

**JOB SATISFACTION AND WORK ETHICS AMONG THE
ACADEMIC AND NON-ACADEMIC STAFF: A COMPARISON
BETWEEN A SOUTH AFRICAN AND ZIMBABWEAN GROUP**

by

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of the

UNIVERSITY OF FORT HARE

SUPERVISOR: PROFESSOR H.J. VAN DAALEN

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DECLARATION

I wish to declare that the information contained in this document describes the author's original work except where acknowledged and has never been submitted by anyone for a degree at any university.

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DEDICATION

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SUMMARY

JOB SATISFACTION AND WORK ETHICS AMONG ACADEMIC AND NON-ACADEMIC EMPLOYEES: A COMPARISON BETWEEN A SOUTH AFRICAN AND ZIMBABWEAN GROUP

By

BRIGHT MAHEMBE

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DEGREE : MCOMM (INDUSTRIAL PSYCHOLOGY)

The purpose of this study was to investigate the relationship between job satisfaction and work ethics. 120 academics and 80 non-academics were interviewed in this study.

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Significant correlation coefficients were reported between overall satisfaction and the following work ethic variables:

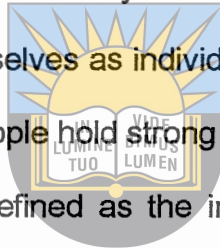
- A person without debts who inherits a lot of money should invest it rather than spend it $r = 0.21$ ($p < 0.05$)
- One should work like a slave at everything he or she undertakes until he or she is satisfied with the results $r = 0.16$ ($p < 0.05$)
- If you work hard you will succeed $r = 0.14$ ($p < 0.05$)
- Life would be more meaningful if we had more leisure time $r = 0.18$ ($p < 0.05$)
- Leisure time activities are more interesting than work $r = -0.16$ ($p < 0.05$)
- For girls to keep themselves virgins is old-fashioned and unnecessary $r = -0.16$ ($p < 0.05$)
- A person can learn better on the job by striking out boldly on their own than by following the advise of others $r = -0.15$ ($p < 0.05$)

Overally, a comparison between the South African and Zimbabwean group showed that the two groups differ on 25 out of 65 variables. The results are presented in chapter 5 and discussed in chapter 6.

CHAPTER ONE

1.1 INTRODUCTION

The work we do plays a dominant role in most people's lives. Our work not only occupies more of our time than any other single activity, but also provides the economic basis of our life-styles. It constitutes a central aspect of who we are, how we define ourselves as individuals. Given this importance, it should not be surprising that people hold strong beliefs towards their jobs. Job satisfaction can therefore be defined as the individual's cognitive, affective and evaluative reactions toward their jobs (Greenberg, J., Baron, A. (1993). In this chapter, the research problem and aim of the study will be discussed.



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1.2 Background and Statement of the Problem

As Wanous and Lawler (1972: 616-622) stated: 'There is a serious lack of good theory about the very meaning of employee satisfaction....' Hence the conflicting results found in many studies on job satisfaction are a clear manifestation of the unavailability of a generally accepted definition of job satisfaction (Locke & Latham, 1990; Wanous & Lawler, 1972), and different terms being used interchangeably with other terms such as 'morale, employee satisfaction, attitudes and opinions' (Brayfield & Crockett, 1955; Deci & Ryan,

1985; Guion, 1958; Lazarus & Folkman, 1984; Herzberg, Mausner, Peterson & Capwell, 1957; Kleinbeck, Quest, Thierry & Hacker, 1990).

However, employee-satisfaction in one form or another has been related to such variables as turnover, absenteeism, productivity, group cohesiveness, general hygiene factors, job rewards, personnel rights, labour unrest and performance appraisal (Barber, Dunham & Formisano, 1992; Danhoff, 1962; Gruneberg, 1976; Mount, 1984; Robbins, 1993; Schemerhorn, 1989; Vroom, 1960b).



Job satisfaction correlates with factors related to the work itself or to the outcomes (such as the rewards for excellence and performance) directly derived from it such as the nature of employees' jobs, achievement of work, promotional opportunities and chances for personal growth and recognition (Greenberg 1986: 183). Previous research has also focused on the relationships between job satisfaction and the following variables: performance, autonomy, supervisor support, equitable wages, social stimulation, working environments and personality variables among many others (Robbins, 1998; Organ, 1988; Berkowitz *et al.*, 1987; Mobley, Hand & Meligno, 1979, Wright, 1990; Greenberg *et al.*, 1993, De Santis & Durst; 1996).

Who tends to be satisfied with their jobs? According to Greenberg *et al.*, (1993) most white collar personnel such as the managerial, technical and professional people tend to derive more satisfaction from their jobs than blue-collar personnel namely: physical labourers and factory workers. Furthermore, older people and those with more job security tend to be more satisfied with their jobs than younger and less experienced employees. In contrast, women and members of minority groups tend to be more dissatisfied with their jobs than men and members of majority groups.



In an attempt to highlight job satisfaction variations among employees Herzberg listed seven motivators with reference to the academic profession:

'A sense of achievement (1) can be obtained through teaching well, seeing students become proficient and excel, through research and publication and involvement in policy and decision-making processes. Being asked to supervise post-graduate students, to join a committee, or to give a paper or address often provides recognition (2). The work itself (3) teaching, research and administration..... Autonomy is as such that each academic is largely responsible (4) for the courses he/she teaches and for the research carried out. Advancement (5) is possible through successful applications to positions at other universities and within the same institution through promotion. There is provision of growth opportunity (6) through special studies programmes or sabbatical leave. (7) Status conferred by virtue of becoming a

member of the university staff, at whatever rank, and through rewards conferred by learned societies in recognition of one's scholarship' (Moses 1986: 136).

Job satisfaction, values and many other variables have been found to be moderately predicted by the Protestant Work Ethic (PWE) beliefs (Furnham, 1990). The PWE belief is nearly always referred to as a set or system of beliefs mainly but not exclusively concerning work (Furnham, 1990).



Individuals adhering to the PWE agree with statements such as the following:

1. Hard work makes one a better person.
2. Wasting time is as bad as wasting money. (Hence the popular saying that 'time is money').
3. Other things equal, it is better to have a job with a lot of responsibility than one with little responsibility.
4. A good indication of one's worth is how well that person does a job (Aldag & Sterns; 1991: 757-60).

Weber's (1905: 1-54) conception of the PWE was that it was a self-imposed willingness of the individual to identify and conform to the goals of society and to volunteer his or her services to the abstract ethic of industrial acquisition, effort, enterprise and growth. It is, in this sense irrational, because work is done for no obvious reason but for its own value. Hence it is in, and of, itself

satisfying. Thus there are no external extrinsic characteristics that determine job satisfaction. Hence job satisfaction is a function of how much one believed in the PWE.

Cherrington (1980) carried out a study on PWE beliefs, job satisfaction, productivity and the major determinants of PWE beliefs. The study revealed that a positive correlation exists between moral importance of work and pride in craftsmanship and various dimensions of job satisfaction. A significant positive correlation exists between work values and productivity. The results further showed biographical factors to be better predictors than job attitudes. Hence Cherrington concluded that children develop a strong work ethic when parents exert firm discipline, delegate work assignments, encourage personal responsibility, establish standards of personal conduct as well as encourage religious commitment. Cherrington, however, suggested that job enrichment, participative management, and job autonomy do not promote the work ethic.

Maccoby and Terzi (1979) reviewed numerous surveys done in America in the mid-1970s on work commitment, all of which showed a consistently strong affiliation of the value of work in three-quarters of the population. The authors believe that commitment to such things as leisure and the family are growing. Although, generally, job satisfaction appears to be high, job dissatisfaction appears to be growing partly because people perceived their skills as being underutilised. The most satisfied are white middle aged, graduate-educated

professionals, while the least satisfied tend to be blacks, under 30 years in low-income, low-skilled jobs that do not test their abilities.

There has been equivocal support for the idea that PWE values moderate between job scope and satisfaction. In two studies Stone (1975, 1976) found, using subgroup analyses, no support for the hypothesis that job scope and satisfaction would be negatively correlated for the alienated workers. Stone (1975) was specifically concerned with the role of the PWE as a moderator variable. However, Stone found that neither the PWE nor any of its subscales (as measured by Wollack *et al*, 1971: 331-8 scale) appeared to moderate the job scope - satisfaction relationship. Wanous (1974) looked at three possible moderators of the job scope - satisfaction relationship, namely, higher - order needs, the PWE, and rural-urban background. The PWE was shown to have a significant moderator effect on a third of the satisfaction measures but not at all with respect to global satisfaction. More recently, Peters and Rudolf (1980) tested the relationship between job scope and satisfaction as moderated by the PWE. They found that blue-collar workers had significantly lower PWE scores compared to white-collar and managerial levels. Interestingly Greenberg *et al*, 1993 noted that blue-collar personnel enjoyed less satisfaction than white-collar personnel did. Thus they concluded that PWE beliefs have more direct influence for lower, rather than higher organizational

levels, in that PWE correlates positively with satisfaction, internal motivation, and self-evaluated performance as stated below:

“Thus persons with strong PWE beliefs should perform better than their low PWE counterparts (and experience corresponding more positive affective reactions) at low, less ambitious organizational levels than at high more ambiguous organizational levels” (Peters and Rudolf: 1980:250).

Hooker and Ventis (1984: 478-84) examined the relationship between PWE beliefs, retirement satisfaction, and the daily activities of those who were retired. They found that PWE beliefs were inversely related to satisfaction in retirement. This is attributed probably to that high PWE scores tended to have fewer non-work related activities, which are usually related to work satisfaction but in any case regarded as being leisure. The least satisfied retirees were those with high PWE beliefs who did not perceived their activities as useful. The authors feel that pre-retirement counseling should be aimed at helping to relinquish the strong work-orientation of some people, but that work-like activities remain a source of satisfaction for high PWE scorers.

1.3 The Aim of The Present Study

The aim of the present study is to investigate the relationship between work ethics and job satisfaction among a selected group of academic and non-academic employees in Zimbabwe and South Africa. Why this sample? Firstly, the increasing academic staff turnover necessitates investigation.

Secondly, a few or no studies have been done on this topic. Thirdly, academics are responsible for developing the intellectual capital of a nation. Therefore, understanding what makes them satisfied will ensure better employment policies and staff retention thereby ensuring the long term development of Zimbabwe and South Africa.



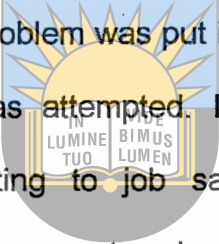
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CHAPTER TWO

JOB SATISFACTION

2.1 INTRODUCTION

Job satisfaction is probably one of the most extensively researched on subjects in the field of Industrial Psychology. For reviews see Griffin and Bateman (1986) and Locke (1976: 1297-1349, 1984: 93-117). In the previous chapter, the research problem was put into context. A brief review of literature on job satisfaction was attempted. In this chapter, an in-depth analysis of the literature relating to job satisfaction is provided. Job satisfaction theories and its measurement scales will also be discussed.



The logo of the University of Fort Hare is a circular emblem. It features a central sun with rays, positioned above an open book. The Latin motto "IN LUMINE TUO" is written on the left side of the book, and "BIMUS LUMEN" is on the right. The entire emblem is set against a blue background with a white border.

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2.2 Definition

Job satisfaction has been defined by Smith, Kendal and Hulling (1969, p.179) as the "extent to which an employee expresses a positive orientation towards a job." In addition, job satisfaction has been treated both as a global concept referring to overall satisfaction and as a facet specific concept referring to various aspects of work, such as physical conditions, remuneration, workload and career aspiration.

Gerber, Nel and Van Dyk (1995) described job satisfaction as the quality of life at work as experienced by the employee and also as a condition that could be promoted by social responsibility programs executed by the employer.

Dipboye, Smith and Howell (1994) reinforced the above finding by stating that job satisfaction may be regarded as a relatively constant attitude that is formed mainly by social and interpersonal processes in the working environment.

2.3 Factors That Influence Job Satisfaction

Furnham (1992) divides the factors that can have an influence on job satisfaction into three groups namely:

1. Organisational policies and procedures that have to do with the nature of the remuneration package, supervision and decision-making practices, and the perception of the quality of supervision.
2. Specific aspects of the total workload, the variety of skills applied, autonomy, feedback and the physical nature of the working environment.
3. Personal aspects such as self-image, ability to deal with stress and general satisfaction with life.

Robbins (1998) found that the following work-related variables are important for job satisfaction: mentally challenging work, equitable rewards, supportive working conditions, supportive colleagues, congruency of employees' personality and the demands of the job, and the individual's genetic disposition.

Previous studies have shown that although job satisfaction has many facets, satisfaction with the monetary compensation is one of the most important

variables (Schwab & Wallace, 1974: 78-79; Kalleberg, 1977:124-143). These rewards entice prospective employees and later promote the retention of their services. Voydanoff (1980) found that financial and promotion possibilities are related to job satisfaction across all occupation status groups. Taylor and Vest (1992: 445-454) noted that public sector employees who frequently compared their salary with that of private sector employees have lower levels of job satisfaction than other public sector employees. Similarly, public sector employees who compare their salaries to other public sector employees or to their own families and relatives tend to express higher levels of satisfaction.



"Workers are most likely to be satisfied with their jobs, committed to their employers and productive at work when they have jobs that offer autonomy, meaning and learning opportunities, support from supervisors and flexible work arrangements that are responsive to individual needs." (Families and Work Institute: 1997). Hence job satisfaction is a function of many different variables operating on the employee.

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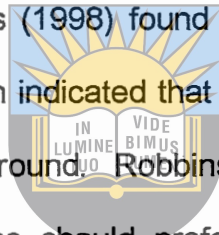
Much of the research on job satisfaction focus on primary factors, that is, attributes of "good" jobs as explanations of worker satisfaction. This approach argues that two types of job characteristics are of crucial importance in attaining satisfaction among workers: the job's internal rewards (such as having a diverse and challenging work) and the job's external rewards (such as fair compensation and fringe benefits) (Herzberg, Mauser, Peterson & Cape: 1957; Herzberg, Mauser & Snyderman, 1959). However, Strauss *et al*;

(1980:18) holds that job satisfaction does not only depend on a match between the characteristics of the job and the needs of the individual. It also depends on individual expectations, self-evaluation, social norms, social comparison, input/output relations, commitment and priming. Work is also one of the most important activities in a person's life. Dissatisfying work can lead, in many circumstances to lower production and friction on the job.

2.3.1 The Satisfaction-performance Hypothesis

Regarding the satisfaction-performance hypothesis, Organ (1988: 547-557) argues that high productivity and satisfaction form only an "illusory correlation between two variables that we logically think should interrelate, but in fact do not" (p.547). Organ ascribes this to the apparently strong intuitive belief among practitioners that job satisfaction is an important determinant of productivity regardless of empirical evidence to the contrary. According to Furnham (1992) there is no relationship between job satisfaction and performance. The effect of satisfaction on performance is, according to Furnham, indirect and coincidental. Only if satisfaction leads to dedication to an organisation and its aims, and only if the aims are challenging and associated with a high degree of self-effectiveness will high performance follow satisfaction. Furthermore, dedication is dependent on the expectation of future remuneration and this expectation is based on remuneration in the past and the individual's assessment of the way in which the situation can change.

Nevertheless, many other researchers found a relationship between job satisfaction and job performance (Robbins, 1998; Van Yperen and De Jong, 1997: 69-77; Babin and Boles, 1996: 57-75; Khaleque, Hossain and Hoque, 1992). The introduction of moderating variables usually improves the satisfaction-performance correlation. Thus, Van Yperen and De Jong (1997) found that with higher-level positions with more open-ended job descriptions, the possibility seems to be greater that employees who are satisfied are productive too with regard to both in-role requirements and "organizational citizenship behaviour." Robbins (1998) found that the studies where cause and effect were controlled often indicated that productivity led to satisfaction, rather than the other way round. Robbins (1998) recommended that satisfaction-performance studies should preferably be executed with data gathered for the organization as a whole rather than with data at the individual level, as the latter data does not consider all the complexities in the work process.



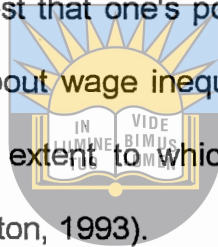
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2.3.2 Job Satisfaction and Pay Systems

Job satisfaction is enhanced by the use of pay systems believed to be fair with respect to both the level of compensation received and the mechanisms used to determine that pay. Hence perceptions of equity also represent a key source of job motivation (Berkowitz *et al*; 1987: 544-551).

