

**JOB SATISFACTION OF EMPLOYEES OF
VUSELELAFET COLLEGE**

BY

LEBOGANG EDWIN SEOKAMO

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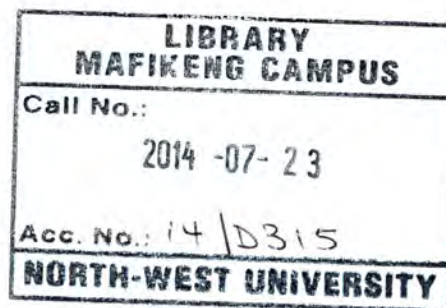
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DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
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UNIVERSITY

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DECLARATION

I hereby declare that the mini-dissertation submitted for the degree Magister in Business Administration (MBA), at the North West University – Mafikeng Campus, is my own original work and has not previously been submitted to any other institution of higher education. I further declare that all sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references.

SEOKAMO L.E

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ABSTRACT

The purpose of this study was to determine the level of job satisfaction of employees within Vuselela FET College. The study was conducted at all Vuselela FET College sites. Ninety four (94) employees participated in the study and completed the short modified form of the Minnesota Satisfaction Questionnaire (MSQ). The results of the study indicated that the employees were generally dissatisfied. However, they were more satisfied with migration from the Provincial Department of Education to the Department of Higher Education. The employees were also more satisfied with the working relations amongst colleagues.

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CHAPTER 1: CONTEXT OF THE STUDY

1.1 INTRODUCTION

Since the inception of the new government in 1994, South Africa has experienced extensive changes. The South African workforce had to deal with a variety of changes from all spheres of government departments. This included changes in the Department of Education where hundred and fifty two (152) colleges (technical) were merged to form fifty (50) separate colleges. According to Zuma (2000:79), the Minister of Education pronounced the merger as a way to redress the inequities of the past, address inefficiencies and reduce duplication and wastage so as to provide relevant experience to learners.

However, Further Education and Training round table (2010:09) maintains that Colleges have been through multiple and overlapping processes of change over the last ten years. Many of these changes have not enjoyed universal support amongst stakeholders and many policies have not yet had any impact on the goals they were intended to address. Indeed, some had unintended consequences. Where new policies were not supported, they sometimes had not been implemented as intended. Implementation of ambitious policies had been crippled by unforeseen implementation failures. NEHAWU (2011) further asserts that the post-apartheid restructuring process began with the promulgation of the FET Act in 1998. In 2006, when the FET Act (No. 16 of 2006) was promulgated to repeal the 1998 FET Act, the main objective of this Act (No 16 of 2006) was to transform FET Colleges into semi-autonomous institutions, including the transfer of employees in the colleges out of the public service and into the individual colleges (councils). This had an adverse impact on the Collective Bargaining Rights of the transferring staff.

The merger that began in 2002 led to the establishment of three FET Colleges in the North-West Province, known as: Taletso, Vuselela and Orbit. The changes that took place in the education sector came with many adjustments

in relation to FET Colleges. For instance, FET Colleges were declared to be autonomous in 2006 in relation with the FET Act No 06 of 2006. The FET Act No 16 of (2006:26) clearly stated that after the merger, the colleges will become the employer of lecturers and support staff (employees).

The management would be appointed by the Member of the Executive Council. The appointment of staff would be the responsibility of the College Council governed by the FET Act and complying with relevant legislation such as the Public Services Act, Employment Equity, Basic Conditions of Employment as well as the Labour Relations Act. These drastic changes meant that the Department of Education no longer dealt with colleges' management related matters but FET Colleges must establish their own administration procedures for all units, such as (but not limited to) Human Resources Management, Supply Chain Management and Finances Management. After the College was given this new responsibility, it can be easily said that the probability was that the college did not have the capability to deal with sensitive division such as Supply Chain Management as well as Human Resources Management which in a way has direct relationship with employees.

The new FET Act No 16 of 2006 led to a situation where the Provincial Department of Education was no longer regarded as the employer of FET Colleges' employees, as the colleges were self-governed by the College Council. However, the employees who were appointed by the Provincial Department of Education prior 2006 remained to be employed by the department meaning that employees still received salaries and other benefits from the department whilst those appointed by the Council received salaries and benefits from the Vuselela FET College.

The implementation of FET Act No 16 of 2006 gave birth to a complex state of affairs for FET Colleges. The implementation of FET Act No 06 of 2006 gave birth to lot of complex state of affairs for FET Colleges. One of the difficulties was that there was a moratorium on all appointments related to FET colleges in the Provincial Education Department and the non-existence of vacant

positions in the Provincial Department of Education post establishment meant that FET Colleges should run its own recruitment processes where vacancies arise and that no appointment can be effected at the provincial department on behalf of Colleges. This eventually led to problems for FET Colleges and indirectly impacted on employees in these colleges.

Additionally, as a result of the new dispensation, the salaries of employees became stagnant as they were no longer receiving benefits through tools such as the Integrated Quality Management System (IQMS) and Performance Development Management System (PMDS). The Performance Management Development System (PMDS) is a management function within a college which ensures that evaluation of staff members is effectively conducted and recorded. The system encompasses educators, support staff like cleaners and security members working at the same college.

The non-existence of these assessments implies that there is wage disparity between employees at Public Further Education and Training and those appointed at Public Basic Schools even though they are on the same levels. This eventually led to the establishment of Collective Agreement No 1 of 2010 that was seeking to establish parity of salaries of lecturing, office-based lecturers and support staff employed in the Public Further Education and Training Colleges with salaries of counterpart employees appointed in Public Basic Education. Therefore, these clearly contextualize the challenges that have been experienced in this sector after the amalgamation.

1.2 STATEMENT OF PURPOSE

The purpose of this study is to determine the level of job satisfaction amongst the employees of Vuselela FET College as mechanism to assist employees to be effective and efficient in the working environment. The study has the potential of helping Vuselela FET College Senior Management Team and the officials of the Department of Higher Education and Training with strategies of employees' satisfaction as well as retention.

1.3 PROBLEM STATEMENT

Currently, Vuselela FET College employees are appointed by two different employers. There are employees appointed by College Council, others by the Provincial Department of Education and there is another category of employees appointed by both employers simultaneously. Since the merger in 2003, few appointments and promotions were made at this college. As a result, most employees appointed by the Department of Education are on twofold appointments. Meaning, the employer is the Department of Education and the College Council (eg), a post level 3 official appointed on persal system is promoted to post level 5 in the college system and receive top-up (additional salary) between two salary scales.

The above scenario is unacceptable as it affects the lives of employees involved with regard to working conditions and also impact on their job satisfaction. For instance, employees appointed on twofold appointments are not receiving the actual benefits that are in accordance with their new promotional appointments by College Councils. In illustration, employees appointed by the Provincial Department of Education are now employees of College Council. Hence, Council has promoted them from lower to higher positions. The fact that there is no integrated system that link Provincial Department of Education and College Councils, suggests that employees receive pension benefits of the lower positions whilst in practical terms they occupy higher positions. Therefore, employees receive two IRP5's from two employers further subjecting them to over-taxation by South African Revenue Services (SARS). The additional salary is regarded as another employment and therefore employees are taxed at higher percentage whilst in principle they are only appointed by one employer.

This may also have an effect on relationships with co-workers as these challenges are only affecting employees appointed 'by two employers'. The employees appointed by the College Council as individual employer and

employees appointed by Provincial Education Department as single employer are not directly affected. However, employees appointed by College Council are also facing some challenges as the college does not have the capacity to implement and monitor performance of employees through tools such as Performance Management Development System (PMDS) and Integrated Quality Management System (IQMS). Therefore these employees are negatively affected as contrary to employees appointed by Provincial Department of Education since after the Collective agreement No 1 of 2010.

All these experiments may have an effect on job satisfaction as Theron (2009) correctly argues that factors in the working environment that are conducive to job satisfaction are challenging work, equitable rewards, working conditions and relationships with co-workers and bosses. The question is; does the current arrangement at Vuselela FET College meets crucial factors which lead to conducive working environment and job satisfaction? In this case, the topic is selected because of the problems experienced in Vuselela FET College subsequent to the merger and shifts that occurred in this institution (eg) the shift from Provincial Department of Education as employer to the College Councils and ultimately Department of Higher Education and Training as employer as the process is unfolding. It can therefore be concluded that a need exists to examine the job satisfaction of employees in this institution.

1.4 OBJECTIVES OF THE STUDY

The objectives of the study will be divided into main objective and sub objectives.

1.4.1 MAIN OBJECTIVE OF THE STUDY

The main objective of this study is to determine and study the level of job satisfaction of Vuselela FET College employees in North-West Province.

1.4.2 SUB-OBJECTIVES OF THE STUDY

- 1.4.2.1 To study the satisfaction of employees regarding the migration plan from College Council as employer to the Department of Higher Education and Training as employer.
- 1.4.2.2 To determine the level of satisfaction concerning promotion and appointments.
- 1.4.2.3 To examine the level of satisfaction regarding benefits of employees.

1.5 RESEARCH QUESTIONS

In order to determine the level of job satisfaction of Vuselela FET College employees, the following questions should be adequately researched and answered.

1.5.1 PRIMARY RESEARCH QUESTION

- 1.5.1 .1 To what an extent is the level of job satisfaction of Vuselela FET College employees indicative of their support for the College to deliver work of outstanding quality?

1.5.2 SUB-PRIMARY QUESTIONS

- 1.5.2.1 To what an extent are employees satisfied with the migration from the College Council as employer to the Department of Higher Education and Training as new employer?
- 1.5.2.2 To what an extent are Vuselela FET College employees satisfied with policies with reference to the promotions and appointments
- 1.5.2.3 To what an extent are Vuselela FET College employees satisfied with the benefits they receive as part of their level of appointment?

1.6 PROPOSED BENEFITS

The findings derived from this applied research, will have a practical application with reference to what constitutes job satisfaction in FET Colleges and will contribute to practical issues in the improvement of new research of organisational functionality and growth. The stakeholders in the FET sector in North-West Province and the national departments can also use the findings of the empirical study to make informed decisions regarding FET College employees.

Currently the process of migration from Provincial Education Department and College Councils to the Ministry of Department of Higher Education which is led by Dr Blade Nzimande is unfolding. Therefore the research can also play a vital role in aiding and strengthening this development. The study will benefit the Department of Higher Education by means of presenting the current challenges facing FET Colleges and therefore the department will be fully aware of what they are about to inherit from public Further Education and Training Colleges.

1.7 ETHICAL CONSIDERATION

Ethics in research refers to the norms or standards that guide the research process (Gupta 2011:21). Therefore the researcher was guided by ethical considerations during data collection and analysis. The data that was obtained from questionnaires and interviews was handled with strict confidentiality and was used for the purpose of research only. The guarantee was privacy and the identity of the respondent was not revealed. The researcher strived to avoid bias in data analysis and data interpretation.

1.8 OUTLINE OF THE CHAPTERS

The divisions and presentations of the chapters will be done as follows:

Chapter 1 will cover the introduction, problem statement and objectives of the study. **Chapter 2** will deal with the literature study. Research Methodology will be dealt with in **Chapter 3**, while **Chapter 4** will deal with Research Results and Findings. **Chapter 5** will communicate the conclusion and recommendations.

CHAPTER 2: LITERATURE STUDY

2.1 INTRODUCTION

According to Creswell (2008:116) the literature review is a written summary of articles, books and other documents that describes the past and current state of knowledge about a topic, organises a literature into topics and documents needed for a proposed study. This chapter will deal with job satisfaction and the factors which lead to job satisfaction or dissatisfaction and its results for employees of Vuselela FET College. For the purpose of this study factors such as working conditions, merger, fringe benefits, appointments/promotion, supervision and job performance will be clearly assessed. Job satisfaction theories, processes, theories of job satisfaction and consequences of job satisfaction will also be critically assessed.

2.2 NATURE OF JOB SATISFACTION

The term satisfaction is derived from the Latin word *satisfacere*, which means to satisfy or state of being (Merriam-Webster Online dictionary). Robbins and Judge (2007) define job satisfaction as a positive feeling about one's job resulting from evaluation of its characteristics. Employees that have high levels of job satisfaction, hold positive feelings about the job, while the dissatisfied employees hold negative feelings about the job. Robbins also argues that the employees' attitude have consequences on the workplace that can affect the outcome of an organisation in a number of ways. Tovey and Adams (Backman, 2007:27) specified that job satisfaction is in essence personal experience and it will vary from individuals within professional groups or doing a similar function.

Robbins, (2003) argues that job satisfaction is the attitude that the employee has towards his or her job. He further argues that factors that influence the job are the work itself, promotional opportunities, the ability of the supervisor to provide emotional and technical support, the extent to which fellow workers are supportive, working conditions and the equitability of the remuneration. In addition, Fourie (2001:9) indicates that the job satisfaction an individual experiences largely depends on how an individual associates his job with his job satisfaction.

Moreover, Robbins (2001:75-76) describes job satisfaction as a general attitude towards one's job the difference between the rewards received and what they actually believe they should receive. Kerego and Mthupa (1997) cited on Sempene (2006) further argue that working conditions, clear staffing policy, clear channels of communication, staff participation in the decision making, security and good governance is having adverse effects on job satisfactions. Schultz, *et al* (2003:208-210) asserts that low job satisfaction can be influenced by factors such as change and job insecurities, poor physical conditions, interpersonal demands, career and promotion requirements, work under load and work overload problems. McShane and Von Glinow (2005:122-123) indicate that job satisfaction is a multi-faceted concept, that it is made up of past and present-oriented, pleasurable feelings being satisfied with their jobs whilst other may feel quite dissatisfied under the same circumstances. Bateman and Snell (1999:458) maintain that staff (employees) will be satisfied if they are justifiably treated by the outcomes they receive or the processes that are implemented.

Equally, they also advise that a satisfied worker may not necessarily be a productive worker. Accordingly, Weis (2002: 645-647) indicates that although job satisfaction is an attitude, researchers should be warned to clearly identify the objectives of cognitive evaluation, which are affected by emotions, beliefs and behaviours. Rothman and Agathagelou (2000) indicate that job satisfaction is the reaction to a job that results from the incumbent comparison of actual outcomes with those that are desired. Employees compare the extent of the outcomes that they receive to the extent of the outcomes that

they feel they should receive. When the outcome proves to be less than expected, a negative attitude results, which leads to job dissatisfaction.

Hobfoll (2001) indicates that the sense of coherence is a broad resource which is positively associated with change and job satisfaction. He found that there is a relationship between a sense of coherence and job satisfaction.

Locke (1972); Price (2002), further argues that job satisfaction can be defined by two approaches, a global and faceted approach. The global approach encompasses feelings and emotions employees attribute to their work experience (Spector, 1997 cited on Horwitz and Pundit, 2008). The faceted approach emphasises employees' attitude toward individual aspects of their job (Lu *et al*, 2004).

