

**THE IMPORTANCE OF A JOB SATISFACTION
INVESTIGATION FOR THE DEVELOPMENT
OF AN EMPLOYEE ASSISTANCE PROGRAM**

by

CONSTANCE MATLHODI MABE

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ABSTRACT

The study reported here investigated the importance of job satisfaction for the development of Employee Assistance Program. The study concerned involved the Faculty of Arts departments, namely: Psychology, Social Work, Sociology and Human Resources.

Job satisfaction has probably received more attention from organizations that are concerned about their employees' performance, competencies, responsibilities, commitment or participation. The other concern is whether people are satisfied or dissatisfied on their jobs - which can cause low productivity if experienced.

Job satisfaction is the degree to which people like their jobs. Some people enjoy work and find it to be a central part of life, others hate work and do so only because they must. This study provides the findings which confirms whether the employees at RAU are satisfied or dissatisfied about their job.

For the purpose of the study, the researcher has chosen a quantitative method of research. This method has been used constantly throughout the gathering and analysing of data.

For the assessment of job satisfaction, the results were obtained by using a rating scale called the Index of Job Satisfaction Scale (IJS). A Job Satisfaction Need Assessment Questionnaire was also used to test these employees' job satisfaction. The respondents from all the departments mentioned completed both instruments.

The results of this research indicated that nearly half of the respondents have problems in as far as their job satisfaction is concerned. However, this indicates that there is a need for the development of an Employee Assistance Program at RAU.

On the basis of the research, recommendations are made for further research involving all levels of employees from the lower category to the higher category. That is from C3 to academics as referred to by RAU Institution.

The reason for the recommendations for further research is to give more accurate findings about the importance of job satisfaction of all employees at RAU.



CHAPTER ONE

GENERAL INFORMATION

1.1 INTRODUCTORY BACKGROUND

The literature on job satisfaction is enormous in quantity and scope. It deals with attitudes people have towards their jobs. Warr and Wall (1975) tell us about an investigation by Herzberg on job satisfaction. They say five factors stood out as determinants of job satisfaction. They are: achievement, advancement, recognition, responsibility and the work itself. These, Herzberg labelled as “motivators”.

Job satisfaction also plays a central role in the study of behaviour at work. Once an individual joins an organization, a vector of scores on a well-constructed set of job satisfaction scales becomes the most informative data an organizational manager can have. Questions such as what effects job satisfaction? What are the results of changes in job satisfaction? What are the effects of satisfaction on productivity, turnover, absenteeism, job involvement, demands a great concern from an effective manager.

Smith (1992:15) mentions trust as one of the factors contributing to job satisfaction. He says “Psychologists have considered trust primarily as an outcome variable resulting from events in the job situation ... it may also serve as a direct cause ...”

Job satisfaction is often used synonymously with morale. The morale of the employees in a workplace can change if the employees concerned are not satisfied with their job.

This also goes according to different levels of job conditions and duties allocated to individuals. Hence, job satisfaction is considered to be an individual’s perceptual reaction to important facets of work.

For employees to achieve satisfaction, employers should provide a safe and supportive environment to ensure that all the staff members are treated fairly and in a proper manner. To facilitate this, services such as Employee Assistance Program must be developed. Employee Assistance Program is a proven strategy for assisting employees and their families with personal and work-related problems.

Employee Assistance Program, abbreviated EAP, reduces impact of employee problems on work outcomes and helps employees cope with their lives at home and work. EAP improves the psychological health of the work force through counselling and referral services and consultation with employers who are raising to the challenge of helping their employees (Vermont EAP 2000).

EAP practitioners or social workers are professionals who have knowledge and skills on how to help employees who have job-related problems that may be the cause of lack of job satisfaction. Thus affecting their work performance. "The EAP is also dedicated to supporting and strengthening the workplace environment by providing professional help for employees whenever they need it" HRM (1997:2).

Perceived lack of potential also leads to employees not being at their workplace. Employees withdraw and don't become involved in their work anymore. Lew (1997) emphasizes the fact that these perceived lack of potential lead to alienation and work related behaviour and attitudes.