A study on the effects of wage inequality on job satisfaction, productivity and collaboration revealed that the greater the degree of wage dispersion within

academic departments the lower the members' individual satisfaction, research productivity and the less likely it is that members will collaborate on research. The negative effects of wage dispersion on satisfaction are reduced for people who are more committed (have longer tenure), in fields with more developed scientific paradigms, and when salaries are based more on experience and scholarly productivity. They are greater for those who earn comparatively less money. Wage dispersion has a small negative effect on satisfaction in private colleges and universities in which salaries are less likely to be known. The results suggest that one's position in the salary structure, the availability of information about wage inequality, the legitimate bases of reward allocation all affect the extent to which wage dispersion produces adverse effects (Pfeffer, & Langton, 1993).



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2.3.3 The Satisfaction –employee turnover relationship

The relationship between job satisfaction and voluntary employee turnover has been heavily researched (see reviews by Mobley, Hand, & Meglino, 1979, Porter & Steers, 1973; Price, 1977). It was generally concluded that there is a moderate correlation between job satisfaction and turnover, that, dissatisfied employees are more likely to quit their jobs than their satisfied colleagues. Previous studies have shown that job satisfaction tends to be high when people believe that their supervisors are competent, have their best interests in mind, and treat them with dignity and respect. In contrast, satisfaction tends to be lower among those who believe they receive poor

supervision, specifically by supervisors believed to be incompetent, selfish and uncaring.

2.3.4 Level of Work and Social Stimulation as a Determinant of Satisfaction.

The level of work and social stimulation is also an important determinant of satisfaction. Employees tend to be most satisfied with jobs that provide them with an overall work load and level of variety that is not so low as to be boring and not so high as to be overwhelming and unduly challenging. This applies mostly to individuals who see their jobs as a career such as those who desire promotion and have a long-term orientation as opposed to those who see the position as a temporary short-term career. In contrast, those who do not have a career orientation tend to be most satisfied not by aspects of the work but by pleasant social conditions (e.g. lots of friends) on the job. Job satisfaction tends to be higher the more one is committed to attaining work-related goals (Wright, 1990:369-381)

2.3.5 Physical Surroundings and Satisfaction

Research has further shown that overcrowded condition, and dark noisy environments with extreme temperatures and poor air quality reduce job satisfaction. Although these factors are not directly associated with the jobs themselves, they have been found to have a negative impact on job satisfaction (Greenberg *et al*; 1993).

2.3.6 Personal Determinants and Job Satisfaction

According to Greenberg *et al.*; 1993, personal determinants of job satisfaction also influence employees' satisfaction with their jobs. Firstly, many different personality variables have been associated with job satisfaction. Among these are self-esteem, the ability to withstand stress and belief in the ability to control one's own outcomes. The more of these variables people possess, the more satisfied they are with their jobs. Secondly, job satisfaction is related to organizational status and seniority. Generally, the higher one's position in an organizational hierarchy, the more satisfied the individual would be. This probably stems from that the higher level individuals usually enjoy better working conditions than lower level individuals. It is also probably related to the tendency for people who are satisfied with their jobs to remain in them.



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2.3.7 Age and Job Satisfaction

The overall relationship between age and job satisfaction is complex. An analysis of the effects of age on the level of job satisfaction of accountants in Singapore found out that both age and job type taken individually have a direct effect on job satisfaction. In addition there is an interaction effect between age and job type on job satisfaction. Generally, older accountants were found to be more satisfied with their jobs than their younger counterparts. However, their satisfaction increases at varying rates depending on their job type (Ang *et al.*, 1993). Furthermore, job satisfaction has been found to be related to one's general life satisfaction. The more people are

satisfied with aspects of their lives unrelated to the job, the more they also tend to be satisfied with their jobs. Although the research on the relationship between work and non-work satisfaction has not been completely consistent, most recent investigations have found the relationship to be strong (Tait *et al*; 1989: 502-507).

2.3.8 Personality and Satisfaction

Researchers such as Staw and Ross (1985), Gerhardt (1987: 366-373), and Arvey, Bouchard, Segal and Abraham (1989: 182-192) investigated the effect of personality determinants versus organizational factors on job attitudes, especially job satisfaction. Some of their findings were that job satisfaction seemed to be a significant indicator of current job satisfaction, rather than salary and job complexity. Others suggest that the genetic disposition of the individual influences job satisfaction more decisively than organizational factors. According to Struempfer, Danana, Gouws and Viviers (1998: 99-100) dispositional and situational factors are modest predictors of job satisfaction. However, researchers differ about the relative weight on the effect they have on job satisfaction.

According to recent research, stable dispositional factors may result in considerable consistency in attitudes such as job satisfaction across time and situations. Findings indicate that changes in situational factors such as job complexity are important predictors of job satisfaction (Gerhart, 1987;

Oldham & Hackman (1975, 1976). De Santis and Durst (1996) found that education, job variety, perception of pay, the belief that the experience is valuable, the ability to develop friendships and job tenure is also an important determinant of job satisfaction. Pay is more important for private sector employees while the level of income is important for public sector employees. Secondly, they discovered that a negative correlation exists between job tenure and satisfaction. Thirdly, positive opinions of the supervisor and being married increases job satisfaction. Finally, a job that is meaningful is positively related to job satisfaction.



2.3.9 Decision-making Autonomy and Satisfaction

In a review of studies concerned with the impact of participation in decision making and productivity, Miller and Monge (1986: 727) found evidence that the opportunity to participate in decision making increases job satisfaction, and that such positive attitudes facilitates productivity. However, other findings suggest that the overall picture is more complex. In recent studies, job satisfaction has been found to have little or no effect on performance

In a study that examined the job satisfaction of academic librarians as it relates faculty status and decision making, university academic affairs and professional library activities, academic librarians with both faculty status and rank were found to be more satisfied than librarians with no faculty status or rank. They also perceived themselves to be more involved in library planning and decision making, more frequently consulted, better informed about

matters affecting the library and more involved in the university. Hence, the best predictors of overall satisfaction were perception of participation, salary, and possession of academic rank (Horenstein, 1993).

2.4 Social Determinants of Satisfaction

Abusaad *et al.*, 1992 in a study with Bedouin Arab elementary school teachers reported that (a) the higher the proportion of female teachers the higher the level of satisfaction with work itself, (b) the higher the educational level of teachers the higher their level of satisfaction with work itself and, (c) the higher the proportion of Bedouin teachers the higher the level of satisfaction with work itself and social needs



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In an attempt to account for morale and job satisfaction among nurses Robinson *et al.*, 1993 investigated the influence of work related and interpersonal variables and found out that morale on the unit was directly related to supervisor support, co-worker relationships, and work recognition. Personal morale was accounted for by recognition, physical environment, the job itself, and pay. Job satisfaction was therefore predicted by personal morale, work commitment, job clarity, work pressure and innovation.

(Akindutire, 1993: 18-29) examined the determinants of job satisfaction in career expectations of coaches in Nigeria. The majority of the coaches reported evidence of dissatisfaction with opportunity for decision-making, relationships with colleagues and retirement provisions. As part of

determinants of job satisfaction, the married coaches were significantly more satisfied with their job than their unmarried counterparts. There were significant positive correlations between experience, number of promotions obtained and the level of job satisfaction, while a non-significant negative correlation was observed between age and the level of job satisfaction.

A study by Nakagawa to examine the relationship between job satisfaction, job difficulty and worthiness among clinical psychologists who worked at medical hospitals revealed two basic findings. Firstly, job satisfaction was related more to job situation than job content. Secondly, job satisfaction was low among those who worked at non-university psychiatric or geriatric hospitals, those who did not practice psychotherapy, and who were not in education, research or management. In addition, compared to the high job satisfaction group, the low job satisfaction group perceived more incongruity between institutional climate and their psychological work, felt being less valued by other professionals, were less able to function fully as a practising psychologist, and experienced more role ambiguity as a clinical psychologist in a hospital setting (Nakagawa, 1993).

2.5 Theories on job satisfaction

Several theories of job satisfaction have been developed over the years, some of which relate closely to theories on motivation in explaining the theory of job satisfaction. Two of the most well-known theories of job satisfaction are:

Herzberg's two factor theory and Locke's value theory. Among the general categories of job satisfaction theories are comparative theories, examples of which are Locke's value theory and Maslow's need fulfillment theories.

2.5.1 The Two Factor Theory

The two-factor theory attempts to explain how job satisfaction is influenced by intrinsic factors such as responsibility and achievement, while job dissatisfaction is influenced by extrinsic employment factors such as salary and working conditions. Herzberg regards the extrinsic factors as context or hygiene factors. Moses (1986: 136) refers to the hygiene factors as dissatisfiers and argues that some conditions of work operate to dissatisfy people when they are not present or are inadequately managed. The study by Moses found that faculty members are dissatisfied with the undervaluing of teaching excellence in promotional decisions. The intrinsic factors that relate to the work itself are called motivational factors. The two-factor theory has an important implication for managers and supervisors in that they will have an idea of what factors to focus on in promoting job satisfaction. The central assumption of the two-factor theory is that if an individual does not have job satisfaction it does not imply dissatisfaction but rather no satisfaction. However, the absence of dissatisfaction does not imply satisfaction with the job but only dissatisfaction (Lacy and Sheenan 1997: 307). The two-factor theory shows that satisfaction comes in the form of teaching, scholarly achievements and creativity among academics. Faculty members will be satisfied with pay, departmental features and interpersonal relationships.

Hence, among academics job satisfaction is related to intrinsic factors and dissatisfaction is related to extrinsic factors (Hill 1986: 307).

2.5.2 Comparative Theories on Job Satisfaction

Comparative theories involve concepts such as needs and values. Employees evaluate what they get out of their jobs and determine whether this accords with their needs and values. Examples of these are Locke's value theory and Maslow's need fulfillment theory. The value theory holds that satisfaction is the result of what workers expect to get for their efforts compared to what they actually get. Hence the greater the discrepancy between the actual and the expected the greater the degree of dissatisfaction.



The basic premise of the need fulfillment theory is that employees have physiological needs, safety and security needs, esteem needs and self-actualisation needs. The satisfaction of such needs lead to job satisfaction. An employee must satisfy lower level needs before going to the next level of needs. Among academics, generally, tenured and well-paid employment provides satisfaction of lower needs; their prestigious and autonomous work provides them with esteem needs and needs for self-actualisation. Other theories of job satisfaction focus on the cognitive processes and personality traits of employees. Employees' job satisfaction is based on their perception of what is happening in the job environment itself. This indicates the importance of individual differences in personality and the cognitive processes that colour the individuals' awareness of their job satisfaction (Robbins, 1998).

2.6 MEASUREMENT OF JOB SATISFACTION

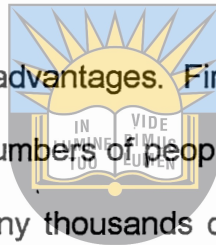
Several techniques for the measurement of job satisfaction exist. Among the most widely used are rating scales or questionnaires, critical incidents and interviews.

2.6.1 Rating scales and questionnaires (Self report)

In the questionnaire method, employees are asked to complete special forms on which they report their current reactions to their jobs. A number of scales exist for the measurement of job satisfaction. The Job Descriptive Index (JDI) present individuals with lists of adjectives which individuals choose according to how each best describes or does not describe their jobs. They do so by placing a Y for yes and an N for no or a U for undecided next to each adjective. The Job Descriptive Index measures five distinct aspects of jobs namely: the work itself, pay, promotional opportunities, supervision and people (co-workers) (Greenberg *et al.*, 1993).

Another widely used measure of job satisfaction is the Minnesota Satisfaction Questionnaire (MSQ). On this scale, individuals rate the extent to which they are satisfied with various aspects of their present job such as their degree of responsibility, opportunities for advancement and pay. Such ratings range from 'not at all satisfied to 'extremely satisfied.' The higher the ratings individuals report the greater their satisfaction with various aspects of their jobs (Greenberg *et al.*, 1993).

Other scales focus in more detail on specific facets of job satisfaction. The Pay Satisfaction Questionnaire (PSQ) is primarily concerned with attitudes towards various aspects of pay. A recent study by Scarpello *et al* indicates that this scale measures individuals' reactions to pay level (how much they actually receive, pay raises, pay structure and administration (how it is actually distributed to employees, that is, weekly, monthly and so on), and benefits such as sick leave, vacations, insurance and so on) (Greenberg *et al.*, 1993)



The rating scales have many advantages. Firstly, they can be completed quickly and efficiently by large numbers of people. Secondly, by virtue of their ability to be administered to many thousands of individuals, average scores for people in different kinds of jobs and types of organizations are available. The major drawback of rating scales like any other self-report measures is that the usefulness of the results obtained depends on the respondents' honesty, and accurate reporting of their feelings (Greenberg *et al.*, 1993).

2.6.2 Critical incidents

Critical incidents can also be used for measuring job satisfaction. In this method individuals describe incidents relating to their work that they found especially satisfying or dissatisfying. Their replies are then carefully examined to uncover underlying themes and reactions (Greenberg *et al.*, 1993).

2.6.3 Interviews

Interviews and other face-to-face meetings can also be used. Interviews permit a more detailed exploration of employees' attitudes than questionnaires. They also provide insight into the causes of job satisfaction and work-related attitudes. Then steps to eliminate job dissatisfaction can be developed (Greenberg *et al.*, 1993).

According to Robbins (1993) there are two most widely used job satisfaction measurement approaches namely:

1. A single global rating method. This involves asking individuals to respond to one question such as: 'All things considered, how satisfied are you with your job?'
2. A summarization of employees' job dimensions. This more sophisticated approach measures the employee's level of satisfaction with regard to certain key elements in a job. The overall employee - satisfaction score is then calculated (Beer, 1964; Dansercul, A lutto & Yammaricno, 1984; Locke, 1969 & 1970; Robbins, 1993; Vroom, 1964; White & Locke, 1981).

Both the single question rating and the dimensional measurement of employee satisfaction reflect the individual's attitude towards their jobs, but research has not focused on the subjective meaning and significance thereof for the individual. Differences in employees' perceptions, feelings and attitudes with regard to the importance of aspects of the job experience have not been accounted for.

In order to capture the individual's personal evaluation of their experience a triangular approach is suggested as an alternative to the widely used quantitative measurement approaches (Daenzin, 1978; Smith, 1975; Van Maanen, 1983; Webb, Cambell, Schwartz & Sechrest, 1966). In all triangular designs, one basic assumption is relevant. According to Van Maanen (1983) the effectiveness of triangulation rests on the premise that the weakness in each single method will be compensated for by the counter balancing strengths of another.

2.7 Summary and Conclusion

The present study seeks to investigate the relationship between job satisfaction and protestant work ethics among a selected group of academic and non-academic employees from Zimbabwe and South Africa.



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- A review of the literature on job satisfaction revealed that both intrinsic and extrinsic factors influence job satisfaction. It has further been regarded both as a global concept referring to overall satisfaction and as a specific concept referring to various aspects of work.
- There is contradicting evidence on the relationship between job satisfaction and performance. However, the Introduction of moderating variables usually improves the satisfaction and performance correlation.
- Job satisfaction is enhanced by the following:
 - The use of pay systems believed to be fair with respect to both the level of compensation received and the mechanisms used to determine that pay.

- When people believe that their supervisors are competent, have their interests in mind and treat them with dignity and respect.
- With jobs that provide them with an overall work load and level of variety that is not so low, so as to be bring and not so high as to be overwhelming and unduly challenging.
- Pleasant physical surroundings which are not overcrowded, dark and noisy.
- High self-esteem and ability to withstand stress and the belief in the ability to control one's own outcomes.
- Older age
- There are basically two well-known theories of job satisfaction namely: Herzberg's two-factor theory and comparative theory. The two-factor theory attempts to explain how job satisfaction is influenced by intrinsic factors such as responsibility and achievements while job classification is influenced by extrinsic employment factors such as salary and working conditions. Comparative theories involve concepts such as needs and values. Examples of these are Locke's value theory and Maslow's need fulfillment theory.



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In conclusion one can deduce that job satisfaction is dependent on the interplay between several facet variables on the employee. These can either be intrinsic factors (such as responsibility and achievements) or extrinsic (such as salary and working conditions).

