)	9-10 years	1	2

**If yes, answer question 39.**

<b>39. If yes, because of .....</b>		Yes	No
a)	Merger	1	2
b)	Retrenchments/redunda		

	ncy of a group of employees	1	2
c)	Restructuring	1	2
d)	Privatisation	1	2
e)	Other (please specify): .....	1	2

<b>40. Do you think that there is going to be any workplace change in the near future?</b>	<b>Yes</b>	<b>No</b>
a) 6 months -1 year	1	2
b) 2 -3 years	1	2
c) 3-4 years	1	2
d) 5-6 years	1	2
e) 7-8 years	1	2
f) 9-10 years	1	2

If no, go to question 43.

<b>41. Over which kind of change do you think it's going to be?</b>	<b>Yes</b>	<b>No</b>
a) Merger	1	2
b) Retrenchments/redundancy of a group of employees	1	2
c) Restructuring	1	2
d) Privatisation	1	2
e) Other (please specify): .....	1	2

In the past a lot of change have been taking place. How would you describe the present situation in the organisational situation now?

<b>42. In the past a lot of change have been taking place. How would you describe the present situation in the</b>	<b>Is at the beginning of a lot of changes.</b>	<b>Is in a process of changes</b>	<b>Is in a period of change or at the end of a change process</b>	<b>Is in a process of no change</b>
--	---	-----------------------------------	---	-------------------------------------

<b>organisational situation now?</b>				
My organisation .....	1	2	3	4

## VI. BACKGROUND INFORMATION

43. What is your age? \_\_\_\_\_ years

44. Are you...  Female  Male

45. What is your family status?  Single or living as single  
 Married or cohabiting  
 Living with family/parents

46. What is your financial contribution to the household income?  
 Sole earner (100%)  
 Main earner (more than 50%)  
 Joint earner (about 50%)  
 Contributory earner (less than 50%)

47. How many people are largely dependent on the household income (including yourself)?

\_\_\_\_\_ persons

48. Are you in your household the person mainly responsible for ordinary shopping and looking after the home?

- Yes  
 I am equally responsible with one or more other people  
 No, someone else is mainly responsible

49. Educational level?

**A: Highest academic qualification?**

- Gr 10 (Std 8 or lower)  
 Gr 11 or 12 (Std 9 or 10)  
 Diploma or post-matric qualification  
 Bachelors degree  
 Post graduate (*Honnours, Masters or Doctorate*)

**B: How many years of full-time education did you complete? \_\_\_\_\_ years**

- I am currently a student

\* • \* • \* \* \* \*

**Thank you very much for completing this questionnaire**

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