The relationship between perceived communication climate and member's satisfaction has been the focal point of organizational communication research. It has been studied in a variety of organizations, with the assumption that communication climate is a causal factor in job satisfaction (Kim 1989). This means that communication within the workplace contributes to healthy working environment. For people to become satisfied, there must be a free flow of communication from all angles of the work situation.

Once employees enter their offices or factories, they lose many of their rights they enjoy as citizens. There is no process for challenging or enhancing bad decisions made by authorities. There is no mechanism to vote for people to represent them in decision-making bodies. They take for granted that such rights and protection don't apply to the workplace, because most of them have never seen examples to the contrary. According to Levering (1988) this is called "promoting fairness" within the workplace. This is one of the reasons why it is important to have Employee Assistance Programs within workplaces so as to help in resolving such problems. EAP practitioners help in promoting fairness by getting involved in the company's policy making and participating in intervention programs designed to change occupational norms (Becker et. al. 2000).

Employee Assistance Programs within work organizations also help to identify employees' problems so that an appropriate intervention can be made. Through assessment and counselling of employees, EAP practitioners are able to share their accountability with employers by helping to reduce employee distress, maximize production and increase job satisfaction (Vermont EAP 2000).

Capece and Akers (1995) in their study about Employee Assistance Program concluded that "The degree to which supervisors perceived strong organizational support for EAP is a strong predictor of EAP use and the practical implication of the study is that the organizational climate, as demonstrated by administrative support and employee definitions, is a strong predictor of a first-time supervisor's willingness to personally use or refer workers to the EAP". They continue to suggest that, "organizational decision-makers should work to promote a positive organizational image of the EAP..."

Job satisfaction holds implications for the meaningfulness of work. Therefore, it has to be considered important in the work situation. Hence, employees who are satisfied and happy with their jobs are more productive.

The investigation of the level of job satisfaction of employees at Rand Afrikaans University's faculty of arts and human sciences departments is going to help by providing answers to the uncertainties and unanswered questions about their jobs.

1.2 MOTIVATION FOR STUDY

One commonly studied outcome of occupational strain is job satisfaction. In social work as well as other helping professions, job satisfaction has been found to be associated with intention to:

- Quit
- High turnovers
- Low productivity
- Poor job performance (Barber 1986)

The following are some of the elements which are identified as occurring within the workplace as a result of job satisfaction and which motivated this study.

1.2.1 ABSENTEEISM

- Too much sick leaves
- On the job absenteeism

1.2.2 LESS EFFECTIVE AT WORK

- Drop in work performance
- Complaints from students
- Complaints from other fellow workers

1.2.3 LACK OF COMMITMENT AND PARTICIPATION

- Poor attendance to important meetings for example:
 - Forums
 - Workshops (on strategic planning)

1.2.4 RESIGNATIONS

- Employees resigning
- Changing from one department to other departments within RAU campus.

Cranny et. al. (1992) tells us about a series of exploratory studies done by Fisher and Locke representing efforts to categorize responses to job satisfaction. They followed an excellent discussion of research problem and suggested directions for further research in this area. Hence motivating researchers to undertake further study on job satisfaction.



During the last 30 years, a great deal of attention has been directed to measuring job satisfaction and identifying its predictors (Rauktis and Koeske, 1994:43). Therefore, the extend of the problem must be established so that intervention can be developed.

1.3 GOALS OF THE STUDY

The major aim of this study is to describe the levels of job satisfaction of the employees at the RAU faculty of arts human science departments.

In order to reach this aim, the following objectives can be stated:

- To test the levels of job satisfaction of the employees within RAU faculty of arts human sciences departments with a standardized measurement instrument.

- To make recommendations to management for the development of an EAP program.

1.4 OVERVIEW OF RESEARCH METHODOLOGY

1.4.1 TYPE OF RESEARCH

This is applied research where a knowledge development objective is the end result. Knowledge development “is empirical research to extend knowledge of human behaviour relating to human service intervention” (De Vos et. al. 1998:11).