Tampoe (2007) emphasises that a work climate which is conducive to fulfilling employees' expectations, would include personal growth, autonomy and accomplishment, intellectually stimulating work and rewards-based on contribution. Research has shown that job satisfaction and organisational commitment are key variables that influence employees' turnover intention, that is, an individual's intent to leave the organisation (Martin 2007; Mokoka 2007; Price & Muller 1981).

2.3 THEORIES OF JOB SATISFACTION

According to Baron and Greenberg (2003:153-156) researchers and scholars have produced comprehensive theories based on job satisfaction. Their aim was to provide a framework for understanding, not just the factors influencing such benefits but also why it results in such effects.

2.3.1 MASLOW AND HERZBERG'S THEORY OF NEEDS

To better understand and motivate the employee it is advisable to re-examine Maslow's Hierarchy of Needs (Maslow, 1954). Maslow (1954) produced a pyramid that comprises five levels, in a bottom-upwards fashion that describe the needs. Whittington and Evans (2005:114) further elaborated on this theory by stating that each of these needs operate at all times, although one deficient set dominates the individual at any one time and circumstance.

These needs are described as follows:

- **Physiological.** The basic need, having food, air, water in order to be able to live. Relating these needs to a business environment this could include the salary of an employee, lunch break authorisation or a decent office environment.
- **Safety and security.** This need refers to safety and security from any physical or psychological harm. In a business environment, it may mean benefits such as pension, medical aid as well as a salary increase.
- **Love and belonging.** This need refers to the desire to be loved and to love. Relating to a business world it may refer to employee supervision, professional friends and social gatherings.
- **Self-esteem.** This need refers to reputation, recognition and prestige. Relating these to a business environment this could mean the job title and fair salary increase.
- **Self-actualisation needs.** This need refers to the desire for fulfilment. Relating it to a business environment it may mean challenging assignments and development opportunities. Maslow's hierarchy is illustrated in Figure 2.1.

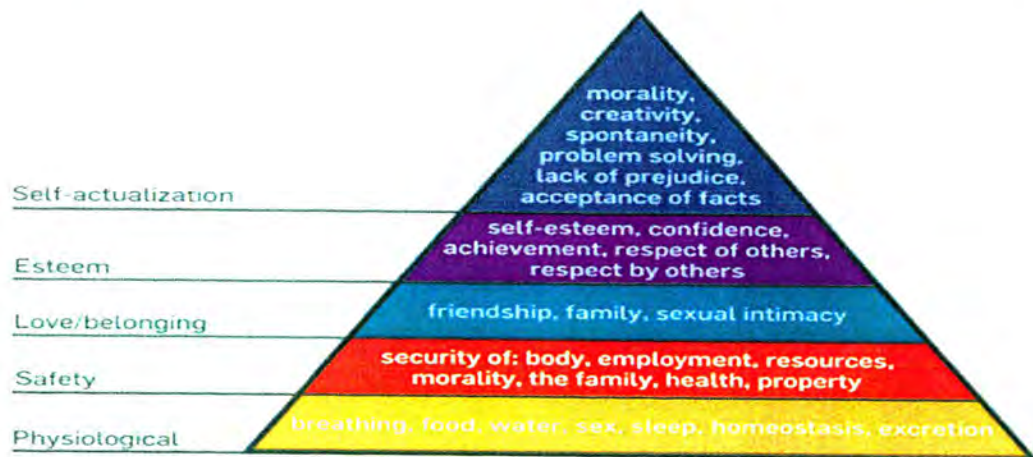


Figure 2.1: Maslow's hierarchy of needs. Source: Maslow, 1943

2.3.2 LOCKE'S VALUE THEORY

According to Baron and Greenberg (2003:155-156) in this theory they indicate that the impact of various factors of job satisfaction can be determined if we know the value a person places on a particular work-related outcome. The greater the value placed on each factor, the greater the shift in satisfaction changes that will be produced. The theory emphasises that if too much value is placed on a particular factor; stronger feelings of dissatisfaction will occur.

Locke (1976:158) illustrates by means of making the following example: Teachers that perform the same task at the same place of work may experience the same level of satisfaction but in totally different ways. The one educator may be strongly influenced by the physical aspects of the job whilst the other educator may be influenced by the challenge and variation inherent in the job. In this view, it is clear that Locke's theory is multi-faceted and importantly detailed to every single individual. Baron and Greenberg (2003:156-157) further assert that even though Locke's theory has not been extensively researched, a great amount of emphasis placed on values alludes that job satisfaction may rise from many factors.

2.3.3 HERZBERG'S TWO FACTOR THEORY

Schermerhorn, Hunt and Osborn (2000) theorised that employee satisfaction depends on two sets of issues, which are the hygiene issue and the motivator issue. In this theory Herzberg (1975) proposed a two-step framework to understand employee motivation and satisfaction. The primary duty for the development of this theory was to explain employee reaction to their work and work environment. The research led by Herzberg determined what people exactly want from their work. People (employees) were describing work circumstances in which they felt either bad or good about their jobs. The theory pointed out that all factors can be classified in two groups. The first group is the Hygiene/Maintenance factors and second group as Motivating factors.

2.3.3.1 Hygiene /Maintenance Factors

Hertzberg (1975 as cited in Kreitner & Kinicki, 2007) suggested a two-way approach to understand motivation and satisfaction. His theory was developed to explain employee reaction to their work and work environment. The first group is called Hygiene or Maintenance factors and the second group is called the Motivational factors. Hygiene factors are based on the needs of the organisation in order to prevent unpleasantness in the working environment. When employees are under the impression that these factors are inadequate, this could lead to job dissatisfaction in the work place.

Hygiene factors are mostly concentrating on the needs of the organisation in an attempt to prevent dissatisfaction in the working environment. Herzberg (1975) further argues that if hygiene factors are missing in the workplace, the likelihood is that the employees will be encountered with dissatisfaction. In contrast, Herzberg indicates that the presence of these factors does not guarantee employee satisfaction.

2.3.3.1.1 Hygiene/Maintenance Factors include the following:

- Working conditions – Physical working conditions, facilities and quality of work as related to job satisfaction.
- Wages, salaries and other financial remuneration – All sequences of events in which compensation plays a major role.
- Quality of interpersonal relations – Relationships involving superiors, subordinates and peers.
- Organisation policy and administration – Events in which some or all aspects of the organisation were related to job satisfaction.
- Quality of supervision – The supervisor's willingness to delegate responsibility and or willingness to teach subordinates.

2.3.3.2 Motivating Factors:

Motivating factors could play a vital role in job satisfaction: it can make employees perform above the set standard. Herzberg's Motivating factors (1975) include:

- **Recognition:** Acts of noise, praise or blame supplied by one or more superior, peer, colleague, management person, client and/or the general public.
- **Advancement:** Designated an actual change in job status.
- **Achievement:** Accomplishment of endeavours including wherein neither success nor failures were incurred
- **Work itself:** The actual job performance related to job satisfaction.
- **Responsibility:** Satisfaction derived from being given control of personal work or the work of others and or new job responsibility.
- **Status:** Possible change in status.

Hertzberg's two factor theory illustrated below in Figure 2.2

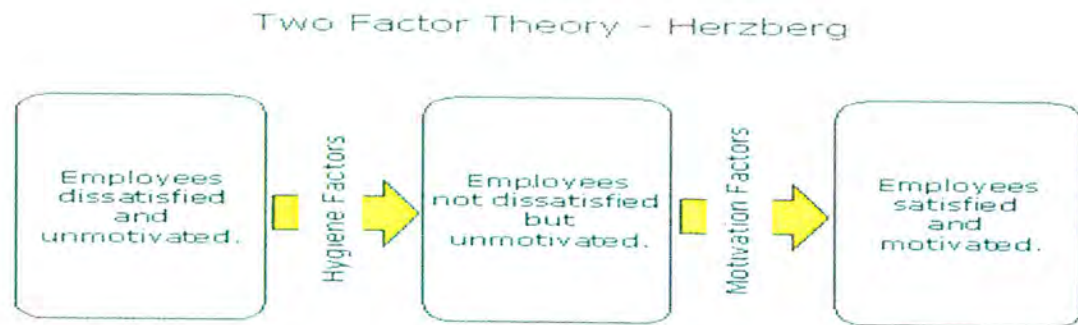


Figure 2.2: Herzberg's two factor theory. Source: Herzberg, 1959

2.3.4 THEORY OF NEEDS – ACHIEVEMENT THEORY

(McClelland, David 1961)

McClelland and associates indicate that some people have a compelling drive to succeed and therefore strive for personal achievement rather than rewards of success themselves. They have the desire to perform better than before therefore they like challenging jobs and behave as 'high achievers' Shajahan and Shajahan, (2004:95). This theory focuses on the achievement motive and therefore is called the achievement theory but it is founded on achievement, power and affiliation motives.

- **Achievement:** This is the drive to excel beyond the standards of success.
- **Power:** It refers to the desire to have an impact, to be influential and to control others (Robbins 2005:53).
- **Affiliation:** It is the desire to have friendly and close interpersonal relationships (Shajahan & Shajahan, 2004:53).

2.4 PROCESS OF JOB SATISFACTION THEORIES (MOTIVATIONAL THEORIES)

Luthans (2005:246) indicate that process theories are more concerned with "how motivation takes place?" Equally, the concept of 'expectancy' from 'cognitive theory' plays a dominant role in the process theories of job satisfaction. Perry *et al* (2006) indicate that these theories strive to explain how needs and goals are fulfilled and accepted cognitively.

2.4.1 EQUITY THEORY (Adams, 1963)

This theory indicates that employees weigh what they put in (input) against what they get from it (outcome) and then compare this ratio with the input-outcome ratio of other workers. Robbins (2005:58) further notes that if they find this ratio equal to that of the relevant others, a state of equity is said to exist. Perry *et al* (2006) found that rewards increase employee satisfaction only when these rewards are valued and perceived as equitable by the employees. (Pinder, 2008:316; Chindaya, 2002:53) argue that people have beliefs about the value of their beliefs at work and how their contribution is going to be rewarded. Over time, people develop beliefs on what they think is fair treatment in relation to their contributions. The belief of people regarding how they are treated is always in comparison to the treatment that others receive who are in similar circumstances.

According to Balgobind (2002:42) most studies of equity theory focus on money as basic outcome and therefore create several limitations because money is not the only variable that constitutes outcome. Different people also see inputs and outcomes differently based on many other factors and variables.

2.4.2 VROOM EXPECTANCY THEORY (Vroom, 1964)

Vroom (1964) asserts that people are motivated to work to achieve a goal if they believe that goal is worthy and there is the probability that what they do will help them in their goals. Vroom's theory is based on three major variables: valance, expectancy and instrumentality. Valance is the strength of an individual's preference (or value, incentive, attitude and expected utility) for a particular output. Expectancy is the probability that a particular effort will lead to a particular first level outcome while instrumentality is the degree to which a first-level outcome will lead to a desired second-level outcome.

According Perry *et al* (2006) the expectancy theory suggests that rewards used to influence employee behaviour must be valued by individuals. Robbins (2006:60) point out that this theory is therefore considered as the most comprehensive theory of motivation and job satisfaction.

2.4.3 JOB CHARACTERISTICS THEORY (Hackman & Oldham, 1975-76)

According to Hackman and Oldham cited in Saif *et al* (2012) job characteristics are aspects of the individual employee's job and tasks that shape how the individual perceives his or her particular role in an organisation and that they are influenced by several moderators. Perry *et al* (2006) assert that these moderators include the difference to which various employees desire personal or psychological progress. Moynihan and Pandey, (2007) indicate that the clarity of tasks leads to greater job satisfaction because greater role clarity ensures a workforce which is more satisfied with, committed to and involved in work.

2.5 FACTORS AFFECTING JOB SATISFACTION

The state of being or job satisfaction of the employees is influenced by several factors. These factors are, amongst others, job itself, fringe benefits, working conditions, appointments/promotion, merger, job performance and supervision. As Locke (1996), quoted on Sempene, (2006) correctly argue that for researchers to understand job satisfaction, they need to understand job dimensions, which are complex and interrelated in nature. He mentioned the common dimensions of job satisfaction as work, pay, promotion, recognition, benefits, working conditions, supervision, co-workers, company and management.

2.5.1 JOB ITSELF

According to Robbins (2005) employees tend to prefer jobs which afford them opportunity to apply their skills and abilities, offer them variety and freedom as well as jobs where they get constant feedback on how well they are doing. This implies that in a working environment whereby employees are afforded the freedom to utilise their skills and abilities in execution of their duties and responsibilities, they are more likely to be satisfied with their jobs. Such a feeling will be enhanced by the constant feedback on their strengths and weaknesses which will confirm where they are doing well and also indicate where they need to improve. In this regard, employees will feel that their contribution is acknowledged and they are part of the organisation.

2.5.2 FRINGE BENEFITS

According to Coetzee (2003:58) the manager cannot force people to perform nor can he satisfy all their needs but he is, however, able to create a

motivating climate in which his employees are motivated to perform well and to experience job satisfaction. Jensen and McMullen (2007:38) argue that as a manager in the modern organisation, one must be fully aware of the diverse cultures in the organisation as well as human resources practices needed to establish the best workable solutions for an optimal reward strategy. If one has all these aspects successfully implemented in the organisation, it would ultimately lead to better individual and organisational performance.

According to Artz (2008) fringe benefits can impact on job satisfaction in several ways. First, fringe benefits stand as an important component of worker compensation. Secondly, fringe benefits can act as a substitute for wages. Thirdly, the substitution between wages and fringe benefits can have a negative impact on job satisfaction if workers find they must sacrifice wages and accept provision for fringe benefits they do not necessarily desire. He further argues that although fringe benefits are an important part of worker compensation packages, they have not been given much attention in the job satisfaction literature. Rather, pensions act as a predominant proxy for fringe benefit provision within the job satisfaction literature and consequently have the estimated impact on fringe benefits on job satisfaction. Others find out that pensions affect job satisfaction. Bender, Donohue & Heywood (2005) argues that they find this result in the wave of the national study of the changing work force. In conclusion, job attributes such as fringe benefits should increase job satisfaction.

Milkovich and Newman (2005:272) argue that some of the advantages of a successful compensation structure are:

- people join a firm because of pay structures;
- people stay in a firm because of pay structures;
- people agree to develop job skills because of pay;
- people perform better on their jobs because of pay.

Pinder (2008:316) indicates that what people (employees) receive as a reward for their efforts or input is regarded as an outcome. Different people appreciate different outcomes. In this case the following can be regarded as outcomes:

- Salaries.
- Fringe benefits.
- Job satisfaction.
- Status.
- An opportunity to learn.
- Physical outcomes/privileges (eg cars).