CHAPTER THREE

WORK VALUES

3.1 INTRODUCTION

The previous chapter dealt with job satisfaction, its major theories and measurement scales. In the present chapter, the literature on work values will be reviewed. The various measurement scales of work values will also be discussed.



In recent years there has been an increased concern that work values have been changing. Instead of valuing 'an honest day's labour and a quality product, younger workers are seen as valuing 'the easy way out' and as caring little about whether they can be proud of their work. The work values whose decline is lamented are encompassed in the Protestant Work Ethic (PWE). The PWE is the belief that work is valuable, important, and a central life interest (Aldag & Stearns, 1991).

The broader meaning of the work ethic typically refers to one or more of the following beliefs:

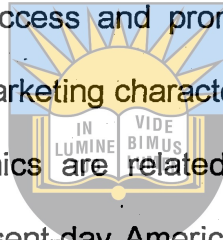
1. People have a normal religious obligation to fill their lives with heavy physical toil. For some, this means that hard work, effort, and drudgery are to be valued for their own sake, physical pleasures and enjoyments are to

2. be shunned; and an ascetic existence to methodical rigour is the only acceptable way to live.
3. Men and women are expected to spend long hours at work, with little or no time for personal recreation and leisure.
4. A worker should have a dependable attendance record, with low absenteeism and tardiness.
5. Workers should be highly productive and produce a large quantity of goods or service.
6. Workers should take pride in their work and do their jobs well.
7. Employees should have feelings of commitment and loyalty to their profession, their company, and their work group.
8. Workers should be achievement-oriented and constantly strive for promotions and advancement. High status jobs with prestige and the respect of others are important indicators of a "good" person.
9. People should acquire wealth through honest labour and retain it through thrift and wise investments. Frugality is desirable, extravagance and waste should be avoided (Cherrington 1980)

Maccoby and Terzi (1979) found that the term PWE was being used very loosely and actually contained four overlapping ethics namely:

1. The Puritan ethic supporting a highly individualistic character, oriented to self-discipline, saving deferred rewards and antagonistic sensuous cultures.

2. The craft ethic emphasizing pride in work, self-reliance, independence, mobility and thrift.
3. The entrepreneurial ethic which emphasized merchandising not manufacture, the organization and control of craftsmen, growth, and zeal to succeed. It makes a bold risk taking character oriented to exploiting opportunities and using people.
4. The career ethic which emphasizes meritocracy, talent, in hard work within organizations leading to success and promotion. This ethic implies an other-directed, ambitious, marketing character. Maccoby and Terzi (1979) argued that these four ethics are related to one another, developed sequentially and that in present-day America the career ethic holds sway and that it can be replaced by the self-fulfillment or self-development ethic.



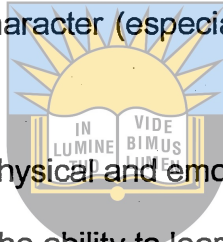
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Jazarek (1978: 666-79) became interested in how the PWE was conceived and measured. Jazarek detected in writings of others a number of PWE attributes namely thrift, industriousness, capacity for deferred gratification, work discipline, the success ethic, a competitive spirit, self-reliance, belief in the virtuousness of work and the centrality of work in life. Jazarek argued that three quite different interpretations are implicit in these definitions namely: a socio-psychological issue, a problem about the work, or an issue concerned with a person's conformity with certain expectations about job performance. Yet each conception tended to acknowledge the fact that for the PWE the

perception of work was of a social obligation towards the society and fellow man rather than a personal choice.

Before the mid point in this century PWE beliefs were unchallenged and six major justifications were put forward in support of the PWE:

1. religious principles, biblical injunctions, and ethical speculations.
2. The idea that hard work, diligence , honest, perseverance and industry led to success
3. The idea that work builds character (especially in young people) and is a major source of happiness,
4. Hard work leads to greater physical and emotional health.
5. Work experience enhances the ability to learn and the motivation to excel
6. Work benefits society as a whole by bolstering the economy and helping to maintain material security.



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As evidence of the increased interest in the PWE among psychologists, the president of the American psychological association based his annual address on it in 1985. Spence (1985) argued that individualism was central to the American character and the origins lie in the PWE and the philosophy of the enlightenment. The Protestantism of the PWE sought not only to render unnecessary intervention (i.e. Priest) between the individual and their God, but also to distract their loyalties to human social institutions. Spence attribute the American admiration of success or winners as a manifestation of the PWE. American parents socialize their children (particularly the boys) with a

strong interpersonal competitiveness that is an integral feature of the PWE and achievement motivation.

One country that has elicited a great deal of admiration in recent years is Japan. Various attempts have been made to explain the Japanese economic miracle in terms of the work ethic. Kubota (1983) noted that the combination of Confucianism, the social structure of Japan and the work ethic provide a unique explanation of the impressive productivity of that country. The Quasi-family group or social feminism helps an intra-group support system and considerable productive competitiveness between groups. Competitiveness is based on the effort of the groups, not solely the individual. Being better educated, more insecure and hence desiring to be more fully accepted, the Japanese tend to work harder and compete more. Precisely because the Japanese PWE is integral to the social structure it is unlikely to significantly change unless the latter does.

The PWE has been held responsible for many things. Firstly, an ideological justification of capitalism. Buchholz (1983) maintains that the PWE provided the moral framework for activity and legitimized the pursuit of profit and accumulation of wealth on the part of those who worked hard and invested their money wisely.

Secondly, Albee (1978) argued that sex was the most repressed and heavily censored by PWE supporters and hence the last to be released. Johnson and

Masters (1972) has argued that the PWE stresses the sinfulness of idleness, play, and indulgence. Hence sex is seen as strictly procreative never, recreative, and non-goal oriented, playful sex is to be shunned. Thus along with sex guilt, comes sexual inadequacy which may be directly attributed to the PWE.

Thirdly, the PWE is responsible for the spirit of violence and militarism. Aho (1979) in a historical analysis has argued that Protestant mysticism was characterised by a justified divine hatred of the ungodly that resulted in a deadly martial enthusiasm. Aho argued that PWE beliefs in certitude that one has been saved still give immeasurable inner strength to the believer and tremendous courage to fight and the zeal to win which could be seen as militaristic.

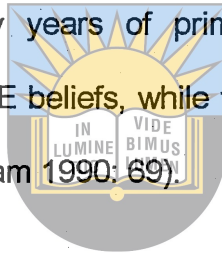

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Fourthly, animal psychologists have even argued that the PWE can be detected in rats. Stephen *et al* (1975) tested the Protestant ethic effect, that under certain circumstances, an organism will prefer to 'work' for a reinforcer rather than receive the same reinforcer 'free'. Various studies in rats have shown that when food pellets are placed within the test chamber so that the rat can either 'freely' partake of food or produce the conditioned (bar pressing) behaviour to receive food they tend to do the latter.

It has been theoretically argued that as people grow older they tend to become more conservative in their social, economic and political outlook. This point has been nicely observed in the well-known phrase that if one was not a socialist at

20 one had no heart, but if one was a socialist at 40 one had no head. Since PWE beliefs are, in essence, conservative one may imagine that they increase over the life span. Both Aldag and Brief (1975) and Furnham (1989a) found a significant positive correlation between PWE beliefs and age. The relationship is not linear but curvilinear reaching a peak between 40 and 50 years followed by a slow decline.

PWE beliefs are related to education in an inverse u-curve with the least and most educated (as defined by years of primary, secondary, and tertiary education) adhering least to PWE beliefs, while those in-between (in 'O' levels) endorsing the PWE most (Furnham 1990: 69).



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3.2 PWE and Other Social Aspects

3.2.1 PWE and Political Preference

There are good reasons to suppose that PWE beliefs are linked to political preference because PWE beliefs are closely aligned to the goals of the business community which, in time, are related to party politics. An American study by Beit-Hallahmi (1979) found a significant difference between the PWE scores and people of different political persuasions. Similarly, in a series of studies in different populations, Furnham (1984b, c, d) found that PWE beliefs were associated with right-wing, free enterprise, anti-welfare beliefs.

3.2.2 Pathological correlates to PWE Values In The Workplace


Psychiatrists have, over the past 25 years, discussed what might be thought of as pathological correlates to PWE values in the work place. For instance, Rohrlich (1980) has identified a great amount of aggression in the work place, particularly the terms used in everyday language: 'tackling new problems; grappling with new ideas', 'wrestling with the data; 'sinking one's teeth into work; 'making a killing on the stock market,' 'choosing people with more punch.' Rohrlich has identified considerable amounts of aggression and rage in the work place as a result of having one's goals blocked, or one's desires unfulfilled. It is suggested that work provide a sense of self, feelings of security, victorious feelings of competence, power and self-respect when interacting with the external world, the conquest of time, feeling and progress. However, when there is an imbalance between work and love, unfortunate psychopathological consequences are likely to occur. These include: addiction to work, being angry and hostile, ashamed, competitive, defensive, friendless and lonely, guilty, latent homosexual, narcissist, obsessive, passive dependent; impotent and pre/post psychotic Rohrlich (1980).

3.2.3 PWE and Health

With regard to PWE and health, there is some evidence to suggest that PWE components are linked to heart attacks. Anusmir and Hood (1986) found Type A individuals (those likely to have elevated level of serum cholesterol and have an increased risk of heart disease) higher in the need for achievement, need for power, job commitment and managerial responsibilities. In a more direct test of this hypothesis, Furnham (1989a) found PWE beliefs and the Type-A behaviour

pattern significantly, positively, correlated. In a review, Flannery (1984) has pointed out that because both internal locus of control and belief in hard work have been shown to be associated with physical health, we may expect the PWE to act as a powerful moderator between life stress and physical illness. Other studies have come up with much the same result. For instance Wiener, Muczyk & Guble (1987) found a linear relationship between work commitment (organizational, job and career) and personal well-being as measured by affective symptoms, self-esteem, life satisfaction and overall well being.

3.2.4 PWE Beliefs and Work Behaviour



Merrens & Garrett (1975) found out students with high protestant ethic scores not only worked longer and accomplished more work but also worked at a much faster rate than those with low protestant ethic scores. However, a re-examination of these findings using a different, more realistic and meaningful electronic sorting task showed no statistical relationship between the PWE scores and either performance at, or satisfaction with, the task (Ganster, 1981). Ganster questioned the usefulness of the PWE scale as an indicator of work attitudes and behaviours. Tang & Baumeister (1984: 99-100) further discovered that when given a task called 'work,' high PWE scorers were more motivated to perform it than low scorers. High PWE scorers were less affected by positive or negative feedback than low PWE scorers. On the other hand low PWE scorers showed greater intrinsic motivation when given negative feedback. These findings are useful in PWE behaviour modification programs in the work-place (Tang, 1985).

3.2.5 PWE and Workaholism

Is workaholism a present-day manifestation of the PWE? Workaholic attitudes to work, time, success, and denial of leisure/ pleasure would seem to be closely linked to PWE beliefs. However, according to Furnham (1990: 163), some workaholic traits seem counter-productive such as the inability to delegate or relax and thus workaholism is unlikely to lead to success. Furthermore, the idea that workaholics are neurotic obsessives full of self-doubt suggests that their beliefs and behaviours are pathological, which is not the case with PWE beliefs and behaviours as currently conceived (Furnham, 1990: 163).



3.2.6 PWE and Unemployment

The relationship between unemployment and PWE beliefs has been heavily researched. Furnham (1990) found out that compared to unemployed people with weak PWE beliefs, unemployed people with strong PWE beliefs would:

- Become more depressed, anxious, and apathetic
- Participate more frequently in a greater range of non-work (but work-like substitute) activities.
- Persevere with more effort and over a longer period to get a job.

Feathers (1982), in a cross-sectional study showed that unemployed young males have lower PWE scores than employed male subjects and that active pursuit of employment tended to be more frequent among those with higher self-esteem, stronger PWE values, and lower apathy. Feather & O' Brien (1986) further discovered that employment status has a part to play. Those who were

employed and then become unemployed tended to show a decrease in their PWE score, while those who went from unemployment into employment showed a significant increase in their PWE scores. They also found that PWE beliefs in both the employed and unemployed were correlated with feelings that one needed a job, the perceived attractiveness of work, self-perceptions of competence, life satisfaction and the perception that the unemployed lack motivation.

The fact that PWE believers are highly individualistic implies that they are more likely to be competitive than co-operative. Furnham & Quilley (1989) used two versions of the prisoner's dilemma game to investigate the co-operation/competition strategies of PWE believers. The results showed that PWE believers are more competitive than co-operative. Eisenberger & Shank (1985) noted that their competitiveness made them achieve low scores and obtain the least reward. Hence high PWE scorers should be able to distinguish between those solutions in which competitiveness is the best strategy from those in which it is the worst in order to achieve better.

3.2.7 PWE and Reward Distribution

Greenberg (1978b) found out that when a competition was perceived to be fair, high PWE scorers chose to distribute rewards according to the equity principle, but when the competition was unfair (and to their advancement) high PWE scorers attempted to re-establish fairness by compensating the unfairness with the unfair disadvantage. Low PWE scorers followed the equality principle fairly

strictly, keeping approximately half the available reward whether they lost or won. Furthermore, Greenberg (1979) noted that respondents who were asked to allocate salary amounts with high PWE scores paid on an equity basis by taking into account both quantity and duration of work, while those with low PWE scores ignored quality, paid workers equal amounts but did take duration into account. High PWE scorers tended to distribute more rewards on the basis of worker controlled inputs (such as time and ability) compared to low scorers. The findings suggest that high PWE scorers may have more sympathy than low scorers for slower less capable workers, who are willing to work hard (Rasinki, 1987; Stake, 1983). Interestingly is the finding that high PWE scorers practice social loafing, that is, they are particularly poor group members because in order to attain an equitable position they regularly under-perform. However, when put in a group who appear to be more productive than themselves, they tend to extent themselves (Jackson & Harkins, 1985).

3.2.8 PWE Beliefs and Locus of Control

A number of studies have demonstrated a significant relationship between PWE beliefs and locus of control. Individuals with PWE beliefs tend to have an internal locus of control that is, they believe that the events that occur in their lives are a result of their own behaviour such as their ability, personality and effort. Spector (1982), in a review paper, noted that locus of control is related to motivation, effort, performance, satisfaction, perception and the job, compliance in authority, and supervisory style, as well as an important moderator between incentives and motivation, satisfaction and turnover. For instance, internals tend

to prefer piece-rate systems while externals tend to be more satisfied with direct supervision, and to be more compliant in social demands than internals. Similar studies on employment and unemployment and labour market discrimination have demonstrated different levels of internality and externality as a function of work experience. Hammar and Vardi (1981) found that in organizational settings which encouraged personal initiative in career development (personnel policies and promotion practices), internals more than externals played a more active role in their career progress.

3.2.9 PWE and Job Type


Are PWE believers attracted to certain types of jobs like accountancy, research, science or medicine? In a study by Mirels & Garrett (1971) in which subjects with measured PWE beliefs rated their preference for a number of different occupations from the Strong Vocational Interest Blank (SVIB)- high PWE scorers preferred conventional and realistic occupations (banker, dietician, farmer, policeman, office worker, pharmacist, veterinarian), and disliked social and artistic occupations (advertising man, author, artist, architect, music teacher, psychologist). Furnham and Karitsa (1989) confirmed these findings.

In terms of the relationship between PWE scores and attitudes to welfare, Goodwin (1973) reported that those with a high PWE score lack confidence presumably because the inability to succeed in the working world lowers their feelings of self-worth such that they are unable to participate in important activities. However, people with high PWE scores were found to have negative

attitudes towards the poor and tended to agree with statements such as 'Although we do not like to face it, most people on welfare are lazy' (MacDonald, 1972; Wagstaff, 1983).

3.3 MEASUREMENT OF WORK VALUES (PWE)

The problem of the measurement of attitudes, beliefs and behaviours has long concerned social scientists from various fields. Recently, psychologists and sociologists have attempted to devise subtle, scientific instruments and methods to measure PWE beliefs and values. There are two popular ways of measuring PWE beliefs. These are by self-report (nearly always using the questionnaire which may be administered in an interview format) or by unobtrusive measures available in 'archives.' Other methods include content analysis and projective techniques.