People usually evaluate their outcomes based on their inputs. If their view is that the benefit befits the input, equity or satisfaction has then been reached. In a situation where the employee feels that the outcome is not equivalent to the input, a state of inequity or dissatisfaction is then reached. The state of equity or inequity is always based on an individual perceived value of the input and the value of the output in comparison to the others.

Brown and Sessions (2003) suggest that workers prefer employment environment seen as rewarding their productivity and that such environment is associated with increased worker optimism about future employment and pay. Brown (2001) further argues that workers who believe that their pay is fair, report higher levels of satisfaction with their pay. Robbins (2007:83) argues that employees want pay systems that they perceive as just, unambiguous, and in line with their expectations. When pay is seen as fair – based on job demands, individual skills level and community pay standards – satisfaction is likely to result.

2.5.3 WORKING CONDITIONS

According to Robbins (2001:453-455) working conditions will influence the job satisfaction as employees are concerned with a comfortable physical work environment. Baron and Greenberg (2003:159-160) further argue that the absence of such working conditions, amongst other things, can impact poorly on the workers' mental and physical well-being. Lapin (2005) indicates that an individual who feels more comfortable in a working environment will take more ownership of the output, which leads to an overall increase in productivity. According to Ngidi and Sibanda (2002) the effect of resource allocation of the working conditions has an effect on employee job satisfaction.

Robbins (2007:81) further argues that the key is that when employees do not like their work environment, they will respond somehow. He further maintains that in most cases it is not easy to forecast exactly how they will respond. Robbins (2007:83) additionally indicates that employees want their environment to be safe and personally comfortable and to facilitate their doing a good job.

2.5.4 APPOINTMENTS/PROMOTION

According to Kasteous (2006) promotion is also an important aspect of a worker's career and life, affecting other facets of experience. Kasteous (2009) further argues that they constitute an important part of worker labour mobility, most often carrying substantial wage increase. Pergamit and Veum, (1999) further indicate that they can have a significant impact on other job characteristics such as responsibilities and subsequent to job attachment. Kasteous (2000) further argues that given all the dimensions in which promotion can affect workers and careers and compensation, relatively little

attention has been paid to the role of the promotion as a determinant for job satisfaction.

Wevers and Steyn, (2002:208) argue that because promotion results in higher salary, it can serve to raise job motivation to a higher level. Therefore, when employees in an organisation strive for promotion and this goal is not reached, the likelihood is that the employee will find it very challenging to remain motivated and finally will experience less job satisfaction. According to Lesabe and Nkosi, (2007) employees experience the need to progress and grow and that they become frustrated when they perceive their path to progress as being blocked. Drafke and Kossen, (2003) further argue that many people experience job satisfaction when they believe that their future prospects are good.

2.5.5 MERGER AND MIGRATION

In the view of Jansen (2002:33) fear of losing a job is the main cause of uncertainty and job insecurity in any merger. He further argues that in some instances, the uncertainties amongst employees can be justified. Various departments could be combined and the staff members become anxious about who will remain and who will be laid off.

Migration “is often seen as the consequence of ruptures, of environmental disaster, economic exploitation or political or civil tensions and violence. It is often perceived to be a cause of problems, like environmental degradation, health problems, ‘brain drain’, political or social instability, declining law and order and unravelling social fabric and support systems” (De Haan, 2000:1). Viewed from these perspectives, it is no wonder that migration tends to be associated only with problems.

Dr Blade Nzimande indicated in his speech of 4 June 2012, that he is pleased that the president has assented to the Further Education and Training Amendment Bill and it is now an act that transfers all responsibility for FET Colleges from provinces to National Government under his department. He further said he will be meeting all colleges to finalise the Migration Plan. In the process of finalising the Migration Plan, a high level of uncertainty will be created amongst employees of the FET colleges, in particular Vuselela FET College as they will be wondering how the envisaged plan will cater for their needs.

According to Dr Nzimande, things that need to be done in relation to migration, relate to governance and that the filling of posts will be prioritised. He however warned provinces to stop making appointments without the department. He said the determination of posts and staff to be transferred to the Department of Higher Education and Training will be handled sensitively as it has a number of dimensions to it.

According to Migration Communication plan (2012) by the Department of Higher Education and Training, the following key stakeholders are hereby identified for the purpose of migration:

- College Councils.
- College staff.
- Provincial FET Colleges staff.
- College Management staff.
- Labour parties to bargaining councils.
- Employer party to bargaining councils.
- MECs and HODs.

2.5.6 JOB PERFORMANCE

According to Robbins (2007:80) happy workers are more likely to be productive workers. He argues that some researchers used to believe that

the relationship between job satisfaction and job performance was a management myth. But a review of recent studies suggested that there is a very strong correlation. Fourie (2001:32-33) indicates that job satisfaction affects job performance. He further argues that job performance and job satisfaction are identified by different factors such as:

- Quality of school that distinguish itself from the organisation
- Quality of job performance, which determines the intrinsic and extrinsic reward.

Elhers (2003:2) indicates that job satisfaction and job performance have been issues of concern. Higher quality performance and the greater satisfaction of personnel can lead to a better organisational climate.

2.5.7 SUPERVISION

According to Creamer and Wingston, (2002) one principal factor for attrition is the quality of supervision received in the first one or two jobs. Raabe and Beehr (2003) indicate that job satisfaction suggests that employees are able to distinguish between the quality of relationships with co-workers and supervisors. According to City Press (2012-05-06) an audit of South Africa's Further Education and Training (FET) Colleges has revealed hopelessly under-qualified lecturers. This suggests that people who are at supervisory levels may also be under-qualified and this may negatively affect quality supervision and ultimately job satisfaction. Morris (2004) argues that the ability of supervisors to provide leadership (for example a principal within the school/college environment) has an effect on job satisfaction for example teacher, lecturers as well as support staff (Administrative assistants).

Additionally, Times Live newspaper (2011-03-16) indicates that NEHAWU is getting fed-up with FET Colleges. Accordingly, NEHAWU argues that colleges are poorly managed. They further state that workers who expose corruption were also targeted and victimised by college management. The

situation in these institutions indicates that the relationship between the supervisor and supervisee is deteriorating due to poor management and this has the potential to affect job satisfaction. The mere thought of going to work becomes a nightmare to the majority of employees who find themselves in this situation. In addition De Mato, (2001) contends that styles and quality of supervision also play an important role in job satisfaction.

2.5.8 PAY

This refers to whether the compensation received for a specific job is perceived as rightful, compared to comparable jobs in the workplace. Bull (2005) postulates that the greater the financial reward, the greater the perception of financial security, thereby leading to increased level of self-worth. Research conducted by Lambert et al (2001) further cites the impact of financial rewards on job satisfaction and Bull (2005) subsequently found the findings of this research consistent with the notion that the importance of an individual is often being gauged by the financial rewards/remuneration received. However, Groot and Massen, as cited in Adams, (2006) did not find the evidence of a relationship between the pay and job satisfaction but their subsequent study in 2000 found evidence to be contrary. According to the Souza-Poza (2000) the research they conducted discovered that income levels were ranked third in factors affecting job satisfaction.

2.6 SUMMARY OF THE CHAPTER

This chapter dealt with reference to nature of job satisfaction, theories of job satisfaction, factors affecting job satisfaction and process theories of job satisfaction. Given the reference of the authors on job satisfaction, it is clear that job satisfaction is one of the most significant factors that organisations should take into consideration when dealing with employee-related matters. It

is also evident that if job satisfaction is not managed properly there is the likelihood that it can impact negatively on the organisation's productivity as well as the employees' personal life in general. The next chapter will deal with the research methodology and design that will be employed in study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

In the previous chapter, the nature of job satisfaction, theories and process of job satisfaction and factors affecting job satisfaction, was discussed in a detailed way to establish a better understanding of job satisfaction. In this chapter the research methodology to be employed in the study will be discussed in a detailed manner. The research method that was employed in this study was quantitative methodology. Mouton cited in Brynard and Hanekom (2005: 29) argues that quantitative study is associated with analytical research and its purpose is to arrive at a universal statement. The research method consisted of a literature review and an empirical study. The research was primarily conducted through the use of questionnaires. The use of questionnaires permitted the researcher to sample the perception of a larger number of employees at Vuselela FET College. Besides the aforementioned instruments, the researcher utilised other documents that were made available by the College.

3.2 RESEARCH DESIGN

According to Creswell (2008:59) a research design is a specific procedure involved in the last three steps of the research process: data collection, data analysis and report writing. According Cohen *et al* (2001) as quoted in Maree *et al* (2012:33) research design is used to describe the procedures for conducting the study and its purpose is to help find appropriate answers to research questions. Cooper and Schindler (2003) further argue that research design provides the basic direction for carrying out a research project so as to obtain answers to research questions. Hair *et al* (2003:57) argue that the researcher should choose a design that will, firstly, provide the information on

the research questions and secondly, will do the job most efficiently. Wellman and Kruger, (2004:19-20) argue that descriptive methods enable the researcher to understand the way things are. The research will follow quantitative research design therefore the research for this study will be descriptive.

3.3 RESEARCH METHODOLOGY

According to Brynard and Hanekom (2005:29) research methodology or methods of collecting data, necessitates a reflection on the planning, structuring and execution of the research in order to comply with the demands of truth, objectivity and validity. In the human sciences, two basic methodological research methods or methodologies can be distinguished: quantitative and qualitative methodology. Maree et al (2012:145) further emphasises that a number of different methods can be used to collect data from the sample of respondents. Each method has advantages and disadvantages and some methods are better in some circumstances than others.

3.3.1 QUANTITATIVE METHODOLOGY

According to Maree et al (2012:145) quantitative research is a process that is systematic and objective in its ways of using numerical data from only a selected subgroup of a universe (or population) to generalise the findings to universe that is being studied. Mouton as cited in Brynard and Hanekom (2005:29) further argues that quantitative research is associated with analytical research and its purpose is to arrive at a universal statement. In quantitative research the researcher assigns numbers to observations. By counting and measuring things or objects, data is produced. Quantitative research requires methods such as experiments and surveys to describe and

explain phenomena. The methods could include techniques such as observation, pilot studies, quantitative analysis and questionnaires.

3.3.2 DESCRIPTION AND JUSTIFICATION OF METHOD CHOSEN

The researcher employed quantitative methodology for the following reasons, namely:

- Useful for obtaining data that allow quantitative predictions to be made.
- The researcher may construct a situation that eliminates the confounding influence of many variables, allowing one, to more credibly assess cause-and-effect relationships.
- Data collection using some quantitative methods is relatively quick (eg telephone interviews).
- Provides precise, quantitative, numerical data.
- Data analysis is relatively less time-consuming (using statistical software).
- The research results are relatively independent of the researcher (eg effect size, statistical significance).
- It may have higher credibility with many people in power (eg administrators, politicians, people who fund programs).
- It is useful for studying large numbers of people (Burke & Onwuegbuzie, 2004).

3.4 POPULATION

Creswell (2008: 151) defines a population as a group of individuals who have the same characteristics. Welman and Kruger (2004:26-47) argue that population is a study object, which may include individuals, groups, organisations, events or the conditions to which they are uncovered. Brynard and Hanekom (2005: 43) further argue that population does not refer to the population of a country but objects, subjects, phenomena, activities or cases which the researcher wishes to research in order to establish new knowledge. The following can be considered as example of populations: individual human beings such as university students, organisations or institutions, such as commercial banks or government departments or universities.

For the purpose of this study the population was the staff members of Vuselela FET College from both lecturing and support staff (N=120). Employees from different sites (Corporate Centre, Klerksdorp, Jouberton, Matlosana, Taung and Potchefstroom), age, academic levels, years of service and positions were requested to participate by means of completing questionnaires for analysis.

3.5 SAMPLING

A sample is defined as "A subset of the population. It comprises some members selected from the population" (Sekaran, 2000: 226). Brynard and Hanekom (2005) further indicate that a sample of population is used to simplify the research, as it is easier to study a representative sample of a population than to study the entire population. It saves time. Studying the entire population could be time consuming, especially if the population is very large or distributed over a large geographical area. It cuts costs. Observing, interviewing or using questionnaires to collect data from every element of the population could be costly if the population is large and geographically distributed over a large area. Therefore, for this study a systematic sample of

employees (N=120) was taken from Vuselela FET College campuses, namely, Jouberton, Klerksdorp, Matlosana, Taung, Potchefstroom and Head Office (Corporate Centre).

Sampling in this regard was done in terms of the Sekaran table, Sekaran (2003: 253) as shown in Appendix C. Accordingly Somekh and Lewin (2005) refer to a sample as a selection of individuals from the entire population who would be included in the data collection.

3.6 RESEARCH INSTRUMENTS

For the purpose of the study the following instrument was employed:

3.6.1 QUESTIONNAIRES

According to De Vos, Delport, Fouche and Strydom (2001:152) a questionnaire consists of number of questions directed to the candidate and which has to be completed by them. De Vos *et al* (2003:172) further conclude that with a questionnaire it is possible to obtain facts and opinions about job satisfaction from people who are informed on the particular issue. According to Best and Khan (2003:241), the use of questionnaires in educational research can be very valuable if carefully planned and developed.

3.6.2 ADVANTAGES AND DISADVANTAGES OF QUESTIONNAIRES

Advantages and disadvantages occur when a constructed questionnaire is used. The following merits and demerits have been identified (Smit, 2002:187-189; Best & Kahn, 2003:307, 308).

3.6.2.1 ADVANTAGES OF A QUESTIONNAIRE

- The questionnaire can be easily and quickly compiled and repetition is easily prevented.
- The answer written down by the respondents can be easily compared.
- A large number of information can be gathered quickly.
- The researcher can distribute the questionnaire directly to the respondents.
- The planning, construction and mailing of the questionnaire is relatively easy.
- There are less irrelevant and confusing answers to questions.
- The respondent remains anonymous.
- The response from the questionnaire is objective because there is no personal contact between the researcher and the respondent.

3.6.2.2 DISADVANTAGES OF A QUESTIONNAIRE

- Respondents who do not have an opinion of/or the knowledge concerning the subject, will answer the questions instinctively.
- Respondents can feel frustrated because the answer they wish to give is not one of the options they can choose from.
- The reliability and the validity of a questionnaire are difficult to distinguish.

- Misinterpretation of questions can occur.
- Entanglement can occur when the respondent has to choose from too many different options.
- The respondent can be forced to give simple answers to complicated issues.
- The clarity of the questions is difficult to establish.
- The length of a questionnaire can give cause to inaccurate responses and a low percentage of feedback.