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3.3.1 Self-report (questionnaire) methods

A number of attempts have been made by scholars from different backgrounds to develop a robust and sensitive measure of the PWE. Some measures are better than others (in terms of their psychometric assessment) and are popular in research (Furnham, 1990). The self-report measure has been heavily criticised for a number of reasons. Firstly, there is a possibility that respondents are deliberately showing a 'fake' response for a number of reasons such as to displease the investigator. Secondly, there is a possibility that they cannot accurately depict their behaviour or cannot accurately report on their beliefs, needs and values.

no way reflect actual behaviours so whatever people say about their work beliefs does not correlate with or predict their actual behaviours. Finally, there is a possibility that people do not understand or find unclear the wording of the questions given to them and respond to different meanings than were meant by the deviser of the test.

3.3.2 Archival research

Archival or desk research is almost by definition historical in nature. Generally, the drawbacks of archival research are three-fold. Firstly, there often remains crucial gaps in archive records, or more importantly, the data were recorded in such a way that critical information was left out. Secondly, there remains the question of the reliability of the data that is stored. Thirdly, data gathered and recorded in different groups or countries that one might wish to compare, are tabulated quite differently. For instance, economic indicators such as growth, inflation, or unemployment may be measured and recorded differently (though reliably), hence it becomes highly difficult if not impossible to make comparisons. However, archival research has a number of advantages. Firstly, it allows one to test hypotheses over wider ranges of time and over many more societies than would otherwise be possible. Secondly, archival research is non-reactive and there is little chance that factors such as demand characteristics or evaluation apprehension will pose problems (Furnham, 1990:104).



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3.3.3 Content Analysis

The basic assumption of content analysis is that the content of written materials reveal the beliefs of the writer. Usually the method involves devising either a number of specific categories or criterion concepts that are the focus of the investigation and then counting their incidents in a given set of writings (Furnham, 1990). Apart from the problem of giving sensitive coding categories and getting reliable data scores from different coders, the major drawback of content analysis concerns the representativeness of the material chosen (Furnham, 1990).



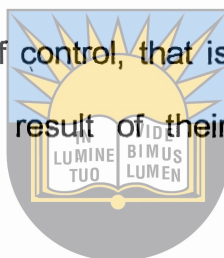
3.3.4 Projective Techniques

Projective tests usually consist of things such as inkblots, pictures and other ambiguous stimuli that a person has to describe. Projective techniques are deliberately vague and ambiguous so that rather than give a simple description, people project something of themselves into the stimulus. Critics of this technique argue, firstly, that projective techniques have poor reliability (over time and between scores) and have little validity. Secondly, they are subject to experimenter effects such as sex or race. Furthermore, there is no adequate theory to account for the claims of users; it is doubtful whether a single (somewhat simple) measure can tap a large number of variables.

3.4 SUMMARY AND CONCLUSION

The PWE is the belief that work is valuable, important and a central life interest. People high in PWE beliefs have been found to:

- Be aligned to the goals of the business community which in time, are related to party politics
- Be prone to heart-attacks
- Not only work longer and accomplish more work but also work at a much faster rate than those with low protestant ethic scores.
- More competitive than co-operative since they are highly individualistic.
- Choose to distribute rewards according to the equity principle when a competition is perceived to be fair.
- To have an internal locus of control, that is, believe that the events that occur in their lives are a result of their own behaviour, effort and personality.



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There are two popular ways of measuring PWE beliefs namely the self-report and unobtrusive measures available in 'archives'. Other methods include content analysis and projective techniques.

CHAPTER FOUR

METHOD

4.1 INTRODUCTION

The previous three chapters provided the theoretical framework of both job satisfaction and work values. The research problem was stated in the first chapter. Literature on job satisfaction and work ethics was reviewed in chapters two and three respectively. In this chapter the research methodology will be discussed. The measuring instrument is a standard questionnaire comprised of two sections. Section A is a job satisfaction instrument developed by De Santis and Durst (1996). Furnham (1992) developed section B on work ethics. Section A is made up of seven job satisfaction facets and Section B has fifty-two items on work ethics. In this chapter the reliability, validity and analysis of the data will also be discussed.

4.2 Participants

200 subjects participated in this study. The sample comprised 120 academics and 80 employees from various fields working in the private sector. 120 academics were systematically sampled and chosen in this study. The academics were lecturers. Participants were drawn from Fort Hare University and University of Zimbabwe staff. 60 participants were drawn from the University of Zimbabwe's ten faculties namely: Faculty of Commerce, Arts, Social Studies, Law, Science, Agriculture, Medicine, Veterinary Science, Education and Engineering. The other 60 participants were drawn from University of Fort Hare's six faculties namely: Faculty of Economic Sciences,

Law, Agriculture, Social Studies, Science and Arts. Questions were centred on participants' current jobs. In addition to the 120 academics, another sample of 80 conveniently sampled employees was chosen. It comprised 40 employees from the town of Alice in the Eastern Cape and 40 employees from Harare, Zimbabwe. Why this sample? This sample has been chosen in order to compare the general population with that of academics.

4.3 Procedure

Questionnaires were administered in institutional and organizational premises after permission to undertake the relevant authorities granted the study. Participants were given a six-page questionnaire to complete. The questionnaires were collected a day after the date of issue. Participants were required to indicate their responses for Section A on a three-item Minnesota Satisfaction Questionnaires scale ranging from 1 to 3 (not satisfied, neutral and satisfied). For section B participants also had to respond to a three-item likert-scale ranging from 1 to 3 (Disagree, Neutral and Agree).

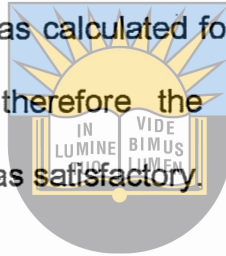
4.4 Questionnaire

The questionnaire was constructed on the principles of the Minnesota Satisfaction Questionnaire (MSQ). The (MSQ) measured the extent to which participants were satisfied with their current jobs. The questionnaire included questions on working conditions, importance of skills learnt, interpersonal relationships and the physical conditions. It also included a single global rating question on overall satisfaction. The questionnaire also comprised questions

on work ethics. Participants indicated their response in the section for job satisfaction using 1 for not satisfied, 2 for neutral and 3 for satisfied. In the work ethics section participants indicated their response using the following scale: 1 for disagree, 2 for neutral and 3 for agree. Circling the digit corresponding to the desired response indicated responses. The questionnaire also included a section on biographical information.

4.5 Reliability

A Cronbach alpha coefficient was calculated for the entire questionnaire and came to 0.82. Generally, therefore the internal consistency of the questionnaire can be regarded as satisfactory.



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4.6 Validity

In order to investigate the construct validity of the questionnaire, factor analyses were performed on each questionnaire and on both questionnaires together. This is discussed elsewhere in this thesis.

4.7 Analysis

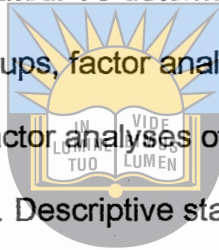
The data was analyzed using STATISTICA statistical analysis software programme (Statistica for windows: 1984-1995). Standard deviations and means were calculated for each of the response categories. Correlation coefficients were calculated to investigate the relationships between job satisfaction, work ethics and various biographical variables.

CHAPTER FIVE

RESULTS

5.1 INTRODUCTION

In this chapter the results of the statistical analyses are presented. In order to investigate the relationship between job satisfaction and work ethics the correlation matrices were calculated. To determine the factor structure and differences between the two groups, factor analyses and the student's t-test were calculated respectively. Factor analyses of each of the scales and all the scales together were performed. Descriptive statistics of the total sample are presented in Table 5.1 below.



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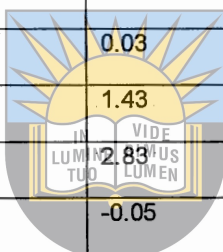
5.2 Descriptive statistics

Table 5.1 – Descriptive statistics of the questionnaire scores for the 200 subjects are presented in Table 5.1 below:

VARIABLE	MEAN	STANDARD DEVIATION	SKEWNESS	KURTOSI S
SATISF	2.31	0.77	-0.60	-1.08
SKILLS	2.63	0.63	-1.46	0.94
CHANCE	2.34	0.72	-0.60	-0.87
SURROUN	2.64	0.57	-1.32	0.77
CO-WORK	2.64	0.57	-1.32	0.77

SIGNIFIC	2.70	0.56	-1.68	1.87
ETHICS	2.18	0.83	-0.34	-1.47
VAR 2	2.38	0.75	-0.74	-0.86
VAR 3	2.23	0.79	-0.44	-1.28
VAR 4	1.76	0.88	0.49	-1.52
VAR 5	2.35	0.77	-0.68	-0.99
VAR 6	2.79	0.50	-2.36	4.80
VAR 7	2.04	0.80	-0.07	-1.44
VAR 8	1.67	0.84	0.70	-1.22
VAR 9	2.55	0.68	-1.14	0.14
VAR 10	2.55	0.54	-2.12	3.58
VAR 11	2.27	0.78	-0.50	-1.18
VAR 12	2.60	0.66	-1.39	0.66
VAR 13	2.43	0.76	-0.89	-0.71
VAR 14	2.64	0.64	-1.57	1.18
VAR 15	2.53	0.69	-1.16	-0.01
VAR 16	1.98	0.84	0.04	-1.60
VAR 17	1.85	0.81	0.28	-1.43
VAR 18	2.51	0.76	-1.15	-0.30
VAR 19	2.55	0.68	-1.21	0.16
VAR 20	2.70	0.57	-1.72	1.96
VAR 21	2.79	0.49	-2.25	4.37
VAR 22	2.63	0.64	-1.52	1.03
VAR 23	2.32	0.75	-0.60	-0.99
VAR 24	2.51	0.65	-0.98	-0.15
VAR 25	2.76	0.54	-2.16	3.65
VAR 26	2.50	0.69	-1.03	-0.20
VAR 27	1.72	0.83	0.56	-1.31
VAR 28	1.80	0.76	0.36	-1.20
VAR 29	2.00	0.71	0.01	-0.97
VAR 30	1.83	0.80	0.32	-1.36
VAR 31	1.94	0.83	0.11	-1.54

VAR 32	1.50	0.72	1.09	-0.25
VAR 33	1.79	0.83	0.42	-1.41
VAR 34	2.02	0.74	-0.03	-1.18
VAR 35	2.05	0.83	-0.08	-1.54
VAR 36	2.24	0.82	-0.46	-1.37
VAR 37	1.96	0.78	0.08	-1.34
VAR 38	2.03	0.72	-0.04	-1.03
VAR 39	2.25	0.73	-0.42	-1.02
VAR 40	2.89	0.39	-3.60	12.79
VAR 41	2.54	0.70	-1.19	0.02
VAR 42	1.61	0.80	0.83	-0.91
VAR 43	2.64	0.66	-1.60	1.18
VAR 44	1.99	0.87	0.03	-1.69
VAR 45	1.41	0.72	1.43	0.48
VAR 46	1.17	0.47	2.83	7.28
VAR 47	2.03	0.80	-0.05	-1.43
VAR 48	2.64	0.64	-1.57	1.18
VAR 49	1.80	0.79	0.37	-1.30
VAR 50	1.80	0.76	0.36	-1.20
VAR 51	1.83	0.81	0.33	-1.38
VAR 52	1.55	0.67	0.84	-0.43
VAR 53	2.10	0.76	-0.17	-1.26
VAR 54	2.41	0.71	-0.77	-0.67
VAR 55	2.01	0.80	0.01	-1.43
VAR 56	2.49	0.78	-1.09	-0.48
VAR 57	2.43	0.73	-0.87	0.62
VAR 58	2.00	0.85	0.01	-1.61
VAR 59	2.12	0.78	-0.21	-1.34



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5.3 The age distribution of the South African academic group

Of the South African academic group interviewed, 1% were below 21 years of age, 38% were in the 21 - 35 age group and 61% were over 35 years. This is shown in Figure 1 below:

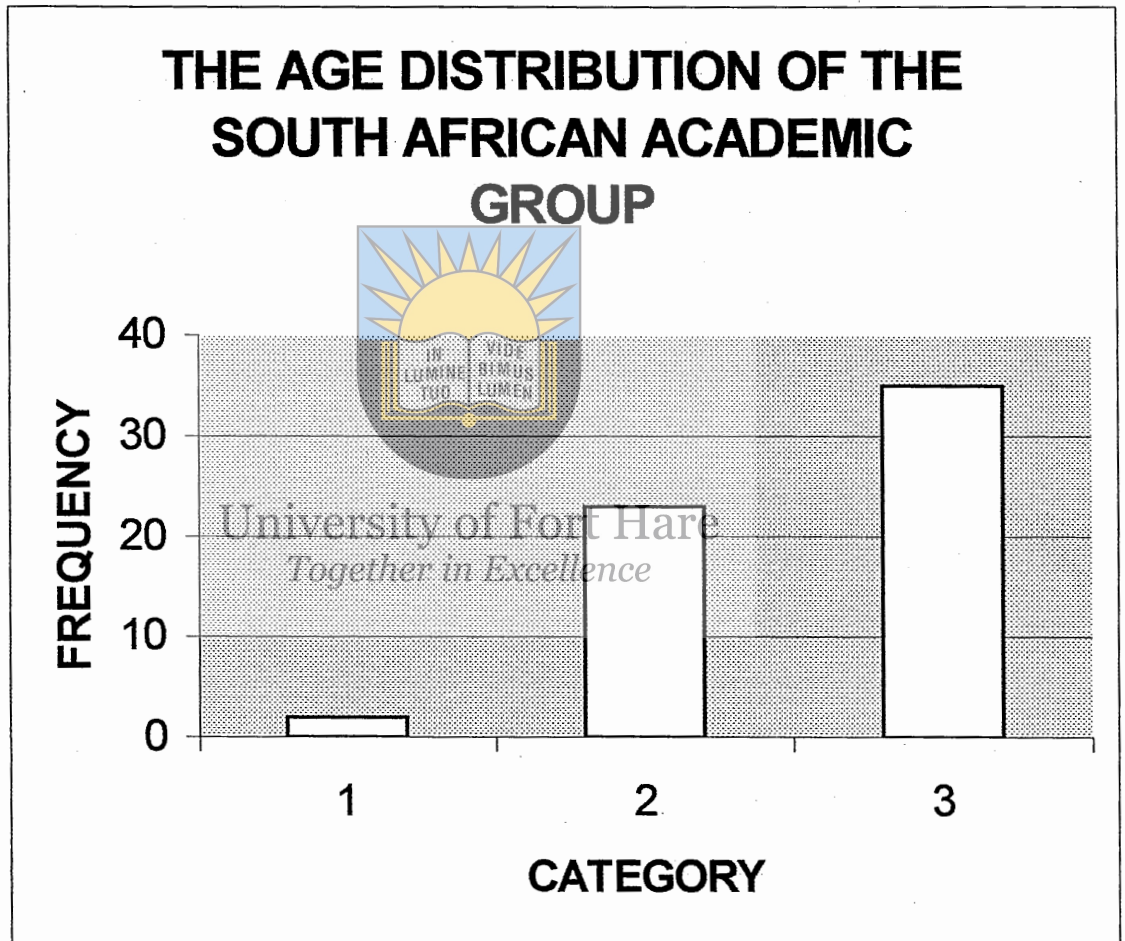


Figure 5.1: The age distribution of the South African group

5.4 - The age distribution of the Zimbabwean academic group

In terms of the age distribution the Zimbabwean group comprised 0% below 21 years, 72% between the 21 - 35 age group and 28% above 35 years as depicted in figure 2 below:

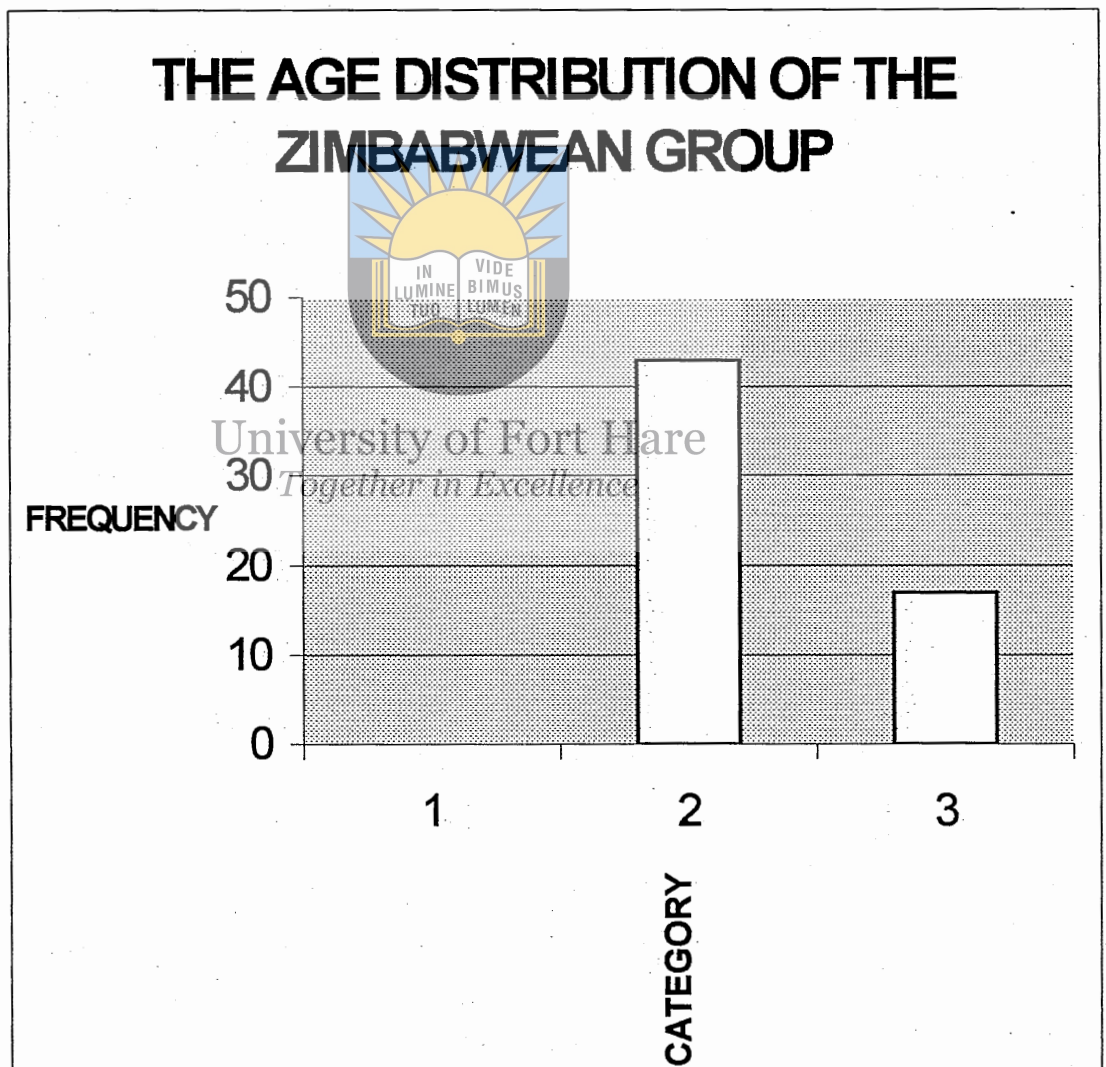


Figure 5.2: The age distribution of the Zimbabwean Group

5.5 THE EXPERIENCE DISTRIBUTION OF THE SOUTH AFRICAN GROUP

11.7% of the South African academics had below 1 year experience. 23.3% were in the 1 - 5 range, 21.7% in the 6 - 10 and 43.3% were above 10 years of age as shown in Figure 5.3 below:

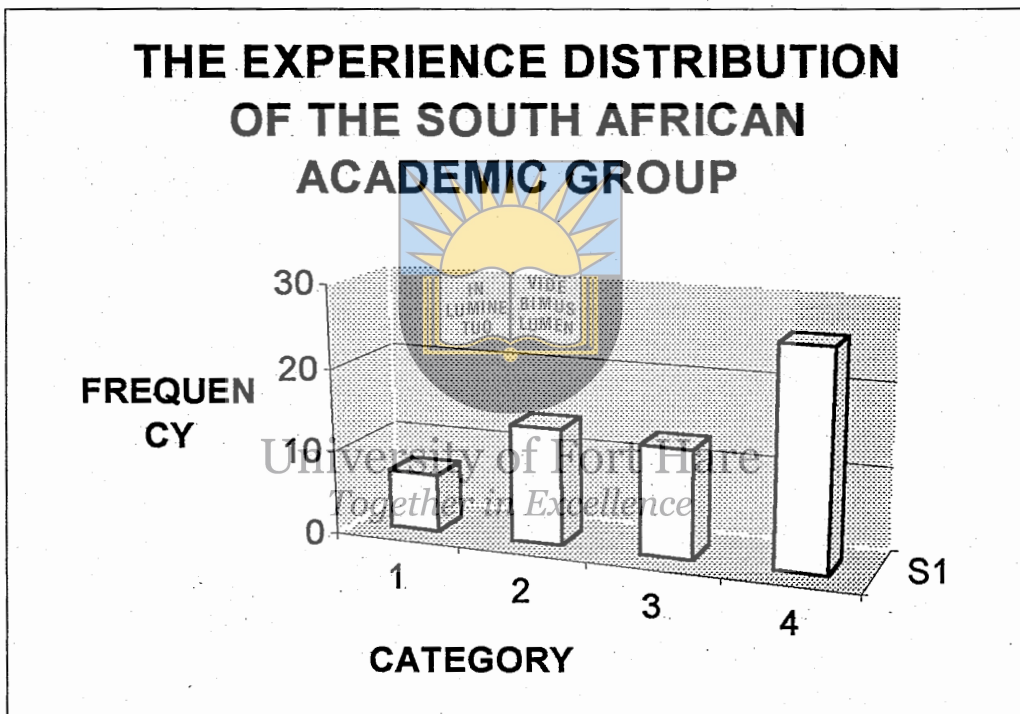


Figure 5.3: The experience distribution of the South African group

5.6 THE EXPERIENCE DISTRIBUTION OF THE ZIMBABWEAN GROUP

23.3% of the Zimbabwe group had below 1 year work experience. 45% were in the 1 - 5 range, 18.3% in the 6 - 10 category and 13.4% had above 10 years experience.

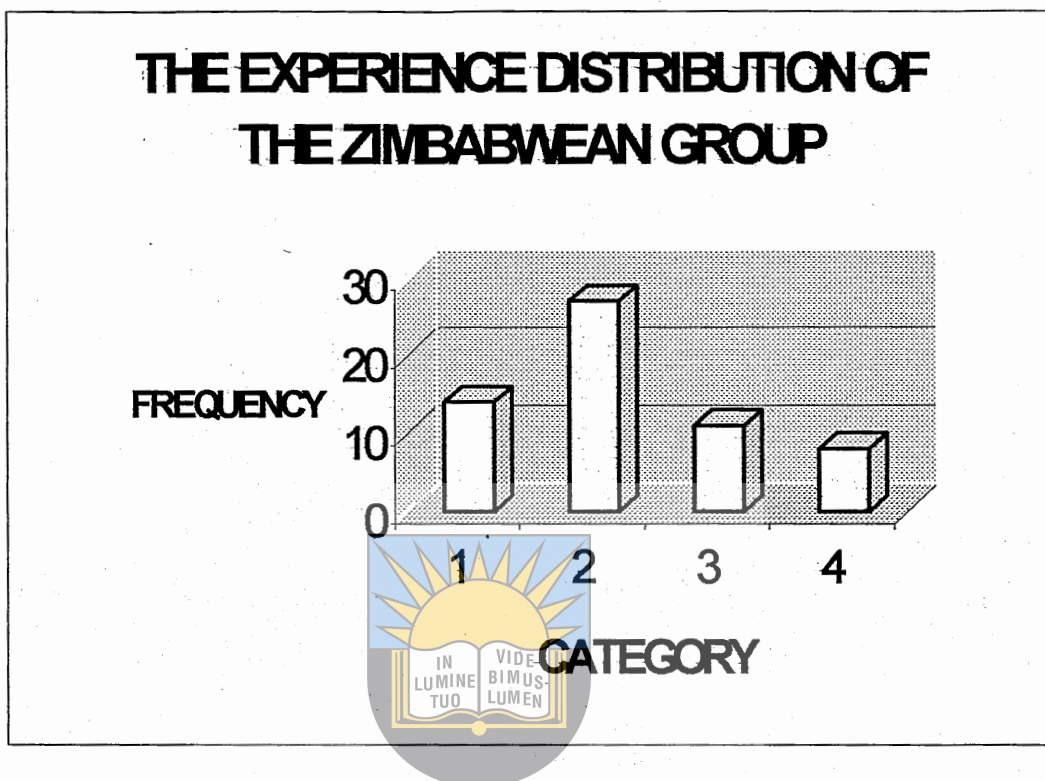


Figure 5.4: The experience distribution of the Zimbabwean group

5.7- The Overall Job Satisfaction Ratings

Table 5.2 shows the overall ratings of the different job satisfaction facets by both the Zimbabwean and South African groups. The Zimbabwean group had higher ratings than the South African group for most of the job satisfaction facets except for the one that pertains to the value of the skills they are learning in securing a better job as shown in Table 5.2 below:

	GROUP 1(Z)			GROUP2 (SA)		
	% NS	% N	% S	% NS	% N	% S
1. Generally, are you satisfied With your job?	11.7	23.3	65.0	23.3	26.7	50
2. The skills you are learning are valuable in getting a better job?	3.3	28.3	68.4	8.3	21.7	70
3. You are given a chance to do the things you do best.	6.7	25	68.3	13.3	40	46.7
4. The physical surroundings are pleasant?	13.3	38.3	48.4	15	45	40
5. Your co-workers are friendly?	1.7	26.7	71.6	8.3	28.3	63.4
6. Your job is significant in the broader context.	3.3	11.7	85	6.7	21.7	71.6

5.8 Differences between groups

The mean and standard deviation for the Zimbabwean and South African group were (means =2.39; SD=1.25) and (means=2.41; SD =1.25) respectively. A t-test for independent samples indicated significant differences in the Zimbabwean and South African groups' ratings of the following variables as shown in Table 5.3:

TABLE 5.3 – Mean scores and t-values for the South African and Zimbabwean groups (significant t-values only)

ITEM	MEAN GROUP1	MEAN GROUP2	t-value	Df	p	STD 1	STD 2
VAR 3	2.00	2.46	-4.29	198	0.000030	0.80	0.72
VAR 4	1.53	1.99	-3.84	198	0.000164	0.77	0.92
VAR 7	1.89	2.19	-2.69	198	0.007767	0.80	0.77
VAR 13	2.25	2.60	-3.34	198	0.001003	0.78	0.70

VAR 14	2.53	2.75	-2.45	198	0.015050	0.70	0.56
VAR 16	1.82	2.14	-2.72	198	0.007063	0.78	0.88
VAR 18	2.39	2.62	-2.15	198	0.032809	0.78	0.74
VAR 19	2.45	2.65	-2.10	198	0.036688	0.74	0.59
VAR 22	2.50	2.76	-2.91	198	0.004076	0.75	0.50
VAR 23	2.13	2.51	-3.70	198	0.000277	0.76	0.69
VAR 28	1.59	2.01	-4.04	198	0.000077	0.68	0.78
VAR 31	1.75	2.13	-3.32	198	0.001089	0.77	0.85
VAR 32	1.62	1.38	2.37	198	0.018518	0.74	0.69
VAR 35	2.18	1.91	2.33	198	0.020819	0.81	0.83
VAR 37	2.11	1.80	2.87	198	0.004600	0.76	0.77
VAR 41	2.68	2.39	2.98	198	0.003210	0.62	0.75
VAR 42	1.40	1.81	-3.77	198	0.000219	0.70	0.84
VAR 44	1.86	2.11	-2.05	198	0.042092	0.85	0.87
VAR 45	1.51	1.31	1.99	198	0.048390	0.78	0.63
VAR 47	1.89	2.16	-2.42	198	0.016422	0.72	0.85
VAR 51	1.94	1.71	2.04	198	0.042994	0.81	0.78
VAR 54	2.29	2.52	-2.32	198	0.021525	0.74	0.66
VAR 55	1.85	2.16	-2.79	198	0.005786	0.80	0.77
VAR 58	1.82	2.17	-2.98	198	0.003277	0.81	0.85
VAR 59	2.00	2.23	-2.09	198	0.037749	0.79	0.76

5.9 Correlation analyses (Pearson-product moment)

In Table 5.4 below the significant correlation coefficients between various job satisfaction facet variables and work ethic variables for 200 academics and non-academics are reported.

Table 5.5: Correlation Coefficients Between Job Satisfaction And Work Ethics (Significant r Only)

VARIABLE	SATIS	SKILL	CHANC	SURR	C-WOR	SIGN
SATIS		0.45	0.55	0.33		0.38
SKILLS	0.45		0.36			0.33
CHANC	0.55	0.36		0.33		0.24
SURR	0.33		0.33		0.24	
C-WORK				0.24		0.24
SIGN	0.38	0.33	0.24		0.24	
VAR 2		0.16	0.19			
VAR 5				0.23		
VAR 6				0.17	0.18	
VAR 8				0.15		-0.22
VAR 9			0.17			
VAR 11			-0.14		-0.16	-0.18
VAR 12		-0.15				-0.06
VAR 13					-0.14	
VAR 15	0.21					
VAR 17	0.16					0.17
VAR 19				0.15		
VAR 21		0.01				
VAR 23					-0.15	
VAR 24	0.14			0.22		
VAR 25	-0.09					
VAR 26	0.14					
VAR 30	0.18	0.16	0.19			
VAR 32					-0.16	
VAR 33				0.25		

VAR 35	-0.16					
VAR 36		0.19				
VAR 39						0.19
VAR 40					0.18	
VAR 42	-0.18					
VAR 45	-0.16					-0.15
VAR 46		-0.16				
VAR 48			-0.14			
VAR 49	-0.15	-0.16	-0.23			
VAR 50		-0.15				
VAR 53		0.17				0.17
VAR 55					-0.14	
VAR 56				-0.15		



5.10 Factor Analyses of the Job satisfaction scale

A Principal Component Analysis (CPA) was performed on the six items of the Job Satisfaction Questionnaire for the 200 academics and non-academics. The reason for the VARIMAX rotation in most of the factor analysis done in this project is that, according to Kline (1986), it is generally agreed among factor analysts that VARIMAX rotation provides the best approximation of simple structure when one test is analyzed. After a scree-test was done, and on the basis of the eigenvalues larger than one, it was decided to continue with only two factors. A VARIMAX rotation was then performed on the two factors. These results are presented in Table 5.5 below:

Table 5.5 - VARIMAX rotated factor matrix of the Job Satisfaction scale of the total sample (n=200).

ITEMS	FACTOR 1	FACTOR 2
Satisfaction	0.83	-0.007
Skills	0.73	-0.13
Chance	0.73	0.07
Surroundings	0.011	0.98
Co-workers	0.011	0.98
Eigenvalue	2.24	1.90
% of common variance	37.3	31.8

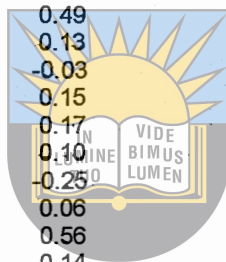
5.10.1. Factor analysis of the Work Ethics Inventory

A Principal Component Analysis was performed on the 59 items of the work ethics inventory for the 200 academics and non-academics. Two factors were extracted with eigenvalues larger than one. A VARIMAX rotation was then performed on these factors. These results are presented in Table 5.6 below:

Table 5.6 - VARIMAX rotated factor matrix of the work ethics scale of the total sample (n=200).

ITEMS	FACTOR 1	FACTOR 2
ETHICS1	-0.11	0.23
2	-0.25	0.29
3	0.43	-0.10
4	0.47	0.06
5	0.50	0.05
6	0.42	-0.02
7	0.37	0.23
8	-0.30	0.30
9	0.30	0.26
10	0.49	-0.18
11	0.17	0.12
12	0.45	0.06
13	0.53	0.10
14	0.48	0.01
15	0.37	-0.09
16	0.62	0.03
17	0.28	0.17
18	0.39	0.14

19	0.58	-0.02
20	0.61	-0.11
21	0.32	-0.05
22	0.44	0.08
23	0.62	0.21
24	0.66	0.05
25	0.33	0.16
26	0.54	0.08
27	-0.11	0.14
28	-0.54	-0.05
29	0.59	0.56
30	-0.01	0.64
31	0.41	-0.22
32	0.02	0.54
33	0.09	0.44
34	0.19	0.49
35	0.09	0.23
36	-0.14	0.35
37	-0.16	0.66
38	0.24	-0.41
39	0.49	-0.16
40	0.13	-0.43
41	-0.03	-0.16
42	0.15	0.23
43	0.17	0.03
44	0.10	0.18
45	-0.25	0.35
46	0.06	0.20
47	0.56	0.06
48	0.14	-0.26
49	0.25	0.12
50	0.31	0.41
51	0.28	0.15
52	0.18	0.55
53	0.18	0.18
54	0.32	0.09
55	0.53	-0.12
56	0.30	-0.09
57	0.53	-0.13
58	0.29	0.13
59	0.42	-0.33
Eigenvalue	7.88	4.15
% Of total Variance	13.3	7.04



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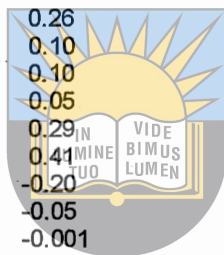
5.10.2. Factor analysis of the two scales together

In an effort to further investigate the measurement properties of the Job Satisfaction and Work Ethics Questionnaires as applied to the research group, it was decided to factor analyze the two factor scales together. An assumption can be made on the basis of logical principles, that each of the

two questionnaires should emerge as a distinct factor. However, on the basis of a Scree test it was decided to use only four factors. This QUARTIMAX rotated factor matrix of is provided in Table 5.7

Table 5.7 - QUARTIMAX rotated factor matrix of both the Job Satisfaction and Work Ethics Scales.