3.7 CONSTRUCTION OF A QUESTIONNAIRE

The questionnaire has to be accompanied by a covering letter to explain the purpose of the questionnaire to the respondents. The covering letter is of major importance concerning the willingness of the respondents to complete the questionnaire (Smit 2002:190).

Best and Kahn (2003:307, 308) state that the construction of a questionnaire has to fulfil certain requirements, namely:

- The significance should be clearly and carefully stated on the questionnaire or in the letter that accompanies it.
- It only seeks information that cannot be obtained from other sources.
- It must be as short as possible and only long enough to obtain the essential data.
- It must be attractive in appearance, neatly arranged and clearly duplicated or printed.
- Directions need to be clear and complete. Important terms must be defined.

For the purpose of this research a slightly modified Minnesota Satisfaction Questionnaire (MSQ) short form will be employed. The reason to employ this

type of instrument is that it gives a clear picture of employees' definite satisfaction and dissatisfaction.

The questionnaire will consist of two sections, namely biographical information in Section A and the short form of the MSQ in Section B.

3.7.1 SECTION A: BIOGRAPHICAL INFORMATION

The demographic characteristics will include gender, age, education level and years of service in the employment of Vuselela FET College as well as the position of the participants.

3.7.2 SECTION B: MSQ – SHORT FORM

The MSQ short form will consist of twenty (20) questions, focusing on the factors affecting job satisfaction. The MSQ short form utilises a Likert-type scale with five response alternatives ranging from "Very Dissatisfied" (weighted 1), Dissatisfied (weighted 2), Neither satisfied nor Dissatisfied (weighted 3), Satisfied (weighted 5) and Very satisfied (weighted 5) for each of the twenty factors. Each participant will be expected to answer 24 questions by scratching the specific box that relates to his feelings.

3.8 DATA COLLECTION

According to Leedy and Ormrod (2001:94) data is the manifestation of reality. Data is the cornerstone of the research. Quantitative data was used for this study. It was gathered through document analysis. International books and national books on the subject of job satisfaction, international articles and

national articles on job satisfaction, thesis and dissertations of South Africa will also be considered. In addition, newspapers, government gazettes, internet, Acts, Circulars, government journals and college newsletters were also utilised, most importantly questionnaires.

3.9 DATA ANALYSIS

According to Guba (2010:85) for data to be useful, it must be organised in a way that results in logical conclusions. Maree *et al* (2012:37) argue that the researcher need to plan well in advance how the data will be analysed, since the data collection instrument should be constructed accordingly. Another important aspect of the data analysis is the decision on how to present the data, for example in tables or graphs. Therefore the statistical analysis was conducted by means of utilising Statistical Package for Social Services version 20 (SPSS, 2012). The statistician from North-West University – Mafikeng Campus was requested to assist in this regard. For quantitative study (structured questionnaire), descriptive statistics was used. According to Murthy and Bhojanna (2010:250) SPSS is regarded as a leader in predictive analytics technologies, therefore the SPSS software was used in this regard

3.9.1 RELIABILITY

According to Gupta (2011:132) reliability is the degree to which research instruments are free from error and therefore yield consistent results. Moreover, Somekh and Lewin (2005) further confirm that reliability refers to the consistency of results of a measuring tool, whereas validity refers to whether the instrument has addressed what it was expected to address. According to Terreblanche and Durrheim (2002:88) reliability denotes to the dependability of a measurement instrument and is the extent to which the

instrument yields the same results on repeated trials. Turner and Brown (2004) stated that Cronbach alpha is a measure of a scale's internal consistency, sometimes called a scale reliability coefficient. Cronbach alpha assesses the reliability of a rating scale by summarising the responses in an attempt to measure some underlying factor.

Cronbach alpha will be used to enhance the reliability of the survey instrument. Turner and Brown (2004) claim that Cronbach (1951) recommends an alpha equal to, or greater than 0.70. For the purpose of this study to eliminate any bias or subjectivity from the researcher and in an attempt to ensure reliability of the data (Babbie & Mouton, 2001:122) the MQS was utilised. Regarding the reliability of this study the Cronbach's alpha was 0.884 which is over 0.70 and closer to 1. Therefore, it was a good indication of a good questionnaire.

3.9.2 VALIDITY

According to Gupta (2011:133) validity is the ability of a measuring instrument to measure what is intended to be measured. White (2003:115) argues that construct validity of a measuring instrument refers to the degree to which it measures the intended construct rather than irrelevant constructs, for example, if an instrument is set to measure management styles of trainees and instead it measures their communication skills, the construct validity will then be questioned. Anderson quoted in Van Voorhis and Levinson (2006), "decided that there is sufficient evidence that the Minnesota Satisfaction Questionnaire (MSQ) provides an adequate sampling of constructs believed to influence job satisfaction."

3.10 SUMMARY OF THE CHAPTER

This chapter dealt with the research methodology that will be employed in this study. The research design, population, sampling, research instruments, data collection, data analysis, reliability and validity were clearly defined. The next chapter will then address the examination and understanding of the research results.

CHAPTER 4: RESULTS AND FINDINGS

4.1 INTRODUCTION

In this chapter the results obtained in the study on job satisfaction within Vuselela FET College will be discussed extensively. The results were collected by means of the modified Short-form Minnesota Satisfaction Questionnaire. The findings will be based on the objectives of the study. The data was analysed statistically after capturing using (SPSS, 2011). A statistician from North-West University's Mafikeng Unit for Statistical Consultation was consulted for statistical analysis of the data. The statistician used the SPSS Version 20 statistical package to analyse the data. The presentation of the chapter will firstly analyse the total response from all sites, then proceed to biographical data in line with data obtained from the research sample as well as research question responses.

4.1.1 SECTION A – DEMOGRAPHICAL DATA

This section will discuss the response rate and personal data of the respondents. A description of the biographical characteristics of the sample in terms of gender, age, academic qualification, years of service and position will follow.

4.1.1.1 RESPONSE RATE

The total number of 120 questionnaires distributed at various campuses in Vuselela FET College, were completed and only 94 questionnaires were returned. The following research information was collected from respondents employed at the following sites: Potchefstroom, Taung, Jouberton,

Klerksdorp, Matlosana and Corporate Centre. The response rate was 78.3% and this proves that respondents were co-operative and shared information freely.

4.1.1.2 GENDER

The following table and figures will discuss the gender of participants that took part in this study. It will also illustrate the highest percentage of respondents between males and females.

Table 4.1 Gender

	Frequency	Per cent	Valid per cent	Cumulative per cent
Valid Male	39	41.5	41.5	41.5
Valid Female	55	58.5	58.5	100.0
Total	94	100.0	100.0	

Table 4.1 will be shown graphically by figure 4.1 below.

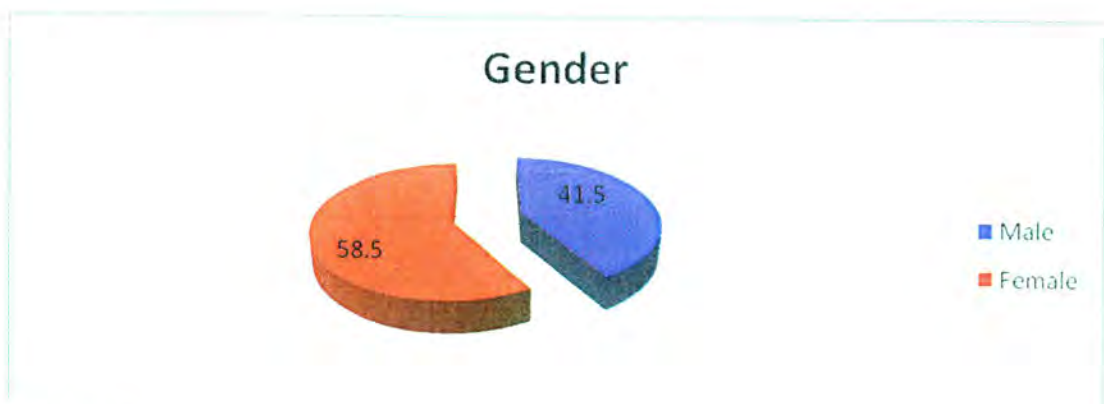


Figure 4.1

From the total of 94 respondents 55 (58.5%) were females and 39 (41.5%) were males. Figure 4.1 indicates that more females are employed than

males. This can be attributed to the fact that there is work in progress towards addressing gender equality in the institution.

4.1.1.3 AGE

The following table and figure will represent the age group of the respondents. The age group will vary between the ages of 20-29, 30-39, 40-49 and 50 plus.

Table 4.2 Age group

	Frequency	Per cent	Valid per cent	Cumulative per cent
20-29 years	24	25.5	25.5	25.5
30-39 years	37	39.4	39.4	64.9
Valid 40-49 years	25	26.6	26.6	91.5
50 + years	8	8.5	8.5	100.0
Total	94	100.0	100.0	

This table will be shown graphically by figure 4.2 below.

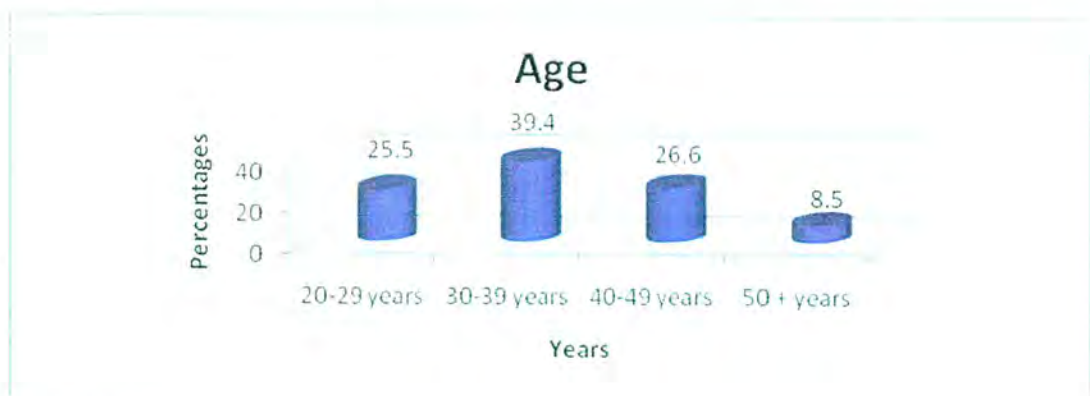


Figure 4.2

The respondents reported their age by selecting one of the age groups. Figure 4.2 depicts that 37 (39.4) of respondents were between 30–39 years. The respondents who are 50 years and above are a small group according to

the findings and it is represented by 8 (8.5%). The respondents who are between the ages of 30-39 are the majority in terms of the findings. This may imply that the college has staff to invest in. The relatively young age of employees can extensively benefit the college if managed well.

4.1.1.4 QUALIFICATIONS

The following table and figure will depict the academic qualifications of respondents and qualifications will vary from matric, N Diploma, B Degree and Honours/Masters Degree.

Table 4.3 Academic qualifications

	Frequency	Per cent	Valid per cent	Cumulative per cent
Matric	9	9.6	9.6	9.6
N-Diploma	42	44.7	44.7	54.3
Valid B-Degree	27	28.7	28.7	83.0
Honours/Masters Degree	16	17.0	17.0	100.0
Total	94	100.0	100.0	

This qualification table will be shown by graphical figure 4.3 below

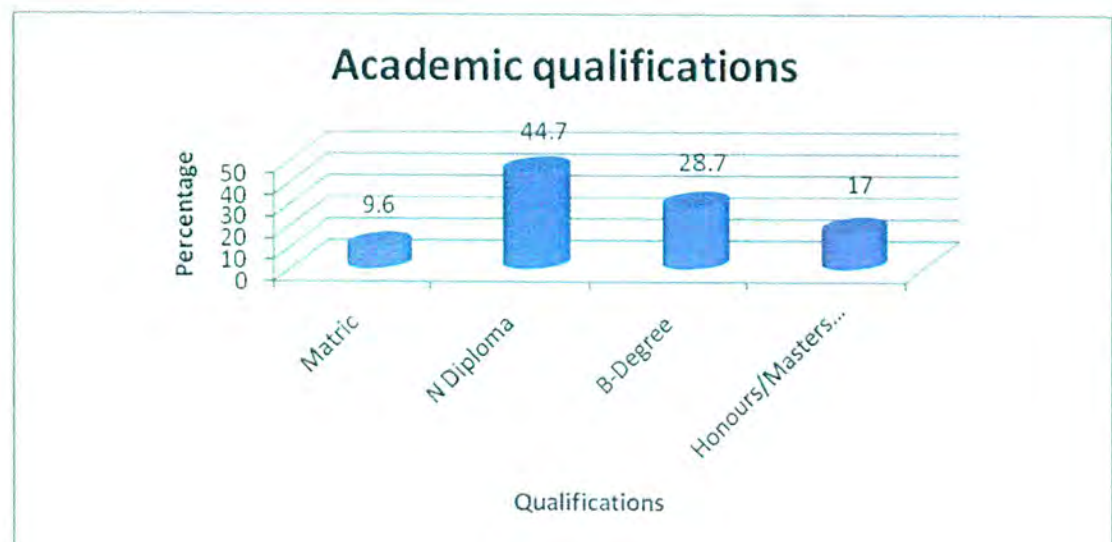


Figure 4.3

The majority of respondents possess an N-Diploma 42 (44.7%) and the lowest qualification is Matric, represented by 9 (9.6%). This can be attributed to the fact that the colleges are appointing their own graduates who completed an N-Diploma. Additionally, as the majority are still young, the college can still invest by means of ensuring that these staff members improve their qualifications.

4.1.1.5 YEARS OF SERVICE

The following table and figures will graphically show the respondent's years of service in the employment of Vuselela FET College.

Table 4.4 Employment service

	Frequency	Per cent	Valid per cent	Cumulative per cent
1 - 5 yrs.	51	54.3	54.3	54.3
5-10 yrs.	30	31.9	31.9	86.2
Valid 10 -15 yrs.	10	10.6	10.6	96.8
15 + yrs.	3	3.2	3.2	100.0
Total	94	100.0	100.0	

This table will be shown graphically by figure 4.4 below.