ITEMS	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
SATISF	0.16	0.23	-0.46	-0.08
SKILLS	-0.002	0.27	-0.45	0.09
CHANCE	-0.04	0.26	-0.45	-0.08
SURRO	-0.09	0.10	-0.45	0.04
CO-WORK	-0.09	0.10	-0.45	0.04
SIGNIFIC	-0.05	0.05	-0.48	0.16
ETHICS1	-0.11	0.29	-0.10	0.04
2	-0.07	0.41	-0.003	-0.40
3	0.39	0.20	0.20	0.11
4	0.44	-0.20	0.22	0.14
5	0.42	-0.05	-0.008	0.27
6	0.43	-0.001	-0.90	0.03
7	0.39	-0.04	-0.19	0.04
8	-0.38	0.15	0.10	0.24
9	0.37	0.27	0.10	0.24
10	0.51	0.32	-0.05	-0.13
11	0.21	-0.15	-0.14	-0.02
12	0.50	0.01	0.32	-0.09
13	0.54	-0.01	0.14	-0.07
14	0.53	0.04	0.16	0.05
15	0.44	0.0002	0.05	-0.05
16	0.63	0.04	0.29	-0.10
17	0.27	-0.06	0.09	0.06
18	0.35	0.19	-0.08	0.11
19	0.56	0.11	0.02	0.17
20	0.63	-0.04	-0.07	0.11
21	0.35	-0.08	-0.15	0.02
22	0.55	0.02	-0.21	-0.03
23	0.66	0.11	-0.04	-0.18
24	0.66	0.20	0.08	0.02
25	0.21	0.04	-0.03	0.11
26	0.56	0.09	0.04	0.36
27	-0.21	0.11	-0.08	0.04
28	0.39	0.10	0.06	0.28
29	0.07	-0.00	0.00	0.47
30	0.09	0.62	0.09	0.11
31	0.19	0.75	-0.12	-0.11
32	0.04	-0.33	0.04	0.54
33	0.07	0.45	0.29	0.07
34	0.10	0.33	0.24	0.12
35	-0.09	0.43	0.10	0.34
36	-0.05	0.16	-0.06	0.51
37	-0.10	0.27	0.03	0.57
38	0.17	0.68	0.08	-0.03
39	0.33	-0.35	-0.20	0.12
		-0.18	-0.17	0.44



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40	0.08	-0.27	-0.54	0.09
41	0.08	0.05	-0.43	-0.28
42	-0.01	-0.04	0.49	0.43
43	0.07	0.09	-0.24	0.30
44	0.17	0.13	0.20	-0.14
45	-0.28	0.24	0.32	0.08
46	-0.03	0.06	0.19	0.25
47	0.53	-0.02	0.11	0.15
48	0.13	0.18	0.15	0.88
49	0.13	-0.07	0.31	0.32
50	0.26	0.22	0.34	0.22
51	0.26	0.20	-0.16	0.15
52	0.11	0.42	0.25	0.31
53	0.15	0.25	-0.23	0.15
54	0.22	0.07	-0.09	0.31
55	0.41	-0.23	0.12	0.35
56	0.20	-0.10	-0.11	0.29
57	0.38	-0.19	-0.21	0.41
58	0.14	0.04	0.09	0.44
59	0.21	-0.45	0.05	0.49
Eigenvalue	7.57	4.09	3.75	2.87
% of Total Variance	11.64	6.29	5.78	4.42



5.11 Summary and Conclusion

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In this chapter the results of the statistical analysis have been presented. The data was analyzed using STATISTICA statistical analysis software programme (Statistica for windows: 1984-1995). Standard deviations and means were calculated for each of the response categories. Correlation coefficients were calculated to investigate the relationships between job satisfaction, work ethics and various biographical variables.

In order to investigate the construct validity of the questionnaire, factor analyses were performed on each questionnaire and on both questionnaires together. This is discussed in the next chapter.

CHAPTER SIX

DISCUSSION AND CONCLUSION

6.1 INTRODUCTION

The previous chapters dealt with the research problem, literature on job satisfaction and work ethics, the methodology and the results respectively. In this chapter the results presented in chapter 5 will be discussed. The purpose of the present study was to investigate the relationship between job satisfaction and work ethics among a selected group of academic and non-academic staff, and to draw a comparison between a South African and Zimbabwean group.



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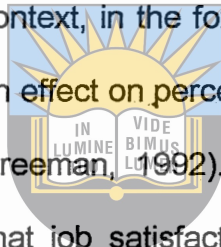
6.2 Descriptive statistics *Together in Excellence*

The average scores for the job satisfaction questionnaire for the 200 subjects ranged from 2.18 to 2.70. This shows that most of the subjects are at least neutrally satisfied. The distribution of the average scores seem to indicate that job satisfaction is a function of many facet variables such as skill value, a pleasant environment, the friendliness of co-workers, autonomy and job significance.

78.3 percent of the subjects named job significance as the most important determinant of their job satisfaction. Most subjects perceive their jobs as challenging (mean = 2.70). This confirms the determining effect of work content on satisfaction (Herzberg *et al.*, 1957; Locke, 1989; McClelland *et al.*,

1953; Mobley, 1982; Robbins, 1993). Although the Zimbabwean group had a higher score on job significance than the South African group, the two groups did not differ much ($SD = 0.56$).

67.5 percent of the subjects indicated that the friendliness of the co-workers also contribute to their job satisfaction. These findings confirm previous research findings by Oldham and Brass (1979), Kalleberg (1977) and Emmert and Taher (1992). Furthermore, the prevailing organisational climate often aligns with the broader social context, in the form of co-worker relationships, and that external factors have an effect on perceptions within the organisation (Gruneberg, 1976; Stoner & Freeman, 1992). This confirms the cognitive process theory, which states that job satisfaction, is based on employees' perception of what is happening on the job and in the environment itself.



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With regard to the working environment, 44.2 percent indicated that they are satisfied. However, 55.8 were either not satisfied or neutrally satisfied. On the other hand, 57.5 percent indicated that they are satisfied with their level of autonomy on task performance.

6.3 Differences between groups

The comparison between the Zimbabwean and South African groups reveals significant differences on the following items: The most difficult courses usually turn out to be the most rewarding ($t = -4.27$; $p < 0.000030$); most people who do not succeed in life are just plain lazy ($t = -3.84$; $p < 0.000164$); people

who fail at a job have usually not tried hard enough ($t = -2.69$; $p < 0.007767$); a good indication of one's worth is how well they do their work ($t = -3.34$; $p < 0.001003$); hard work is a good builder of character ($t = -2.45$; $p < 0.015050$); by working hard a person can overcome every obstacle that life presents ($t = -2.72$; $p < 0.007063$). These variables seem to emphasize the importance of hard work, the central premise of the Protestant Work Ethic beliefs. It implies that one of the groups is high on PWE beliefs.

Leisure and saving are not central features in the manifestation of PWE beliefs. The fact that differences were recorded for the following variables reinforce the above finding: savings always pay off in the end ($t = -2.5$; $p < 0.036688$); leisure activities are more interesting than work ($t = 2.33$; $p < 0.020819$). Generally, the South African group had higher mean scores on most of the significant variables. These differences can be explained in terms of cross-cultural differences.

6.4 Correlation analyses (Pearson-product moment)

Several significant correlation coefficients were found between the job satisfaction facets and work ethic variables were recorded. There were positive correlation coefficients of $r = 0.45$ ($p < 0.05$); $r = 0.55$ ($p < 0.05$); $r = 0.33$ ($p < 0.05$) and $r = 0.38$ ($p < 0.05$) respectively between the overall satisfaction variable and the value of the skills learnt in finding a better job; the provision of a chance for one to do the things that they are best at, the pleasantness of the working environment and the significance of the job in the broader

context. This shows that job satisfaction is a function of many work-related variables as postulated in Herzberg's two-factor theory.

Significant correlation coefficients were also found between overall job satisfaction and the following variables:

- a person without debts who inherits a lot of money should invest it for the future rather than spend it $r = 0.21$ ($p < 0.05$);
- One should work like a slave at everything he or she undertakes until he/she is satisfied with the results $r = 0.16$ ($p < 0.05$);
- If you work hard you will succeed $r = 0.14$ ($p < 0.05$);
- By working hard an individual can overcome most obstacles that life presents and make his or her own way in the world $r = 0.14$ ($p < 0.05$);
- Life would be more meaningful if we had more leisure time $r = 0.18$ ($p < 0.05$);
- Leisure time activities are more interesting than work $r = 0.16$ ($p < 0.05$);
- For girls to keep themselves virgins before they are married is old-fashioned and unnecessary $r = -0.16$ ($p < 0.05$);
- A person can learn better on the job by striking out boldly on their own than by following the advice of others $r = -0.15$ ($p < 0.05$).

The Pearson Product Moment correlation matrix also revealed that several job satisfaction facets correlate significantly among themselves. Relationships exist between the value of the skills learnt variable and the availability of the chance for one to do the things that they are best at $r = 0.36$ ($p < 0.05$);

- the value of the skills learnt and the significance of the job in a broader context $r = 0.33$ ($p < 0.05$)
- The friendliness of co-workers and pleasantness of the physical surroundings $r = 0.24$ ($p < 0.05$).

6.5 Factor analyses

6.5.1 Factor analyses of the Job Satisfaction Scale

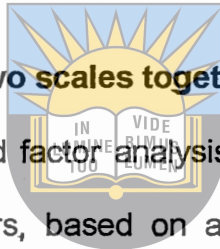
Regarding the construct validity of the job satisfaction instrument as shown in Table 5.5, a VARIMAX rotated factor analysis yielded two factors with eigenvalues greater than one. These explained 69.1% of the total variance. A loading larger than 0.7 was regarded as significant and if an item loaded on more than one factor, only the highest loading was considered. Items loading significantly on the first factor mostly explain the intrinsic factors that influence job satisfaction such as the value of the skills learnt in finding a better job, overall satisfaction and the provision of the chance to do the things that employees are best at. The second factor can be explained in terms of the extrinsic factors that have a bearing on job satisfaction such as the working environment. These findings are consistent with Herzberg's two-factor theory, which basically states that if an individual does not have job satisfaction, it does not imply dissatisfaction, but rather no satisfaction. However, the absence of dissatisfaction does not imply satisfaction with the job but only dissatisfaction (Lacy & Sheenen. 1997: 307).

6.5.2 Factor analyses of the Work Ethics Inventory

The work ethic VARIMAX rotated factor analysis yielded two factors with eigenvalues larger than one. These two factors explained 20.36% of the total variance. A loading larger than 0.5 was regarded as significant and if an item loaded on more than one factor only the highest loading was considered. Items loading on the first factor mostly relate to the importance of hard work in the attainment of success. The second factor can be explained in terms of the enjoyment of more leisure time and less hard work.

6.5.3 Factor analyses of the two scales together

An overall QUARTIMAX rotated factor analysis for both job satisfaction and work ethics yielded four factors, based on a scree-test, with eigenvalues larger than one. These factors explained 38.13% of the total variance. A loading larger than 0.5 was regarded as significant. The first, second and fourth factors relate to the centrality of hard work in protestant work ethics. This is consistent with the basic premise of the PWE beliefs that work is valuable, important, and a central life interest (Aldag & Stearns, 1991). The third factor hints at the importance of leisure, which is contrary to the PWE premises. This is in line with the lamented decline of the PWE beliefs as people tend to value more leisure time and less hard work.



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6.6 Overview and Recommendations for further Research

6.6.1 Introduction

This section is firstly devoted to a brief overview of the important lines of thought of the various chapters, as well as of the research findings. Secondly, a number of issues that should be addressed in future research are discussed.

6.6.2. Overview of this dissertation

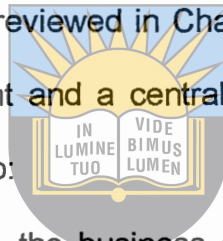
The aim of the present study was to investigate the relationship between work ethics and job satisfaction among a selected group of academic and non-academic employees in Zimbabwe and South Africa. The increasing academic staff turnover and the availability of a few studies on this topic necessitated the investigation. Furthermore, academics are responsible for developing the intellectual capital of a nation. Therefore, understanding what makes them satisfied helps ensure better employment policies and staff retention thereby ensuring the long term developing of Zimbabwe and South Africa.

In Chapter 2 literature review on job satisfaction is provided. The review of the literature revealed that both intrinsic and extrinsic factors influence job satisfaction. The following enhances Job satisfaction:

- The use of pay systems believed to be fair with respect to both the level of compensation received and the mechanisms used to determine that pay.

- Supervisors believed to be competent , have employees' interest in mind and treat them with dignity and respect
- Jobs that provide them with an overall work load and level of variety that are not so low, so as to be boring and not so high as to be overwhelming and unduly challenging.
- Pleasant physical surroundings which are not overcrowded, dark and noisy.

Literature on work values was reviewed in Chapter 3. The PWE is the belief that work is valuable, important and a central life interest. People high in PWE beliefs have been found to:



- Be aligned to the goals of the business community which in time, are related to party politics
- Be prone to heart-attacks
- Not only work longer and accomplish more work but also work at a much faster rate than those with low protestant ethic scores
- More competitive than co-operative since they are highly individualistic.
- Choose to distribute rewards according to the equity principle when a competition is perceived to be fair.
- To have an internal locus of control, that is, believe that the events that occur in their lives are a result of their own behaviour, effort and personality.

Chapter 4 is devoted to a discussion of the research methodology. 200 subjects participated in this study. The sample comprised 120 academics and 80 employees from various fields working in the private sector. In addition to the 120 academics, another sample of 80 conveniently sampled employees was chosen. It comprised 40 employees from the town of Alice in the Eastern Cape and 40 employees from Harare, Zimbabwe. The questionnaire was subjected to rigorous validation analyses and showed adequate construct validity and internal consistency.

The results of this dissertation can be summarised as follows:

The comparison between the Zimbabwean and South African groups reveals significant differences on the following items:

- The most difficult courses usually turn out to be the most rewarding ($t = -4.27$; $p < 0.000030$);
- Most people who do not succeed in life are just plain lazy ($t = -3.84$; $p < 0.000164$);
- People who fail at a job have usually not tried hard enough ($t = -2.69$; $p < 0.007767$);
- A good indication of one's worth is how well they do their work ($t = -3.34$; $p < 0.001003$);
- Hard work is a good builder of character ($t = -2.45$; $p < 0.015050$);
- By working hard a person can overcome every obstacle that life presents ($t = -2.72$; $p < 0.007063$).
- Savings always pay off in the end ($t = -2.5$; $p < 0.036688$);

- Leisure activities are more interesting than work ($t = 2.33$; $p < 0.020819$).
- Overall, 57.5 % of the total sample indicated that they are satisfied with their jobs.