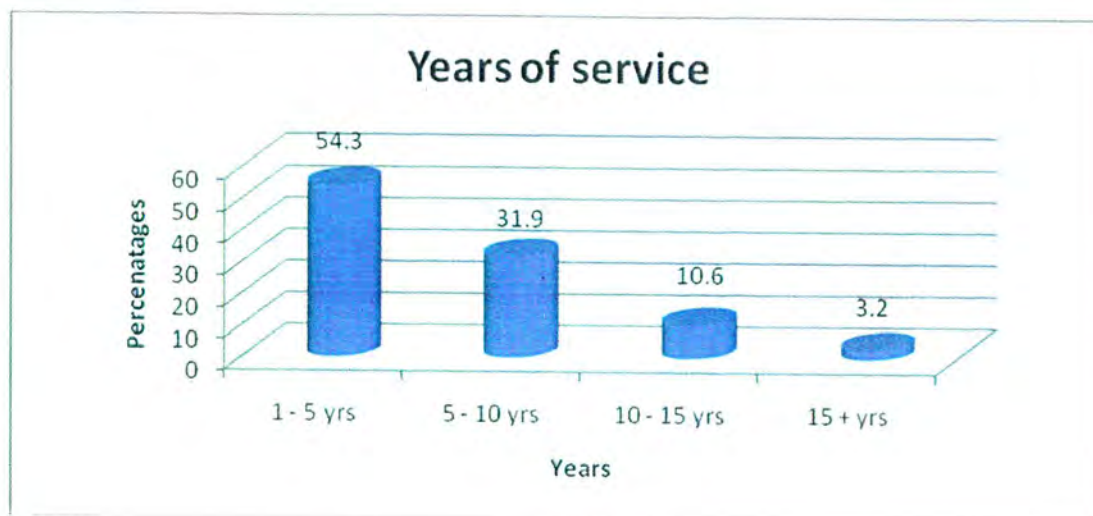


Figure 4.4

The study depicts that most of the respondents 51 (54.3%) falls between 1 – 5 years. The smallest group of respondents are those who have 15+ years experience and they are represented by 3 (3.2%).

4.1.1.6 POSITION

The following table and figures will give a picture of the positions that are being held by the respondents in Vuselela FET College.

Table 4.5 Position

	Frequency	Per cent	Valid per cent	Cumulative per cent
Administration	33	35.1	35.1	35.1
Manager	9	9.6	9.6	44.7
Lecturer	44	46.8	46.8	91.5
Senior Lecturer	5	5.3	5.3	96.8
Head of Department	3	3.2	3.2	100.0
Total	94	100.0	100.0	

The above table will be shown graphically by figure 4.5 below

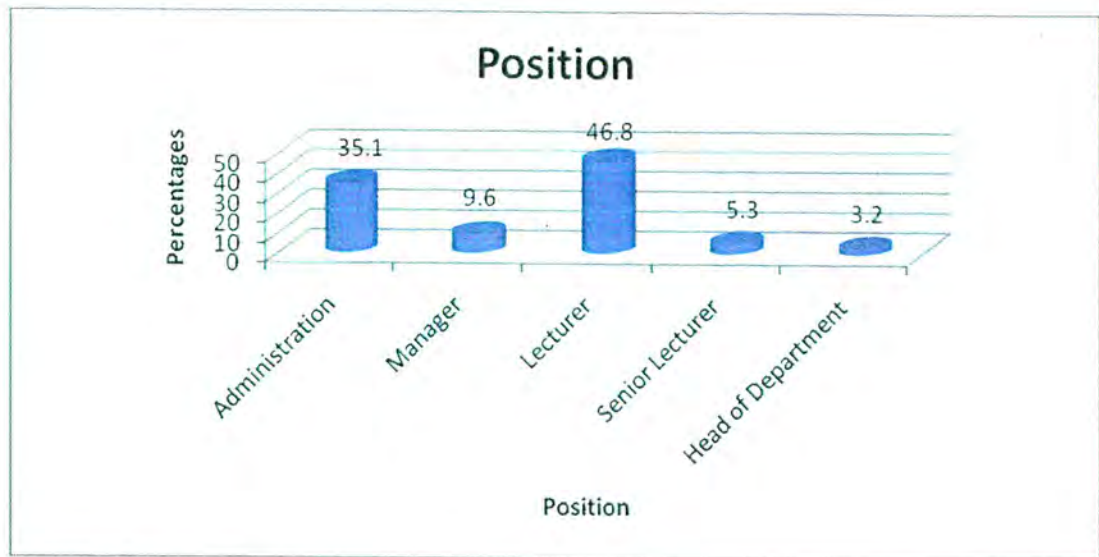


Figure 4.5

The majority of respondents are lecturers represented by 44 (47%) and they are followed by administration represented by 33 (35%). The lowest response was from heads of departments and they are depicted by 3 (3.2%). This can be attributed to the fact that most respondents were lecturers as the primary objective of the college is to provide skills and knowledge to the country as a whole.

4.1.2 SECTION B – RESPONSE ON RESEARCH QUESTIONNAIRE

This section will analyse the data received from the respondents that took part in the study. A total number of 120 questionnaires were distributed and 94 questionnaires were returned and this indicated the response rate of 78.3% which is a good response to the study.

4.2. DATA ANALYSIS

The data was analysed by means of utilising the Likert-type scale with five responses which varies from very dissatisfied, dissatisfied, neutral, satisfied and very satisfied as shown in table 4.6.1.

Table 4.6.1 Response to Objective 1

No	Questions	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
4.1.1	Are you satisfied with the institution policies and the way they are put in practice?	11.7	30.9	26.6	24.5	6.4
4.1.2	Are you satisfied with opportunities available to explore your abilities?	26.6	34	18.1	16	5.3
4.1.3	Are you satisfied with the working relations among your colleagues?	5.3	12.8	20.2	46.8	14.9
4.1.4	Are you satisfied with the resources made available to you for job advancement?	17.2	32.3	22.6	24.7	3.2
4.1.5	Are you satisfied with the competency of your supervisor in making decisions?	20.2	16	21.3	27.7	14.8

4.2.1 Are you satisfied with the institution policies and the way they are put in practice?

Table 4.6.1 depicts that respondents who are very dissatisfied with the policies of institution and the way they are put into practice are 11 which is (11.7%). The employees that are dissatisfied are 29 (30.9%) and this is a

high percentage, whilst bearing in mind the fact that the neutral employees are 25 (26.6%). The table 4.6.1 further shows that satisfied employees are 23 (24.5%), while only six employees are satisfied and this is represented by 6 (6.4%). Accordingly, this results further attests that organisational policies and administration play a very vital role in job satisfaction as it was argued earlier in literature review by (Herzberg, 1975 as cited in Kreitner & Kinicki, 2007).

4.2.2 Are you satisfied with opportunities available to explore your abilities?

The majority of respondents are very dissatisfied with opportunities to explore their abilities. Robbins (2005) argued earlier on, that employees tend to prefer jobs which afford them opportunity to apply their skills and abilities, offer them variety and freedom as well as jobs where they get constant feedback on how well they are doing. In this regard, respondents are disgruntled about the opportunities to explore their abilities. The very dissatisfied employees are represented by 25 (26.6%) which is relatively very high. The component that represent dissatisfied respondent is 32 (34%), this further suggests that respondents are not happy in Vuselela FET College. Surprisingly, there are respondents who are neutral and this is revealed by 17 (18.1%). The satisfied respondents are very limited and they are shown by 15 (16%) while very satisfied respondents are scarce and the representation is 5 (5.3%). Therefore, McShane and Von Glinow (2005:122-123) reasoned correctly when asserted that job satisfaction is a multi-faceted concept, that some employees might be satisfied with their jobs whilst others may feel quite dissatisfied under the same circumstances

4.2.3 Are you satisfied with the working relations among your colleagues?

In terms of working relations among colleagues, respondents are satisfied. This is attested by very dissatisfied respondents that are very low and represented by 5 (5.3%) while respondents that are dissatisfied are only

twelve and are signified by 12 (12.8%). Neutral respondents are 19 (20.2%) and I am of the view that it's a high number. However, it is clear that the majority of respondents are satisfied and they are represented by 44 (46.8%) which is fairly good and lastly the very satisfied are 14 (14.9%). Thus, basically most respondents are quite satisfied with working relations between other employees. Raabe and Beehr (2003) indicated in the literature review that in job satisfaction employees are able to distinguish between the quality of relationships with co-workers and supervisors, meaning if employees are not in good relationships with their supervisors you cannot then conclude that they are not in good relationships with their colleagues. In this regard, these results clearly confirm that respondents are satisfied in relation to working relations with colleagues we will then see when get to supervisors.

4.2.4 Are you satisfied with the resources made available to you for job advancement?

The respondents are very dissatisfied regarding the availability of resources for job advancement and this is represented by 16 (17.2%). The dissatisfied respondents are hereby represented by 31 (32.3%) and this number is not good representation. The neutral respondents are 21 (22.6%) which also further shows there are respondents who cannot display themselves as satisfied or dissatisfied and this further suggest that there are not certain about the availability of resources. The satisfied respondents regarding resources seems to have now decreased to 23 (24.7%) in comparison with working relations. The very satisfied respondents are very few and this is represented by 3 (3.2%) and this does not look good at all.

4.2.5 Are you satisfied with the competency of your supervisor in making decisions?

In analysis of competency of supervisors regarding decision making respondents who are very dissatisfied are shown by 19 (20.2%) and dissatisfied are symbolised by 15 (16%). This further proves that respondents are able to differentiate the relationship between co-worker and supervisor relationship as it was stipulated earlier by Raabe and Beehr (2003). Neutral

respondents are shown by 20 (21.3%). The majority of respondents are satisfied and this is represented by 26 (27.7%) whilst respondents that are very satisfied are 13 (14.8%). The majority of respondents are satisfied at (27.7%) which is relatively good. However, the percentage of neutral respondents is high at (21.3%). Morris (2004) argued that the ability of supervisors to provide leadership (for example a principal within the school/college environment) has an effect on job satisfaction for example teacher, lecturers as well as support staff (Administrative assistants). In this case, it can be concluded that this neutrality is the effects of lack of good supervisory skill as City Press (2012-05-06) declared that an audit of South Africa's Further Education and Training (FET) Colleges has revealed hopelessly under-qualified lecturers (employee).

The following figure will depict the overall average feeling of the respondents as shown in the figure 4.6.1 below.

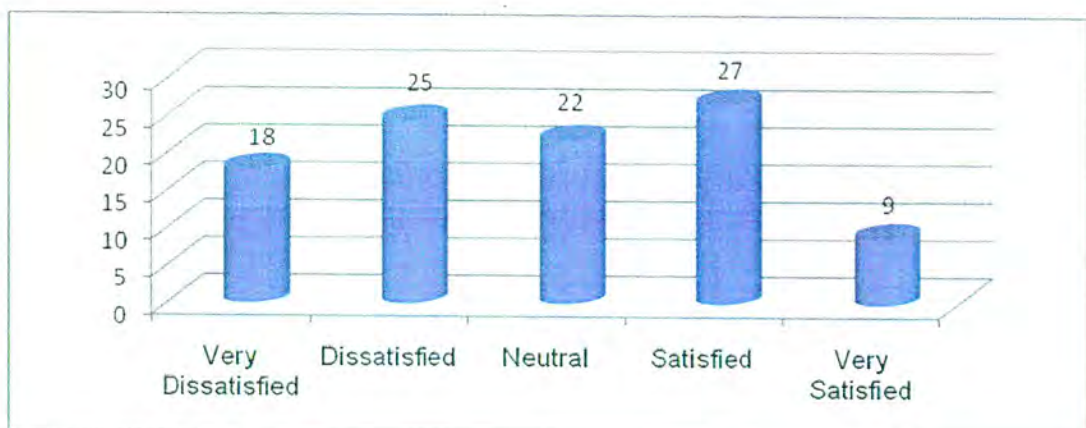


Figure 4.6.1

Figure 4.6.1 depicts the overall average of very dissatisfied respondents are (18%), dissatisfied respondents (25%), neutral respondents (22%) satisfied respondents (27%) and few very satisfied respondents (9%).

The following table will show the response of respondents which varies from very dissatisfied, dissatisfied, neutral, satisfied and very satisfied as shown below in table 4.6.2.

Table 4.6.2 Response to Objective 2

No	Questions	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
4.1.6	Are you satisfied with the migration plan from Provincial Administration to the Department of Higher Education?	2.1	8.5	26.6	36.2	26.6
4.1.7	Are you satisfied with the migration communication plan?	8.5	20.2	28.7	31.9	10.6
4.1.8	Are you satisfied with the consultation process at the College level?	13.8	28.7	26.6	23.4	7.4
4.1.9	Are you satisfied with the new amendments made in the new FET Act No 3 of 2012	3.2	5.3	44.7	36.2	10.6
4.1.10	Are you satisfied with the transparency of the processes?	18.1	20.2	22.3	33	6.4

4.2.6 Are you satisfied with the migration plan from Provincial Administration to the Department of Higher Education?

Table 4.6.2 shows that few respondents are very dissatisfied and this is represented by 2 (2.1%) dissatisfied respondents are 8 (8.5%). Neutral respondents are 25 (26.6%). Satisfied respondents are 34 (36.2%) and very satisfied respondents are 25 (26.6%). As per literature review, under normal circumstances migration causes uncertainties amongst employees but due to not appealing experiences employees had in FET sector it seems respondents are satisfied to migrate to Department of Higher Education and Training.

4.2.7 Are you satisfied with the migration communication plan?

Table 4.6.2 depicts the way in which respondents feel regarding migration communication plan and very dissatisfied respondents are represented by 8 (8.5%), dissatisfied are 19 (20.2%). Neutral respondents are 27 (28.7%) and

this number is relatively high. However, the satisfied respondents are also represented 30 (31.9%) which is also positive number. The respondents who are very satisfied are represented 10 (10.6%). Migration Communication Plan (2012) by the Department of Higher Education and Training identified the following stakeholders for the purpose of migration (but not limited) to: College Councils, College staff, Provincial FET directorate staff, College Management staff. Thus, this good satisfactory demonstrates that the college is implementing this plan accordingly. However, the high number of neutrality also raises some concerns.

4.2.8 Are you satisfied with the consultation process at the College level?

Respondents that are very dissatisfied in this regard are 13 (13.8%) and dissatisfied are 27 (28.7%). Neutral respondents are 25 (26.6%). Satisfied respondents are 22 (23.4%) and very satisfied are represented by 7 (7.4%). The number of respondent's that are dissatisfied in this regard is very high, and this suggests that even though the respondents are satisfied to migrate the consultation process is not being exhausted as expected by respondents.

4.2.9 Are you satisfied with the new amendments made in the new FET Act No 3 of 2012?

In terms of amendments of the act no 3 of 2012 respondents showed their feeling in the following manner. The very dissatisfied respondents are represented by 3 (3.2%), dissatisfied respondents are symbolised by 5 (5.3%). Neutral respondents are 42 (44.7%) which is quite a huge number and this might imply that most of respondent have not yet read the new act and this is bad as they are supposed to know this act as it guiding instrument for the institution. Satisfied respondents are represented by 34 (36.2%) and very satisfied are 10 (10.6%) as standard they are very low.

4.2.10 Are you satisfied with the transparency of the processes?

Regarding the transparency of the process, it seems there's link in comparison with consultation. Respondents seem to be dissatisfied about the transparency. This is confirmed by (18.1%) respondents who are very dissatisfied and (20.2%) who are also dissatisfied. Neutral respondents are (22.3%). However the satisfied respondents are also noticeable and they are represented by (33%) and very satisfied by (6.4%).

The following figure will depict the overall average feeling of the respondents as shown in the figure 4.1.4 below.

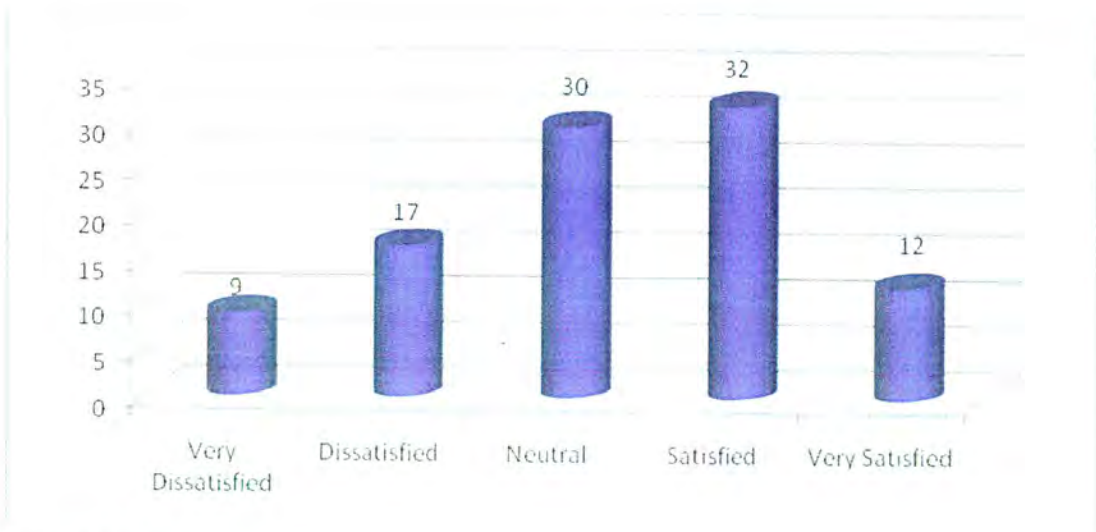


Figure 4.6.2

This figure 4.6.2 depicts the average response of table 5.2. Satisfied respondents are the majority with (32%), followed by neutral with (30%). Very satisfied respondents are (12%). Dissatisfied respondents are (17%) and very dissatisfied are represented by (9%).

The following table will show that the response of respondents varies from very dissatisfied, dissatisfied, neutral, satisfied and very satisfied as shown below in table 4.6.3.

Table 4.6.3 Response to Objective 3

No	Questions	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
4.1.11	Are you satisfied with the grading of appointments?	36.2	30.9	18.1	13.8	1.1
4.1.12	Are you satisfied with the procedures for appointments and promotional posts?	38.3	27.7	19.1	12.8	2.1
4.1.13	Are you satisfied with the opportunities available to you for promotion in your current job?	34	29.8	22.3	10.6	3.2
4.1.14	Are you satisfied with the time you spend on the job before promotion?	20.4	24.7	32.3	19.4	3.2
4.1.15	Are you satisfied with acting in a higher position for a long period?	30.9	33	22.3	12.8	1.1

4.2.11 Are you satisfied with the grading of appointments?

Table 4.6.3 depicts that majority of respondents are very dissatisfied and this is shown by 34 (36.2%), dissatisfied are 29 (30.9%) which is also a huge percentage. Neutral respondents are 17 (18.1%). Satisfied are 13 (13.8%) and very satisfied are 1 (1.1%). It is evident that many respondents are very dissatisfied regarding grading of appointments and this factor has an impact on job satisfaction. Pinder (2008:316) has explained it very well that people usually evaluate their outcomes, based on their inputs. If their view is that the benefit befits the input, then equity or satisfaction has been reached. This clearly shows that employees are dissatisfied about the grading of appointments, there is an inequity regarding input and output.

4.2.12 Are you satisfied with the procedures for appointments and promotional posts?

Analysis that relates to procedures for appointments and promotional posts the majority of respondents are disgruntled. In this regard very dissatisfied respondents are represented by (38.5%) and dissatisfied (27.7%). Neutral respondents are (19.1%). Satisfied respondents seem to be very few and this is represented by (12.8%) and very satisfied as usual is represented by (2.1%). The percentage of very dissatisfied respondents is very high and this may have a negative impact on the organisation as the satisfied respondents are very few even when compared to dissatisfied only. For that reason, Lesabe and Nkosi, (2007) argued correctly when asserted that employees experience the need to progress and grow and that they become frustrated when they perceive their path to progress as being blocked. The (65%) of dissatisfied respondents in this regard may be related to moratorium that was placed on all Further Education and Training posts.

4.2.13 Are you satisfied with the opportunities available to you for promotion in your current job?

The table 4.6.3 depicts that majority of respondents are very dissatisfied (34%), and dissatisfied are represented by (29.8%). Neutral respondents are represented by (22.3%). Satisfied respondents are very few and they are represented by (10.6%) and very dissatisfied are signified by (3.2%). It is evident that respondents are very dissatisfied regarding opportunities available for promotion and this may lead to job dissatisfaction and respondents seem to be not seeing any opportunities to grow within company. Drafke and Kossen, (2003) correctly argue in the literature that many people experience job satisfaction when they believe that their future prospects are good and equally they experience job dissatisfaction when they feel that there's no future prospects. As a result, in this regard this dissatisfaction is due to lack of future prospects.

4.2.14 Are you satisfied with the time you spend on the job before promotion?

Respondents who are very dissatisfied are (20.4%) and the dissatisfied are (24.7%). The majority of the respondents are neutral (32.3). Satisfied respondents are (19.4%) and respondents that are very satisfied are (3.2%). Most of employees are neutral in this regarding time spent before promotion, and this also has a negative impact in the job satisfaction. This neutrality suggests that there is likelihood that most of employees spend lot of time in same position before they can be promoted.

4.2.15 Are you satisfied with acting in a higher position for a long period?

Table 4.6.3 shows the respondents who are very dissatisfied are (30.9%), dissatisfied are (33%). Neutral respondents are (22.3%). Satisfied respondents are (12.8%) and very satisfied are (1.1%). The majority of employees are very dissatisfied as opposed to satisfied respondents. It is evident that more than (60%) of respondents are dissatisfied regarding acting for long period. This might be due to the fact that in some instances employees are acting in higher positions without any financial reward as a result they end up feeling that their effort are not being recognised.

The following figure will depict the overall average feeling of the respondents as shown in the figure below 4.6.3.

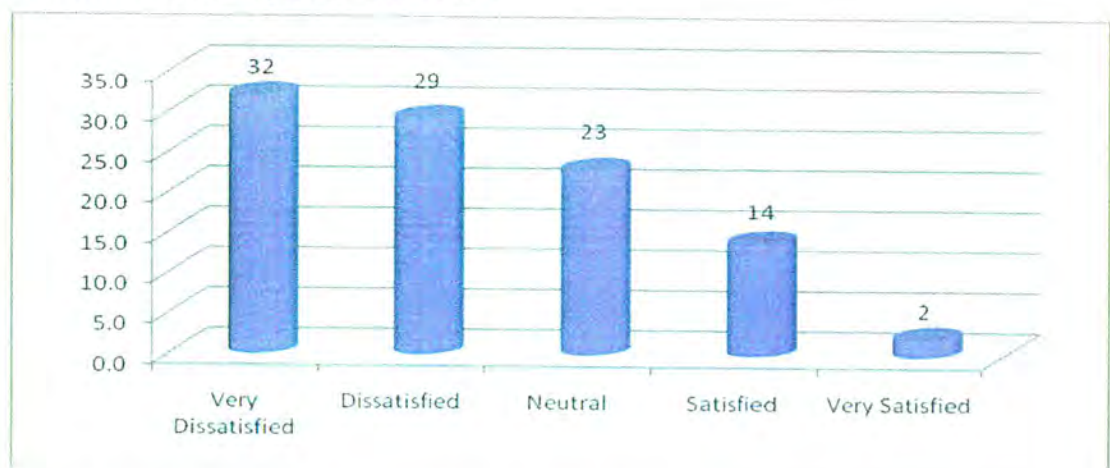


Figure 4.6.3

The overall average of the figure 4.1.3 shows that majority of respondents are very dissatisfied (32%), dissatisfied are (29%). Neutral respondents are (23%). Satisfied respondents are (14%) and very satisfied at (2%). The figure confirms that (61%) of respondents are dimly dissatisfied and the possibility is that this dissatisfaction may lead to labour unrest in the college in future.

The following table will show that the response of respondents varies from very dissatisfied, dissatisfied, neutral, satisfied and very satisfied as shown below in table 4.6.4.

Table 4.6.4 Response to Objective 4

No	Questions	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
4.1.16	Are you satisfied with the benefits package you receive?	30.9	36.2	16	13.8	3.2
4.1.17	Are you satisfied with the must-have benefits in your current position?	27.7	31.9	23.4	14.9	2.1
4.1.18	Are you satisfied with the chances of your salary increases?	25.5	30.9	20.2	20.2	3.2
4.1.19	Are you satisfied with sufficient information provided regarding the benefits?	33	33	20.2	11.7	2.1
4.1.20	Are you satisfied with the pay that you receive?	38.3	31.9	14.9	13.8	1.1

4.2.16 Are you satisfied with the benefits package you receive?

The table 4.6.4 show that respondents that are very dissatisfied are (30.9%), dissatisfied are (36.2%). Neutral respondents are (16%). Satisfied are (13.8%) and very satisfied (3.2%). The majority of respondents that are very dissatisfied and dissatisfied in relation to benefits are high and satisfied respondents are few. Artz (2008) argued rightfully that fringe benefits can impact on job satisfaction in several ways. This high level of dissatisfaction regarding benefits confirms that benefits play a vital role in the job satisfaction. First, fringe benefits stand as an important component of worker compensation. Secondly, fringe benefits can act as a substitute for wages. Thirdly, the substitution between wages and fringe benefits can have a negative impact on job satisfaction if workers find they must sacrifice wages and accept provision for fringe benefits they do not necessarily desire.

4.2.17 Are you satisfied with the must-have benefits in your current position?

Respondents that are very dissatisfied are (27.7%) and dissatisfied respondents that are (31.9%). Neutral respondents are (23.4%). Satisfied respondents are (14.9%) and very satisfied are (2.1%). There is consistency in terms of respondents that are dissatisfied relating to benefits. This dissatisfaction might due to the respondents who are appointed on higher positions by college councils but not necessarily receiving the benefits they deserve due these two-fold appointments.

4.2.18 Are you satisfied with the chances of your salary increases?

The table 4.6.4 depicts that very dissatisfied respondents are (25.5%) and dissatisfied respondents are the majority, represented by (30.9%). Neutral respondents are (20.2%) and satisfied respondents are also represented by (20.2%). Very satisfied respondents are (3.2%). As mentioned earlier the majority of respondents are dissatisfied and this put the college in a very precarious situation.

4.2.19 Are you satisfied with the sufficient information provided regarding the benefits?

The respondents that are very dissatisfied are 33% and the dissatisfied are also (33%). Neutral respondents are (20.2%). Satisfied respondents are (11.7%) and very satisfied are (2.1%). It is clear that it seems there are respondents that are not sure where to enquire about the benefits that the college offers. However, we cannot rule out the fact that the colleges have been facing serious challenges when deals with college council's employees as most colleges do not have the standard system to implement this factor.

4.2. 20 Are you satisfied with the pay that you receive?

The table 4.6.4 illustrates that the majority of respondents are very dissatisfied and this represented by (38.3%) and dissatisfied are represented by (31.9%). Neutral respondents are shown as (14.9%). Satisfied respondents are few and they are symbolised by (13.8%) and 1.1% who are very satisfied. The majority of respondents are very dissatisfied and according to the questionnaires, the employees want pay systems that they perceive as just, unambiguous and in line with their expectations. Robbins (2007:83) asserted acceptably that when pay is seen as fair – based on job demands, individual skills level and community pay standards – satisfaction either negative or positive is likely to result. Due to the because of the background of FET Sector this is correctly confirmed, as most of respondents are dissatisfied.

Additionally, the research that was conducted by Lambert et al (2001) further cited the impact of financial rewards on job satisfaction and Bull (2005) subsequently found the findings of that research consistent with the notion that the importance of an individual is often being gauged by the financial rewards/remuneration received. In perceptive, it is clear that all these authors argued in tactful and this is confirmed by the respondents.

The following figure will depict the overall average feeling of the respondents as shown in the figure 4.6.4 below.

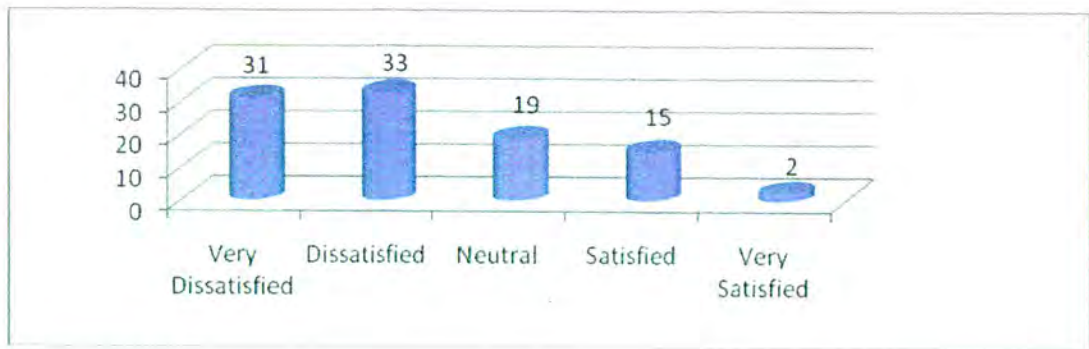


Figure 4.6.4

The figure 4.6.4 portrays the overall average of respondents. The highest is dissatisfied 33%, very dissatisfied 31%, neutral 19%, satisfied 15% and very satisfied 2%.

4.2 CORRELATIONS

Correlations assume that two variables are measured on at least interval scales and it determines the extent to which values are “proportional” to each other. The value of correlation (ie correlation efficient) does not depend on the specific measurement units used; for example, the correlation between height and weight will be identical regardless of whether inches and pounds, or centimetres and kilograms are used as measurement units Himelstein (2010). According to Leedy and Omrod (2005) proportionally means linearly related, that is, the correlation is high if it can be “summarised” by a straight line (sloped upwards and downwards). Correlations often measured as a correlation coefficient indicates the strength and direction of a linear relationship between two random variables.