Significant correlation coefficients were reported between overall satisfaction and the following variables:

- the value of the skills learnt in finding a better job $r = 0.45$ ($p < 0.05$);
- the provision of a chance for one to do the things that they are best at $r = 0.55$ ($p < 0.05$);
- the pleasantness of the pleasantness of the working surroundings $r = 0.33$ ($p < 0.05$);
- the significance of the job in the broader context and $r = 0.38$ ($p < 0.05$);



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Significant correlation coefficients were also found between overall job satisfaction and the following variables:

- a person without debts who inherit a lot of money should invest it for the future rather than spent it $r = 0.21$ ($p < 0.05$);
- One should work like a slave at everything he or she undertakes until he/she is satisfied with the results $r = 0.16$ ($p < 0.05$);
- If you work hard you will succeed $r = 0.14$ ($p < 0.05$);
- By working hard an individual can overcome most obstacles that life presents and make his or her own way in the world $r = 0.14$ ($p < 0.05$);
- Life would be more meaningful if we had more leisure time $r = 0.18$ ($p < 0.05$);

- Leisure time activities are more interesting than work $r = 0.16$ ($p < 0.05$);
- For girls to keep themselves virgins before they are married is old-fashioned and unnecessary $r = -0.16$ ($p < 0.05$);
- A person can learn better on the job by striking out boldly on their own than by following the advice of others $r = -0.15$ ($p < 0.05$).

The Pearson Product Moment correlation matrix also revealed that several job satisfaction facets correlate significantly among themselves. Relationships exist between the value of the skills learnt variable and the availability of the chance for one to do the things that they are best at $r = 0.36$ ($p < 0.05$);

- the value of the skills learnt and the significance of the job in a broader context $r = 0.33$ ($p < 0.05$)
- The friendliness of co-workers, and pleasantness of the physical surroundings $r = 0.24$ ($p < 0.05$).

6.7 RECOMMENDATIONS AND CONCLUSION

6.7.1 The Data Collection Method

The questionnaire (self-report) method was used for collecting data in this project. The self-report method has basically two advantages. Firstly, large numbers of people can complete questionnaires quickly and efficiently. Secondly, by virtue of their ability to be administered to many thousands of individuals, average scores for people in different kinds of jobs and types of organization are available. However, the self-report method has drawbacks that can influence the results obtained. There is a possibility that respondents

were deliberately faking responses for reasons such as to please or displease the investigator. Therefore the data collected may not accurately report on their behaviour and beliefs. Future studies should use a triangulation of the self-report and in-depth interviews in order to tap the actual behaviour, beliefs and needs.

6.7.2 Language Barrier

The use of the English Language as the mode of communication affected the non-academics some of whom were not conversant with the language. Future studies should also translate the research instruments to suit the mother language of the respondents.



From the results obtained in this study it can be concluded that relationships exist between overall job satisfaction and several work ethic variables. Furthermore, significant differences exist between the South African and Zimbabwean group on 25 variables out of 65 implying a great degree of similarity between the two groups.

APPENDIX A

JOB SATISFACTION AND WORK ETHICS AMONG ACADEMIC AND NON ACADEMIC EMPLOYEES: A COMPARISON BETWEEN A SOUTH AFRICAN AND ZIMBABWEAN GROUP.

Dear Participant

I am researching work values and job satisfaction as part of a Masters project in the Department of Industrial Psychology at the University of Fort Hare. The information will be kept in the strictest confidence. However, if you are interested in your individual results, please write your name at the top of this questionnaire. Thank you for your time.

BRIGHT MAHEMBE Bcomm (Hons) BSc (Hons)



BIOGRAPHICAL INFORMATION

Section A

1. Occupation

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Please circle the correct response

2. Sex
1. Male
 2. Female
3. Age
1. Below 21
 2. Between 21-35
 3. Over 35
4. Working Experience
1. Below 1 year
 2. Between 1-5
 3. Between 6-10
 4. Over 10 years

5. Highest Qualification

1. First degree
2. Masters
3. Ph.D.
4. Professorship
5. Other (specify)

Section B

Please use the following scale to indicate your level of satisfaction with your current job on questions that follow.

1. Not satisfied
2. Neutral
3. Satisfied

1. Generally, are you satisfied with your current job?
1 2 3
2. The skills you are using are valuable in getting a better job.
1 2 3
3. You are given a chance to do the things you do best.
1 2 3
4. The physical surroundings are pleasant
1 2 3
5. Your co-workers are friendly?
1 2 3
6. Your job is significant in the broader context.
1 2 3



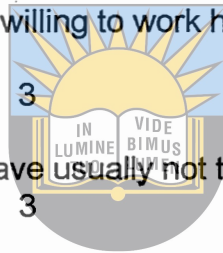
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Work ethics

Please use the following scale to indicate your response.

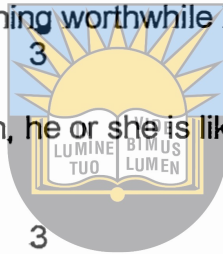
1. Disagree
 2. Neutral
 3. Agree
1. The worst part about being sick is that work does not get done
1 2 3

2. There are few satisfactions equal to the realization that one has done his best at a job.
1 2 3
3. The most difficult college courses usually turn out to be the most rewarding.
1 2 3
4. Most people who do not succeed in life are just plain lazy.
1 2 3
5. The self-made man is likely to be more ethical than the man born to wealth is.
1 2 3
6. Any man who is able and willing to work hard has a good chance of succeeding.
1 2 3
7. People who fail at a job have usually not tried hard enough.
1 2 3
8. Hard work offers little guarantee of success.
1 2 3
9. The person who can approach an unpleasant task with enthusiasm is the person who gets ahead.
1 2 3
10. If one works hard enough he or she is likely to make a good life for him/herself.
1 2 3
11. A distaste for hard work usually reflects a weakness of character.
1 2 3
12. Hard work makes one a better person.
1 2 3
13. A good indication of one's worth is how well they do their work.
1 2 3
14. Hard work is a good builder of character.
1 2 3



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15. A person without debts who inherits a lot of money should invest it for the future rather than spent it.
1 2 3
16. By working hard a person can overcome every obstacle that life presents.
1 2 3
17. One should work like a slave at everything he or she undertakes until he/she is satisfied with the results.
1 2 3
18. Saving always pays off in the end.
1 2 3
19. The only way to get anything worthwhile is to save for it.
1 2 3
20. If one works hard enough, he or she is likely to make a good for him/herself.
1 2 3
21. People who work deserve success.
1 2 3
22. Hard work is fulfilling in itself.
1 2 3
23. Nothing is impossible if you work hard enough.
1 2 3
24. If you work hard you will succeed.
1 2 3
25. You should be the best at what you do.
1 2 3
26. By working hard an individual can overcome most obstacles that life presents and make his or her own way in the world.
1 2 3
27. Hardwork is not a key to success.
1 2 3
28. Our society would have fewer problems if people had less leisure time.
1 2 3

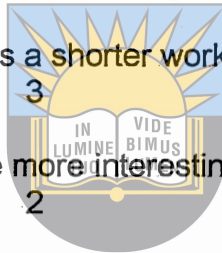


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29. People should have more leisure time to spend in relaxation.
1 2 3
30. Life would be more meaningful if we had more leisure time.
1 2 3
31. Increased leisure time is bad for society.
1 2 3
32. The fewer hours one spends working and the more leisure time available the better.

1 2 3
33. Success means having ample time to pursue leisure activities.
1 2 3
34. The present trend towards a shorter working week is to be encouraged.
1 2 3
35. Leisure time activities are more interesting than work.
0 1 2
36. Work takes too much of our time leaving little time to relax.
1 2 3
37. More leisure time is good for people.
1 2 3
38. The trend towards more leisure is not a good thing.
1 2 3
39. There is some great plan for the affairs of men, the end of which no mortal eye can foresee.

1 2 3
40. I believe in God.
1 2 3
41. I believe in life after death.
1 2 3
42. Once you die, that's all there is.
1 2 3
43. The spirit of God lives within every man.
1 2 3



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44. Predestination (idea that some people have been chosen for salvation) is a myth.

1 2 3

45. For girls to keep themselves virgins before they are married is old-fashioned and unnecessary.

1 2 3

46. There is nothing wrong with having sex with another man's wife

1 2 3

47. By working hard a person can overcome every obstacle that life presents.

1 2 3

48. One must avoid dependence on other people wherever possible.

1 2 3

49. A person can learn better on the job by striking out boldly on their own than by following the advice of others.

1 2 3

50. Only those who depend on themselves get ahead in life.

1 2 3

51. One should work like a slave at everything he or she undertakes until he or she is satisfied with the results.

1 2 3

52. To be superior a person must stand-alone.

1 2 3

53. Hard work still counts for more in a successful business operation than all of the new ideas you read in the newspapers.

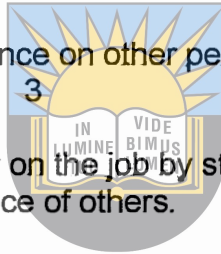
1 2 3

54. Most people spend too much time in unprofitable amusement.

1 2 3

55. Our society would have fewer problems if people had less leisure time.

1 2 3



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56. Money acquired easily (e.g. through gambling or speculation) is usually spent unwisely.
1 2 3
57. I often feel I would be more successful if I sacrificed certain pleasures.
1 2 3
58. The credit card is a ticket to careless spending.
1 2 3
59. Increased leisure time is bad for society.
1 2 3

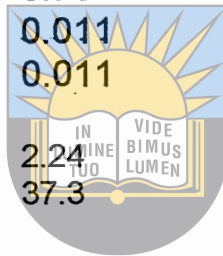


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APPENDIX B

Table 5.5 - VARIMAX rotated factor matrix of the Job Satisfaction scale of the total sample (n=200).

ITEMS	FACTOR 1	FACTOR 2
SATISFACTION	0.83	-0.007
SKILLS	0.73	-0.13
CHANCE	0.73	0.07
SURROUNDINGS	0.011	0.98
CO-WORKERS	0.011	0.98
Eigenvalue	2.24	1.90
% of common variance	37.3	31.8

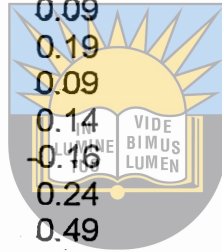


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Table 5.6 - VARIMAX rotated factor matrix of the work ethics scale of the total sample (n=200).

ITEMS 1	FACTOR 2	FACTOR 3
ETHICS1	-0.11	0.23
2	-0.25	0.29
3	0.43	-0.10
4	0.47	0.06
5	0.50	0.05
6	0.42	-0.02
7	0.37	0.23
8	-0.30	0.30
9	0.30	0.26
10	0.49	-0.18
11	0.17	0.12
12	0.45	0.06
13	0.53	0.10
14	0.48	0.01
15	0.37	-0.09

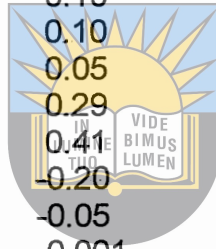
16	0.62	0.03
17	0.28	0.17
18	0.39	0.14
19	0.58	-0.02
20	0.61	-0.11
21	0.32	-0.05
22	0.44	0.08
23	0.62	0.21
24	0.66	0.05
25	0.33	0.16
26	0.54	0.08
27	-0.11	0.14
28	0.54	0.05
29	0.59	0.56
30	-0.01	0.64
31	0.41	-0.22
32	0.02	0.54
33	0.09	0.44
34	0.19	0.49
35	0.09	0.23
36	0.14	0.35
37	-0.16	0.66
38	0.24	-0.41
39	0.49	-0.16
40	0.13	-0.43
41	-0.03	-0.16
42	0.15	0.23
43	0.17	0.03
44	0.10	0.18
45	-0.25	0.35
46	0.06	0.20
47	0.56	0.06
48	0.14	0.26
49	0.25	0.12
50	0.31	0.41
51	0.28	0.15
52	0.18	0.55
53	0.18	0.18
54	0.32	0.09
55	0.53	-0.12
56	0.30	-0.09
57	0.53	-0.19
58	0.29	0.13
59	0.42	-0.33



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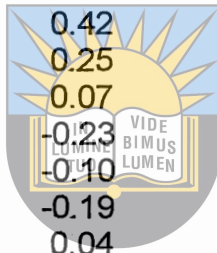
Table 5.7 - QUARTIMAX rotated factor matrix of both the Job Satisfaction and Work Ethics Scales.

ITEMS	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
SATISF	0.16	0.23	-0.46	-0.08
SKILLS	-0.002	0.27	-0.45	0.09
CHANCE	-0.04	0.26	-0.45	-0.08
SURRO	-0.09	0.10	-0.45	0.04
CO-WORK	-0.09	0.10	-0.45	0.04
SIGNIFIC	-0.05	0.05	-0.48	0.16
ETHICS1	-0.11	0.29	-0.10	0.04
2	-0.07	0.41	-0.003	-0.40
3	0.39	-0.20	0.20	0.11
4	0.44	-0.05	0.22	0.14
5	0.42	-0.001	-0.008	0.27
6	0.43	-0.04	-0.90	0.03
7	0.39	-0.15	-0.90	-0.04
8	-0.38	0.27	0.10	0.24
9	0.37	-0.32	-0.05	-0.13
10	0.51	-0.15	-0.14	-0.02
11	0.21	-0.01	-0.32	-0.09
12	0.50	-0.01	0.14	-0.07
13	0.54	-0.04	0.16	0.05
14	0.53	0.0002	0.05	-0.05
15	0.44	0.04	0.29	-0.10
16	0.63	-0.06	0.09	0.06
17	0.27	-0.19	-0.08	0.11
18	0.35	0.11	0.02	0.17
19	0.56	-0.04	-0.07	0.11
20	0.63	-0.08	-0.15	0.02
21	0.35	0.02	-0.21	-0.03
22	0.55	0.11	-0.04	-0.18
23	0.66	0.20	0.08	0.02
24	0.66	0.04	-0.03	0.11
25	0.21	0.09	0.04	-0.36
26	0.56	0.11	-0.08	0.04
27	-0.21	0.10	0.06	0.28
28	0.39	-0.00	0.00	0.47
29	0.07	0.62	-0.09	-0.11
30	0.09	0.75	-0.12	-0.11
31	0.19	-0.33	0.04	0.54
32	0.04	0.45	0.29	0.07
33	0.07	0.33	0.24	0.12
34	0.10	0.43	0.10	0.34



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35	-0.09	0.16	-0.06	0.51
36	-0.05	0.27	0.03	0.57
37	-0.10	0.68	0.08	-0.03
38	0.17	-0.35	-0.20	0.12
39	0.33	-0.18	-0.17	0.44
40	0.08	-0.27	-0.54	0.09
41	0.08	0.05	-0.43	-0.28
42	-0.01	-0.04	0.49	0.43
43	0.07	0.09	-0.24	0.30
44	0.17	0.13	0.20	-0.14
45	-0.28	0.24	0.32	0.08
46	-0.03	0.06	0.19	0.25
47	0.53	-0.02	0.11	0.15
48	0.13	0.18	0.15	0.88
49	0.13	-0.07	0.31	0.32
50	0.26	0.22	0.34	0.22
51	0.26	0.20	-0.16	0.15
52	0.11	0.42	0.25	0.31
53	0.15	0.25	-0.23	0.15
54	0.22	0.07	-0.09	0.31
55	0.41	-0.23	0.12	0.35
56	0.20	-0.10	-0.11	0.29
57	0.38	-0.19	-0.21	0.41
58	0.14	0.04	0.09	0.44
59	0.21	-0.45	0.05	0.49



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APPENDIX C

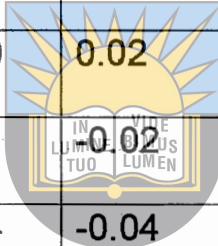
Table 5.4 - Correlations Between Job Satisfaction And Work Ethics

VARIABLE	SATIS	SKILL	CHANC	SURR	C-WOR	SIGN
SATIS	1.00	0.45	0.55	0.33	0.02	0.38
SKILLS	0.45	1.00	0.36	0.06	-0.07	0.33
CHANC	0.55	0.36	1.00	0.33	0.09	0.24
SURR	0.33	0.06	0.33	1.00	0.24	0.05
C-WORK	0.02	-0.07	0.09	0.24	1.00	0.24
SIGN	0.38	0.33	0.24	0.05	0.24	1.00
ETHICS	0.04	0.05	0.11	-0.03	0.00	0.06
VAR 2	0.13	0.16	0.13	-0.09	-0.13	0.03
VAR 3	-0.05	-0.12	-0.14	0.02	-0.14	-0.14
VAR 4	-0.05	-0.05	-0.14	-0.07	-0.11	-0.08
VAR 5	0.04	-0.01	-0.04	0.23	-0.00	0.01
VAR 6	0.07	-0.08	0.03	0.17	0.18	0.02
VAR 7	0.07	-0.02	-0.01	0.06	-0.06	-0.10