In the context of this study correlation is above the value of 0.05 and will be considered to depict a strong correlation. The p-value is the probability that the current result would have been found if the correlation coefficient would be zero. The significance level calculated for each correlation is a primary

source of information about the reliability of the correlation. As previously explained, the significance of a correlation coefficient of a particular magnitude will change depending on the size of the sample from which it was computed.

The test of significance is based on the hypothesis that the distribution of the residual values (ie the deviations from the regression line) for the dependent variable (y) follows the normal independent variable (x). It is intolerable to formulate precise recommendations based on those Monte Carlo results but many researchers follow a rule of thumb that if your sample is fifty or more than serious basis are unlikely and if your sample is over 100 then you should not be concerned at all with the normality assumptions (Himmelstein, 2010).

4.2.1. DEFINITION OF OBJECTIVES

Main Objective

Objective 1

- To determine and study the level of job satisfaction of Vuselela FET College employees in North-West Province.

Sub Objectives

Objective 2

- To study the satisfaction of employees regarding the migration plan from College Council as employer to the Department of Higher Education and Training as employer.

Objective 3

- To determine the level of satisfaction concerning promotion and appointments.

Objective 4

- To examine the level of satisfaction regarding benefits of employees.

4.2.2 CORRELATION ON OBJECTIVES

The following table will show the correlation between objectives and whether they have a strong relationship.

Table 4.7.1 Pearson Correlation

		Objective 1	Objective 2	Objective A3	Objective A4
Objective 1	Pearson Correlation	1	.492**	.355**	.303**
	Sig. (2-tailed)		.000	.000	.003
	N	94	94	94	93
Objective 2	Pearson Correlation	.492**	1	.223*	.465**
	Sig. (2-tailed)	.000		.031	.000
	N	94	94	94	93
Objective 3	Pearson Correlation	.355**	.223*	1	.208*
	Sig. (2-tailed)	.000	.031		.045
	N	94	94	94	93
Objective 4	Pearson Correlation	.303**	.465**	.208*	1
	Sig. (2-tailed)	.003	.000	.045	
	N	93	93	93	93
** . Correlation is significant at the 0.01 level (2-tailed).					
* . Correlation is significant at the 0.05 level (2-tailed).					

4.2.2.1 Correlation between Objective 1 and Objective 2

The correlation between the level of job satisfaction amongst the employees of Vuselela FET College and the level of satisfaction regarding the migration plan from College Council as employer to the Department of Higher Education and Training as employer is about 0.492. In simple terms it means that the correlation is significant at the 99 per cent confidence level, as stipulated in the above table.

4.2.2.2 Correlation between: Objective 1 and Objective 3

The correlation between the level of job satisfaction amongst the employees of Vuselela FET College and to determine the level of satisfaction concerning promotion and appointments is about 0.355. In terms of criteria set above, those correlations that are above the absolute value of 0.05 will be considered to have a strong relationship. The correlation is positive and medium between two variables.

4.2.2.3 Correlation between: Objective 1 and Objective 4

The correlation between the level of job satisfaction amongst the employees of Vuselela FET College and to determine the level of satisfaction regarding benefits of employees is about 0.303. In terms of the criteria set above, those correlations that are above the absolute value of 0.05 will be considered to have a strong relationship.

4.2.2.4 Correlation between: Objective 2 and Objective 3

The correlation between the level of satisfaction regarding the migration plan from College Council as employer to the Department of Higher Education and Training as employer and to determine the level of satisfaction concerning promotion and appointments is about 0.223. In terms of criteria set above, those correlations that are above the absolute value of 0.05 will be considered to have a strong relationship.

4.2.2.5 Correlation between Objective 2 and Objective 4

The correlation between the level of satisfaction regarding the migration plan from College Council as employer to the Department of Higher Education and Training as employer and to determine the level of satisfaction regarding benefits of employees is about 0.265. In terms of criteria set above, those correlations that are above the absolute value of 0.05 will be considered to have a strong relationship.

4.2.2.6 Correlation between Objective 3 and Objective 4

The correlation between the level of satisfaction concerning promotion and appointments and to determine the level of satisfaction regarding benefits of employees is about 0.208. In terms of criteria set above, those correlations

that are above the absolute value of 0.05 will be considered to have a strong relationship.

4.3 DESCRIPTIVE STATISTICS

Probably the most often used in descriptive statistics, is the mean. The mean is particularly informative of the central tendency of the variable if it is reported along with its confidence interval. As mentioned earlier, usually readers are interested in statistics (such as the mean) from the sample only to the extent to which they can infer information about the population. The confidence interval for the mean give a range of values around the mean where the reader expect the true population mean is located with a given level of certainty (Leedy & Omrod, 2005).

For the purpose of this study each objective will be analysed.

The following table will show the mean whether it is informative to the central tendency of the variables.

Table 4.7.2 One-Sample Statistics (Descriptive)

Objectives	N	Mean	Std. Deviation	Std. Error Mean
Objective 1	94	2.39	1.193	.123
Objective 2	94	2.12	1.164	.120
Objective 3	94	2.13	1.129	.116
Objective 4	94	2.22	1.128	.116

Table 4.7.2 for objective 1 depicts that respondents on average (2.39) are dissatisfied about the job at Vuselela FET College but the percentage is nearer to average as the above mean stipulate. It further shows that for objective 2 respondents are on average (2.12) meaning they are dissatisfied regarding the migration plan from College Council as employer to the Department of Higher Education and Training as employer. In terms of satisfaction concerning promotion and appointments which addresses objective 3 the average is (2.13) which further proves that respondents are dissatisfied. Lastly, objective 4 which intended to determine the level of satisfaction regarding benefits of employees the average is (2.22) and this also proves that employees are dissatisfied.

4.3.1 T-TEST STATISTICS

The t-test for dependent samples helps to take advantage of one specific type of design in which an important source of within-group variation (or so called, error) can be easily identified and excluded from the analysis. Specifically, if two groups of observations (that are to be compared) are based on the same sample of subjects who were tested twice (eg before and after a treatment) then a considerable part within-group variation in both groups of scores can be attributed to the initial individual differences between subjects to determine the level of job satisfaction amongst the employee of Vuselela FET College. The t-test procedure performs t-tests for one sample, two samples and paired observations. The one-sample t-test compares the mean of the sample to a given number. The two-sample t-test compares the mean of the first sample minus the mean of the second sample to a given number. The paired observations t-test compares the mean of the differences in the observations to a given number. For one-sample tests, proc t-test computes the sample mean of the variable and compares it with a given number.

Paired comparisons use the one sample process on the differences between the observations. Paired comparisons can be made between many pairs of variables with one call to proc t-test. For group comparisons, proc t-test computes sample means for each of two groups of observations and tests the hypothesis that the population means differ by a given amount. This latter analysis can be considered a special case of a one-way analysis of variance with two levels of classification. The underlying assumption of the t-test in all three cases is that the observations are random samples drawn from normally distributed populations (SAS, 1999).

The following t-test table will show the significant value (2-tailed) whether there is a linear relationship.

Table 4.7.8 (t-test) One-Sample Test

	Test Value = 2.5					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Objective 1	2.847	93	.005	.330	.10	.56
Objective 2	2.659	93	.005	.319	.08	.56
Objective 3	-3.198	93	.002	-.372	-.60	-.14
Objective 4	-2.378	93	.019	-.277	-.51	-.05

Table 4.7.8 shows that the respondents are dissatisfied about their job at Vuselela FET College and this is represented by significant level (Sig 2 tailed) is less than (0.05) and this shows that there is a significant linear relationship between the variables. The table further shows that the level of significance

regarding the migration plan from College Council as employer to the Department of Higher Education and Training as employer (Sig 2 tailed) is less than (0.05) and this also demonstrates that there is a linear relationship between the variables. In relation to satisfaction concerning promotion and appointments the significant level (0.02) is less than (0.05) and this proves that there is a linear relationship between the variables. Lastly, the response to determine the level of satisfaction regarding benefits of employees reached the significant level of 0.19, which is greater than (Sig 2 tailed) therefore there is no relationship between the variables.

The p-level reported with a t-test represents probability of error involved in accepting our research hypothesis about the existence of a difference. Technically speaking, this is the probability of error associated with rejecting the hypothesis of no difference between the two categories of observations (corresponding to the groups) in the population when, in fact, the hypothesis is true.

4.4 SUMMARY OF THE CHAPTER

The purpose of this chapter was to analyse and interpret the results attained. The study planned to answer some questions and finding out whether the findings have been met. In this chapter statistical analysis of the data being collected has been done, using different approaches such as correlation coefficients to determine the relationship that exists between two or more variables in the job satisfaction among employees of Vuselela FET College.

The data has been represented by using graphs and tables. During the analysis of data, the results have shown that the majority of the respondents were females and their ages are between 30-39 years. Most of the respondents possess an N-Diploma and they have been with the college for 1-5 years. The majority of them were lecturers 44 (47%), followed by administration staff members 33 (35%).

The following chapter will proceed with recommendations to the study being embarked on and these recommendations will seek out to provide answers to the research questions and objectives. Lastly, future research on the area of this research will be given and the limitations to the study will be identified to encourage further research.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter will conclude the study and present a conclusion and make recommendations based on the findings and recommend future research. The aim of this research was to measure the job satisfaction of employees of Vuselela FET College.

The objectives of this research were:

5.2 MAIN OBJECTIVE OF THE STUDY

- To determine and study the level of job satisfaction of Vuselela FET College employees in North-West Province.

5.2.1 SUB-OBJECTIVES OF THE STUDY

- To study the satisfaction of employees regarding the migration plan from College Council as employer to the Department of Higher Education and Training as employer.
- To determine the level of satisfaction concerning promotion and appointments.
- To examine the level of satisfaction regarding benefits of employees.

5.2.2.1 FINDINGS OF OBJECTIVE 1 (MAIN OBJECTIVE)

- To determine and study the level of job satisfaction of Vuselela FET College employees in North-West Province.

The findings show that the majority of respondents are dissatisfied about their jobs at Vuselela FET College and this is represented by (49%). The dissatisfaction in this case may be due to all developments that have been taking place in the institution. Satisfied respondents are represented by (28%) and this may mean employees who are satisfied are those that are appointed by one employer either college councils or departmental. The department and management should ensure that all employees fall under one employer to avoid unnecessary unhappiness amongst employees. Respondents that are neutral are represented by (23%) and the state of confusion they find themselves in with regard to who is their employer might be contributing factor to these high uncertainties.

The following figure 5.1 depict the findings of objective 1

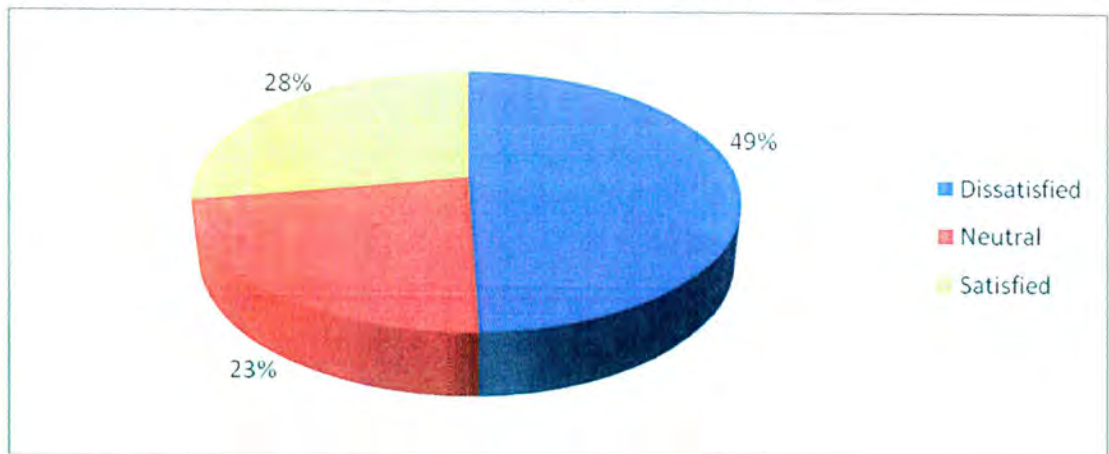


Figure 5.1 Objective 1

5.2.2.2 FINDINGS OF OBJECTIVE 2

- To study the satisfaction of employees regarding the migration plan from College Council as employer to the Department of Higher Education and Training as employer.

The majority of the respondents (63%) are satisfied to migrate from the Provincial Department of Education to National Department of Higher Education. But there is a worrying factor of neutral respondents (26%) these respondents are just in between. Even though, most of respondents are satisfied, the dissatisfied respondents represented by (11%) cannot be left unattended. Therefore, they should be taken into consideration. When FET Colleges were merger in 2003 as President Zuma argues, one of the objectives was to redress the inequalities of the past. However, instead of achieving that particular goal the sector experienced most of challenges. Therefore, it can be concluded that this (11%) of dissatisfied respondents are of the view that this process will also not achieve the intended objective.

The following figure 5.2 will depict the findings of objective 2 as shown below.

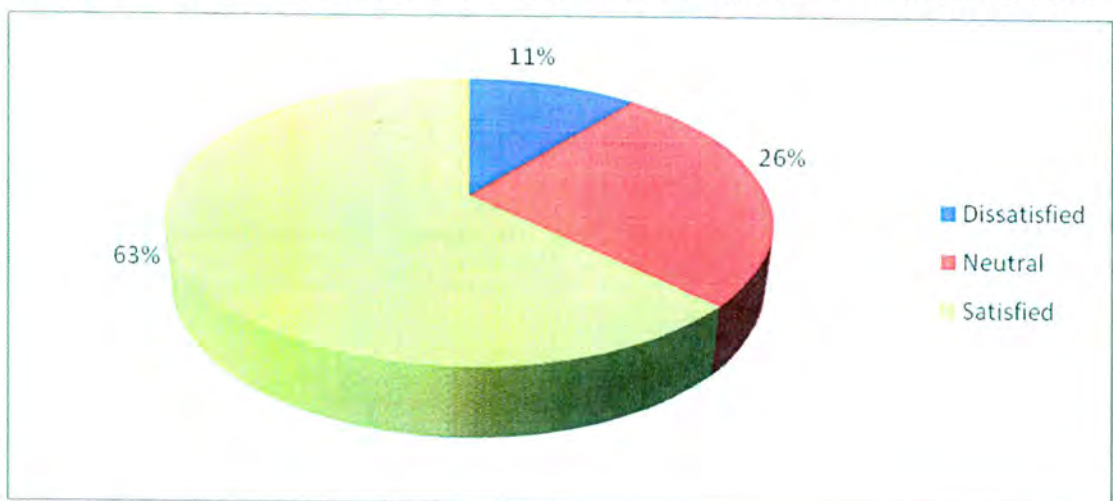


Figure 5.2 Objective 2

5.2.2.3 FINDINGS OF OBJECTIVE 3

- **To determine the level of satisfaction concerning promotion and appointments.**

The majority of the respondents (66%) are dissatisfied with procedures for promotion and appointments. The neutral respondents are (19%) and satisfied respondents are (15%).

The following figure 5.3 will show the findings of Objective three of the research study.

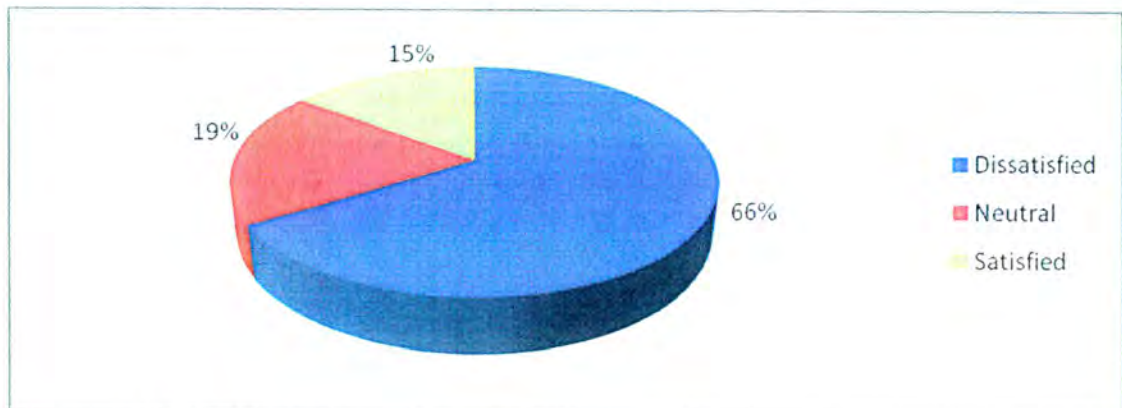


Figure 5.3 Objective 3

5.2.2.4 FINDINGS OF OBJECTIVE 4

- **To examine the level of satisfaction regarding benefits of employees.**

The majority of respondent (60%) are dissatisfied about the must-have benefits. Neutral respondents are (23%) and satisfied respondents are (17%). This dissatisfaction might be due to fact that some employees are appointed by two employers. Consequently, they end up receiving benefits that are not congruent to their positions.

The following figure 5.4 will show the findings of objective 4

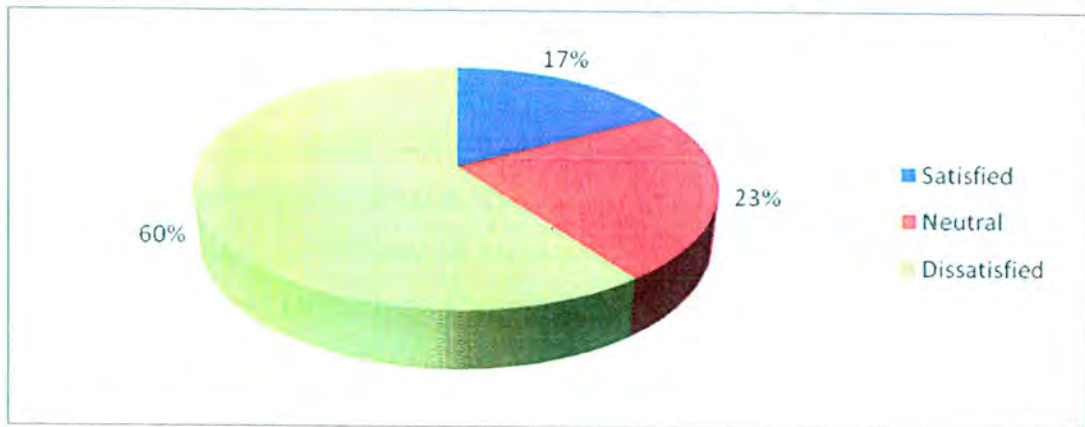


Figure 5.4 Objective 4

5.3 CONCLUSION

In this chapter the findings obtained in the study of job satisfaction within the Vuselela FET College were discussed in line with the objectives of the study. The findings suggest that the Department of Higher Education should intervene in order to deal with the dissatisfaction of respondents.

5.4 LIMITATIONS AND DELINEATIONS

A major limitation of this study is that the results will not be transferable as this study population size was small and hence the findings of this research cannot be generalised to represent the level of job satisfaction of FET Colleges in the North-West Province and South Africa as a whole. Future research should be conducted using a larger population that would be more representative of all employees employed within the FET sector of South Africa. In so far as delineations are concerned, the research will be limited to the employees of Vuselela Further Education and Training College.

5.5 RECOMMENDATIONS

- In order to change this negative high level of job dissatisfaction the department must ensure that migration process to higher education and training is finalised as soon as possible. The speedy finalisation of this process would mean all employees are employed by one employer and this will address all discrepancies that are leading to job dissatisfaction within this Vuselela FET College. The college must also consider providing resources for all employees, for instance, for lecturers to be able to prepare for their classes equipment such as laptops are of utmost importance. Management should therefore ensure that all employees, including lecturers, are catered for as the implication might be that the lack of these resources might have a negative impact on their work and satisfaction. As it is confirmed by Ngidi and Sibanda (2002) the effect of resource allocation on the working conditions has an effect on employee job satisfaction.
- The management must ensure that extensive consultation take place regarding migration. Management should involve all stakeholders as prescribed per migration plan. Lack of consultation can have negative impact in the processes of migration. Respondents are satisfied to migrate but without proper consultation this may change.
- The management of Vuselela FET College must make it a priority that they correct the policies of the institution. The Human Resources policy should have clear procedures relating to appointments, promotion and acting. Additionally, when these policies are rectified all necessary procedures should be followed to the latter bearing in mind fairness and justice to avoid conflicts. Kasteous (2006) attests that promotions are also an important aspect of a worker's career and life, affecting other facets of experience. Kasteous (2009) further argues

that promotions constitute an important part of worker labour mobility, most often carrying substantial wage increase. Pergamit and Veum (1999) further indicate that they can have a significant impact on other job characteristics such as responsibilities and subsequently to job attachment.

- The Department of Higher Education and Vuselela FET College must ensure that all employees receive 37% (per cent) in lieu with benefits in relation to pension and medical aid. This should be implemented as soon possible irrespective of the nature of appointment of employees. The management and department must make sure that there is equity amongst employees regarding benefits. If any new benefits are being implemented, it should apply to employees appointed by the department as well as to employees appointed by the College Council. This specifically should apply concerning pension fund and medical aid. Artz (2008) further confirms that fringe benefits can impact on job satisfaction in several ways. First, fringe benefits stand as an important component of worker compensation. Secondly, fringe benefits can act as a substitute for wages. Thirdly, the substitution between wages and fringe benefits can have a negative impact on job satisfaction if workers find they must sacrifice wages and accept provision for fringe benefits they do not necessarily desire.
- The Department of Higher Education and Vuselela FET College must ensure that all employees receive appropriate benefits in line with their positions to avoid discrepancies. This should be implemented as soon possible.

5.5.1 RECOMMENDATION FOR FUTURE RESEARCH

It is recommended that future research be done on the relationship between job satisfaction and job performance. This recommendation is attributed to

the fact that currently Vuselela FET College, in terms of the performance outcomes, is rated amongst the best performing of the three FET Colleges in the North-West Province (Number 1) and one of the top colleges in South Africa (Number 5). This is a very good representation of the institution. Contrary, there is dissatisfaction from staff members and this suggests that the research on the relationship between the two factors is necessary. The research should be a comparative study of the three FET Colleges in the North- West Province.

5.6 FINAL CONCLUSION

The Department of Education and Vuselela FET College should be cautioned that job satisfaction of employees plays a vital role in the future of any organisation. In order for the organisation to grow, it relies on employees and that implies that employees should be taken into consideration for any development that might fully or partially affect their satisfaction. According to Sempene (2006:23) employees are one of the role players in the organisation and it is through their involvement and commitment that the organisation becomes competitive. Therefore, the Department of Higher Education and Vuselela FET College must work hand in hand to ensure that all difficulties that are being experienced at the college are resolved without any waste of time.

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APPENDIX A: PERMISSION TO CONDUCT A RESEARCH

31 May 2012

Enquiries: Dr MD Mochwanaesi
Telephone: (018) 406 7800
E-mail: Doc@vuselelacollege.co.za

To : All Vuselela FET Campuses
From : Dr MD Mochwanaesi
Chief Executive Officer

PERMISSION TO CONDUCT A RESEARCH BY MR L E SEOKAMO

This letter serves to inform you that Mr LE Seokamo has obtained permission from the Vuselela FET College to conduct the research. The topic of his study is ***'To determine the level of job satisfaction of employees in Vuselela FET College.*** Mr Seokamo will be visiting campuses of Vuselela FET College.

Kindly allow him to communicate with his target group for the research. This should not tamper with the normal running of the campuses. It will be appreciated if you can give him the support needed, as the study will benefit Vuselela FET College at large.

Your co-operation in this regard will be appreciated.

Yours in Education

Dr MD Mochawanaesi
Chief Executive Officer

APPENDIX B: COVERING LETTER

MEMO

TO : All employees in Vuselela FET College
FROM : Mr Lebogang Seokamo
CC : Dr MD Mochwanaesi
SUBJECT : Job Satisfaction study in Vuselela FET College
DATE : 03 October 2012

I'm presently busy with a mini dissertation as partial fulfilment towards the completion of my degree. I'm conducting a study on job satisfaction within Vuselela FET College.

The objectives of the study are:

- a) To determine and study the level of job satisfaction amongst the employees of Vuselela FET College
- b) To determine the level of satisfaction regarding the migration plan to Department of Higher Education and Training
- c) To determine the level of satisfaction concerning promotions and appointments in Vuselela FET College
- d) To determine the level of satisfaction regarding pay and benefits of employees in Vuselela FET College

Please assist me by completing the attached questionnaire and return it to me at 8 Bram Fisher, Corporate Centre building. I humbly request all of you to participate in the study as a low response rate will have an influence on the validity and reliability of the study.

I wish to emphasise that all information will be treated as confidential and will be solely used for the purpose of the study.

You are welcome to contact me with any queries.

Thank you for your co-operation and participation

APPENDIX C: QUESTIONNAIRE**SECTION A**

Please circle the appropriate code

What is your gender?

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
------	--------------------------	--------	--------------------------

Within which age group do you fall?

20-29 years	<input type="checkbox"/>	30-39 years	<input type="checkbox"/>	40-49 years	<input type="checkbox"/>	50 + years	<input type="checkbox"/>
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What is your highest academic qualification?

Matric	<input type="checkbox"/>	N Diploma	<input type="checkbox"/>	B-Degree	<input type="checkbox"/>	Honours/ Masters Degree	<input type="checkbox"/>
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How long have you worked for Vuselela FET College?

1-5 yrs.	<input type="checkbox"/>	5 – 10 yrs.	<input type="checkbox"/>	10-15 yrs.	<input type="checkbox"/>	15 +years	<input type="checkbox"/>
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What is your position?

Administration	<input type="checkbox"/>	Manager	<input type="checkbox"/>	Senior Management	<input type="checkbox"/>
Lecturer	<input type="checkbox"/>	Senior Lecturer	<input type="checkbox"/>	Head of Department	<input type="checkbox"/>

SECTION B - JOB SATISFACTION QUESTIONNAIRE

Kindly use the following legend to indicate your preference in the following table:

Very Dissatisfied	VD
Dissatisfied	D
Neutral	N
Satisfied	S
Very Satisfied	VS

1		JOB SATISFACTION				
This is how I feel...		VD	D	N	S	VS
1.1	Are you satisfied with the institution policies and the way they are put in practice?					
1.2	Are you satisfied with opportunities available to explore your abilities?					
1.3	Are you satisfied with the working relations among your colleagues?					
1.4	Are you satisfied with the resources made available to you for job advancement?					
1.5	Are you satisfied with the competency of your supervisor in making decisions?					
2		MIGRATION PLAN				
This is how I feel.....		VD	D	N	S	VS
2.1	Are you satisfied with the migration plan from Provincial Administration to the Department of Higher Education?					
2.2	Are you satisfied with the migration communication plan?					
2.3	Are you satisfied with the consultation process at the College level?					
2.4	Are you satisfied with the new amendments					

	made in the new FET Act No 3 of 2012?					
2.5	Are you satisfied with the transparency of the processes?					
3	APPOINTMENTS AND PROMOTIONS					
	This is how I feel ...	VD	D	N	S	VS
3.1	Are you satisfied with the grading of appointments?					
3.2	Are you satisfied with the procedures for appointments and promotional posts?					
3.3	Are you satisfied with the opportunities available to you for promotion in your current job?					
3.4	Are you satisfied with the time you spend on the job before promotion?					
3.5	Are you satisfied with acting in a higher position for a long period?					
4	PAY AND FRINGE BENEFITS					
	This is how I feel....	VD	D	N	S	VS
4.1	Are you satisfied with the benefits package you receive?					
4.2	Are you satisfied with the must-have benefits in your current position?					
4.3	Are you satisfied with the chances of your salary increases?					
4.4	Are you satisfied with the sufficient information provided regarding the benefits?					
4.5	Are you satisfied with the pay that you receive?					

Please answer all questions.

Your co-operation is highly appreciated.

APPENDIX D: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	50	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Source: Sekaran, 2003; 253.

Where: N = the population size and S = the sample size.



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5 August 2013

TO WHOM IT MAY CONCERN

Dear Sir/ Madam

PROOFREADING AND EDITING: DISSERTATION MR L E SEOKAMO

I hereby certify that I have proofread and edited the dissertation: JOB SATISFACTION OF EMPLOYEES OF VUSELELA FET COLLEGE as compiled by Mr L E Seokamo as part of his M.B.A. studies.

The dissertation now complies with all the prescribed language and editing requirements.

Yours faithfully

J E DE LANG (Mrs)

Mrs JE de Lang
SATI (South African Translators' Institute)
Registration number: 1002778

FANIE POSTMA

BA UED

**TRANSLATOR / LANGUAGE
PRACTITIONER**

**REGISTERED AT SATI
(NR 1001334)**

Cell 083 4096252

6 August 2013

LEBOGANG EDWIN SEOKAMO

TO WHOM IT MAY CONCERN:

**I hereby confirm that I have done a re-edit of
LEBOGANG EDWIN SEOKAMO'S MINI- DISSERTATION: JOB SATISFACTION OF
EMPLOYEES OF VUSELELA FET COLLEGE**

**I confirm that I am registered with SATI (South African Translation
Institute): nr 1001334.**



FANIE POSTMA.

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