VAR 8	-0.06	0.01	-0.03	0.15	-0.09	-0.22
VAR 9	0.08	0.10	0.17	-0.00	-0.06	0.06
VAR 10	0.09	-0.07	-0.01	0.05	0.06	-0.10
VAR 11	-0.11	-0.12	-0.14	-0.09	-0.16	-0.18
VAR 12	0.06	-0.15	-0.12	-0.01	-0.01	-0.06
VAR 13	0.07	0.09	-0.03	-0.01	-0.14	-0.06
VAR 14	0.10	0.09	0.06	0.06	-0.07	0.03
VAR 15	0.21	0.16	0.08	-0.02	-0.01	0.11
VAR 16	0.09	-0.07	-0.04	0.12	0.09	0.01
VAR 17	0.16	0.14	0.10	0.06	0.02	0.17
VAR 18	-0.01	0.01	0.05	0.03	-0.03	-0.10
VAR19'	0.03	-0.02	-0.08	0.15	0.06	-0.09
VAR 20	0.12	-0.04	-0.04	0.04	-0.01	0.01
VAR 21	0.04	0.01	-0.12	-0.05	0.05	0.03
VAR 22	0.05	-0.02	-0.08	0.00	-0.01	-0.02
VAR 23	0.11	-0.01	-0.00	-0.01	-0.15	-0.09
VAR 24	0.14	0.03	0.01	0.22	-0.11	-0.08
VAR 25	-0.09	-0.01	-0.08	-0.04	-0.01	-0.05
VAR 26	0.14	0.12	-0.03	0.10	-0.08	0.06

VAR 27	-0.08	0.13	-0.00	0.02	-0.09	-0.03
VAR 28	0.05	0.10	-0.06	0.07	-0.11	-0.08
VAR 29	0.05	0.09	0.09	0.06	0.01	-0.08
VAR 30	0.18	0.16	0.10	0.07	0.02	-0.06
VAR 31	-0.10	-0.06	-0.12	0.08	-0.07	0.03
VAR 32	-0.01	-0.04	0.02	0.05	-0.16	-0.13
VAR 33	-0.02	-0.10	-0.03	0.25	-0.04	-0.12
VAR 34	0.04	0.13	-0.04	0.05	-0.08	0.04
VAR 35	-0.16	0.02	-0.11	0.08	0.08	0.08
VAR 36	-0.02	0.13	0.09	0.04	-0.09	0.06
VAR 37	0.13	0.05	0.14	0.09	-0.08	0.00
VAR 38	0.13	0.06	0.14	0.01	-0.05	0.11
VAR 39	0.07	0.03	-0.02	0.08	0.01	0.01
VAR 40	0.05	0.13	0.08	0.03	0.18	0.09
VAR 41	0.10	0.07	0.00	-0.08	0.11	-0.00
VAR 42	-0.18	-0.10	-0.10	0.10	-0.08	-0.05
VAR 43	0.03	0.11	0.04	0.04	0.01	0.01
VAR 44	0.05	0.08	0.06	-0.02	-0.08	0.10
VAR 45	-0.16	-0.03	0.01	-0.09	-0.10	-0.15
VAR 46	0.01	-0.16	-0.05	0.05	0.08	0.10
VAR 47	0.00	0.03	-0.08	0.11	-0.01	-0.02

VAR 48	-0.05	-0.07	-0.14	-0.04	0.00	-0.06
VAR 49	-0.15	-0.16	-0.23	-0.12	-0.07	-0.04
VAR 50	-0.12	-0.15	-0.12	0.06	-0.00	-0.03
VAR 51	0.13	0.07	0.11	0.03	-0.01	0.13
VAR 52	0.04	-0.06	-0.04	0.10	-0.12	0.04
VAR 53	0.09	0.17	0.13	0.09	0.07	0.17
VAR 54	-0.07	0.11	-0.00	-0.03	0.06	0.05
VAR 55	0.02	-0.01	-0.08	0.10	-0.14	-0.06
VAR 56	-0.03	0.10	0.02	-0.15	0.04	0.04
VAR 57	0.05	0.01	-0.02	-0.02	0.05	0.11
VAR 58	0.04	0.04	-0.04	-0.05	-0.09	0.12
VAR 59	0.02	-0.06	-0.08	0.08	-0.02	0.07



APPENDIX D

Table 5.2 - The Overall Job Satisfaction Ratings

	GROUP 1(Z)			GROUP2(SA)		
	% NS	% N	% S	% NS	% N	% S
7. Generally, are you satisfied With your job?	11.7	23.3	65.0	23.3	26.7	50
8. The skills you are learning are valuable in getting a better job?	3.3	28.3	68.4	8.3	21.7	70
9. You are given a chance to do the things you do best.	6.7	25	68.3	13.3	40	46.7
10. The physical surroundings are pleasant?	13.3	38.3	48.4	15	45	40
11. Your co-workers are friendly?	1.7	26.7	71.6	8.3	28.3	63.4
12. Your job is significant in the broader context.	3.3	11.7	85	6.7	21.7	71.6

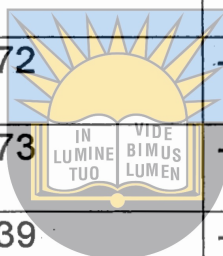
APPENDIX E

Table 5.1 - Descriptive statistics for 200 academics and non-academics.

VARIABLE	MEAN	STANDARD DEVIATION	SKEWNESS	KURTOSIS
SATISF	2.31	0.77	-0.60	-1.08
SKILLS	2.63	0.63	-1.46	0.94
CHANCE	2.34	0.72	-0.60	-0.87
SURROUN	2.64	0.57	-1.32	0.77
CO-WORK	2.64	0.57	-1.32	0.77
SIGNIFIC	2.70	0.56	-1.68	1.87
ETHICS	2.18	0.83	-0.34	-1.47
VAR 2	2.38	0.75	-0.74	-0.86
VAR 3	2.23	0.79	-0.44	-1.28
VAR 4	1.76	0.88	0.49	-1.52
VAR 5	2.35	0.77	-0.68	-0.99
VAR 6	2.79	0.50	-2.36	4.80
VAR 7	2.04	0.80	-0.07	-1.44
VAR 8	1.67	0.84	0.70	-1.22

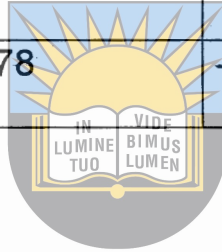
VAR 9	2.55	0.68	-1.14	0.14
VAR 10	2.55	0.54	-2.12	3.58
VAR 11	2.27	0.78	-0.50	-1.18
VAR 12	2.60	0.66	-1.39	0.66
VAR 13	2.43	0.76	-0.89	-0.71
VAR 14	2.64	0.64	-1.57	1.18
VAR 15	2.53	0.69	-1.16	-0.01
VAR 16	1.98	0.84	0.04	-1.60
VAR 17	1.85	0.81	0.28	-1.43
VAR 18	2.51	0.76	-1.15	-0.30
VAR 19	2.55	0.68	-1.21	0.16
VAR 20	2.70	0.57	-1.72	1.96
VAR 21	2.79	0.49	-2.25	4.37
VAR 22	2.63	0.64	-1.52	1.03
VAR 23	2.32	0.75	-0.60	-0.99
VAR 24	2.51	0.65	-0.98	-0.15
VAR 25	2.76	0.54	-2.16	3.65
VAR 26	2.50	0.69	-1.03	-0.20
VAR 27	1.72	0.83	0.56	-1.31
VAR 28	1.80	0.76	0.36	-1.20
VAR 29	2.00	0.71	0.01	-0.97

VAR 30	1.83	0.80	0.32	-1.36
VAR 31	1.94	0.83	0.11	-1.54
VAR 32	1.50	0.72	1.09	-0.25
VAR 33	1.79	0.83	0.42	-1.41
VAR 34	2.02	0.74	-0.03	-1.18
VAR 35	2.05	0.83	-0.08	-1.54
VAR 36	2.24	0.82	-0.46	-1.37
VAR 37	1.96	0.78	0.08	-1.34
VAR 38	2.03	0.72	-0.04	-1.03
VAR 39	2.25	0.73	-0.42	-1.02
VAR 40	2.89	0.39	-3.60	1.23
VAR 41	2.54	0.70	-1.30	0.02
VAR 42	1.61	0.80	0.83	-0.91
VAR 43	2.64	0.66	-1.60	1.18
VAR 44	1.99	0.87	0.03	-1.69
VAR 45	1.41	0.72	1.43	0.48
VAR 46	1.17	0.47	2.83	7.28
VAR 47	2.03	0.80	-0.05	-1.43
VAR 48	2.64	0.64	-1.57	1.18
VAR 49	1.80	0.79	0.37	-1.30
VAR 50	1.80	0.76	0.36	-1.20



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VAR 51	1.83	0.81	0.33	-1.38
VAR 52	1.55	0.67	0.84	-0.43
VAR 53	2.10	0.76	-0.17	-1.26
VAR 54	2.41	0.71	-0.77	-0.67
VAR 55	2.01	0.80	0.01	-1.43
VAR 56	2.49	0.78	-1.09	-0.48
VAR 57	2.43	0.73	-0.87	0.62
VAR 58	2.00	0.85	0.01	-1.61
VAR 59	2.12	0.78	-0.21	-1.34



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APPENDIX F

Table 5.3 - Descriptive Statistics For The Total Sample

ITEM	MEAN GROUP1	MEAN GROUP2	t-value	df	P	STD 1	STD 2
VAR 3	2.00	2.46	-4.29	198	0.000030	0.80	0.72
VAR 4	1.53	1.99	-3.84	198	0.000164	0.77	0.92
VAR 7	1.89	2.19	-2.69	198	0.007767	0.80	0.77
VAR 13	2.25	2.60	-3.34	198	0.001003	0.78	0.70
VAR 14	2.53	2.75	-2.45	198	0.015050	0.70	0.56
VAR 16	1.82	2.14	-2.72	198	0.007063	0.78	0.88
VAR 18	2.39	2.62	-2.15	198	0.032809	0.78	0.74
VAR 19	2.45	2.65	-2.10	198	0.036688	0.74	0.59
VAR 22	2.50	2.76	-2.91	198	0.004076	0.75	0.50
VAR 23	2.13	2.51	-3.70	198	0.000277	0.76	0.69
VAR 28	1.59	2.01	-4.04	198	0.000077	0.68	0.78
VAR 31	1.75	2.13	-3.32	198	0.001089	0.77	0.85
VAR 32	1.62	1.38	2.37	198	0.018518	0.74	0.69
VAR 35	2.18	1.91	2.33	198	0.020819	0.81	0.83
VAR 37	2.11	1.80	2.87	198	0.004600	0.76	0.77
VAR 41	2.68	2.39	2.98	198	0.003210	0.62	0.75
VAR 42	1.40	1.81	-3.77	198	0.000219	0.70	0.84

VAR 44	1.86	2.11	-2.05	198	0.042092	0.85	0.87
VAR 45	1.51	1.31	1.99	198	0.048390	0.78	0.63
VAR 47	1.89	2.16	-2.42	198	0.016422	0.72	0.85
VAR 51	1.94	1.71	2.04	198	0.042994	0.81	0.78
VAR 54	2.29	2.52	-2.32	198	0.021525	0.74	0.66
VAR 55	1.85	2.16	-2.79	198	0.005786	0.80	0.77
VAR 58	1.82	2.17	-2.98	198	0.003277	0.81	0.85
VAR 59	2.00	2.23	-2.09	198	0.037749	0.79	0.76



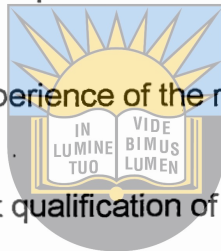
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APPENDIX G

Appendix G - Correlation matrix of variables used

Description of variable abbreviations for correlation matrix.

Occup:	Occupation of the respondents
Sex:	Sex of the respondents
Age:	Age of the respondents
Working Experience:	working experience of the respondents
Highest Qualification:	The current qualification of the respondent
SATISF:	The overall satisfaction of an employee
SKILLS:	The importance of the skills learnt on the job.
CHANCE:	The chance to do one's best.
SURROU:	The pleasantness of the environment
COWORK:	The friendliness of co-workers
SIGNIF:	The general importance of the job
ETHICS:	The worst part about being sick is that work does not get done
VAR 2:	There are few satisfactions equal to the realization that one has done his best at a job.
VAR 3:	The most difficult college courses usually turn out to be the most rewarding.
VAR4:	Most people who do not succeed in life are just plain lazy.



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- VAR 5: The self-made man is likely to be more ethical than the Man born to wealth.
- VAR 6: Any man who is able and willing to work hard has a good chance of succeeding.
- VAR 7: People who fail at a job have usually not tried hard enough.
- VAR 8: Hard work offers little guarantee of success.
- VAR 9: The person who can approach an unpleasant task with enthusiasm is the person who gets ahead.
- VAR 10: If one works hard enough he or she is likely to make a good life for him/herself.
- VAR 11: A distaste for hard work usually reflects a weakness of character.
- VAR 12: Hard work makes one a better person.
- VAR 13: A good indication of one's worth is how well they do their work.
- VAR 14: Hard work is a good builder of character.
- VAR 15: A person without debts who inherits a lot of money should invest it for the future rather than spent it.
- VAR 16: By working hard a person can overcome every obstacle that life presents.
- VAR 17: One should work like a slave at everything he or she undertakes until he/she is satisfied with the results.
- VAR 18: Saving always pays off in the end.
- VAR 19: The only way to get anything worthwhile is to save for it.
- VAR 20: If one works hard enough, he or she is likely to make a good for him/herself.
- VAR 21: People who work deserve success.
- VAR 22: Hard work is fulfilling in itself.
- VAR 23: Nothing is impossible if you work hard enough.
- VAR 24: If you work hard you will succeed.



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- VAR 25: You should be the best at what you do.
- VAR 26: By working hard an individual can overcome most obstacles that life presents and makes his or her own way in the world.
- VAR 27: Hardwork is not a key to success.
- VAR 28: Our society would have fewer problems if people had less leisure time.
- VAR 29: People should have more leisure time to spend in relaxation.
- VAR 30: Life would be more meaningful if we had more leisure time.
- VAR 31: Increased leisure time is bad for society.
- VAR 32: The fewer hours one spends working and the more leisure time available the better.
- VAR 33: Success means having ample time to pursue leisure activities.
- VAR 34: The present trend towards a shorter working week is to be encouraged.
- VAR 35: Leisure time activities are more interesting than work.
- VAR 36: Work takes too much of our time leaving little time to relax.
- VAR 37: More leisure time is good for people.
- VAR 38: The trend towards more leisure is not a good thing.
- VAR 39: There is some great plan for the affairs of men, the end of which no mortal eye can foresee.
- VAR 40: I believe in God.
- VAR 41: I believe in life after death.
- VAR 42: Once you die, that's all there is.
- VAR 43: The spirit of God lives within every man.

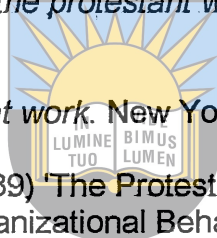
- VAR 44: Predestination (idea that some people have been chosen for salvation) is a myth.
- VAR 45: For girls to keep themselves virgins before they are married is old-fashioned and unnecessary.
- VAR 46: There is nothing wrong with having sex with another man's wife
- VAR 47: By working hard a person can overcome every obstacle that life presents.
- VAR 48: One must avoid dependence on other people wherever possible.
- VAR 49: A person can learn better on the job by striking out boldly on their own than by following the advice of others.
- VAR 50: Only those who depend on themselves get ahead in life.
- VAR 51: One should work like a slave at everything he or she undertakes until he or she is satisfied with the results.
- VAR 52: To be superior a person must stand alone.
- VAR 53: Hard work still counts for more in a successful business operation than all of the new ideas you read in the newspapers.
- VAR 54: Most people spend too much time in unprofitable amusement.
- VAR 55: Our society would have fewer problems if people had less leisure time.
- VAR 56: Money acquired easily (e.g. through gambling or speculation) is usually spent unwisely.
- VAR 57: I often feel I would be more successful if I sacrificed certain pleasures.
- VAR 58: The credit card is a ticket to careless spending.
- VAR 59: Increased leisure time is bad for society.

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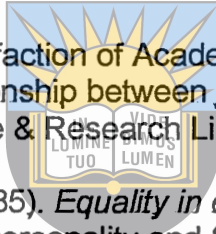
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