1.4.2 TYPE OF RESEARCH DESIGN

A research design can be understood as the planning of any scientific research from the first to the last step. In this sense it is a programme to guide the researcher in collecting, analysing and interpreting observed facts (Bless and Higson-Smith, 1995:63).

For the purpose of this study, the researcher intends to use a one-shot case study research design. This design is used to determine whether an event has any effect upon a group of subjects (Bless and Higson-Smith 1995).

1.4.3 TYPE OF RESEARCH APPROACH

This research will be an exploratory study where a quantitative approach will be followed.

1.4.4 METHOD OF DATA COLLECTION

The data gathering will be done with a standardized measurement instrument, namely the Index of Job Satisfaction Scale and a questionnaire that was developed to get an indication about the value of an EAP.

1.4.5 SAMPLING

“... If one wants to collect information about a group of persons or things that will give an accurate picture, the best way is to examine every single member or element of this group” (Bless and Higson-Smith 1995:85). This study made use of convenience sampling and includes all the departments of RAU’s faculty of Arts who were willing to participate. They were: Social Work, Sociology, Psychology and Human Resource Development.

1.5 PROBLEMS EXPERIENCED

- Reluctancy of some of the staff members to answer questionnaires.
- Other staff members will be curious to know what is it that is going to be done after it has been realised that there is a problem in as far as their level of job satisfaction is concerned.

1.6 DEFINITION OF CONCEPTS

1.6.1 JOB SATISFACTION

According to (Saleh 1981:18), job satisfaction is defined as “a positive emotional state resulting from appraisal of one’s job experience”. However, a “job” in the context of this study only entails the specific and current job in which a person functions.

It is also defined as the “extent to which an employee expresses a positive orientation towards a job” (Smith et. al. 1969:179). To add on this, job satisfaction has been treated as both a global concept referring to overall satisfaction and as a facet specific concepts referring to various aspects of work, such as physical conditions, remuneration, workload and career aspiration.

1.6.2 EMPLOYEE ASSISTANCE PROGRAM

This is a structure within a company that provides assistance to employees and their dependents who develop personal problems. These problems can be severe to an extent that they threaten their work performance and their lives as a whole (De Wet 1986).

In the context of this study, an Employee Assistance Program can be defined as a systematic, organized and continuing provision of counselling, advice and assistance, provided or funded by the employer, designed to help employees and their families with problems arising from work-related and external sources (Berridge et. al. 1997:13).

1.7 CONTENT OF CHAPTERS

This dissertation consists of five chapters.

- The first chapter deals with the general introduction.
- The second chapter consists of a theoretical orientation or literature review on job satisfaction.
- The third chapter is the report on the research methodology of the study.
- Chapter four is the report on the results of the study.
- The last chapter, which is chapter five, consists of recommendations and conclusions with regard to the research done.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter focuses on a review of literature on job satisfaction. Job satisfaction is a subjective term and varies from individual to individual, between groups of people and even amongst individuals in the same company performing similar functions.

Job satisfaction is also the degree to which people like their jobs. Some people enjoy work and find it to be a central part of life. Others hate to work and do so only because they must (Spector 1997).

The significance of work in the life of individuals and societies has been contemplated through the centuries. According to the psychologist Erikson, all adults need to accomplish their task of generativity, or stated differently, adults need to perpetuate themselves by adding something meaningful and enduring to the world, and this can be done through work (Craig 1986).

It is therefore important to understand the conditions under which an individual will be suited to his particular work environment and the essence of what is needed for a person to be happy and satisfied in his occupation (Lew 1997).

Some employees become affected due to the fact that they are not satisfied at work. This result in their performance being impaired. Hence, there is a need for Employee Assistance Program (EAP). A performance impaired employee is that employee who is unable to function optimally within the work situation and thus cannot achieve the laid down work objectives (De Wet 1986).

2.2 FACETS OF JOB SATISFACTION

In the past, job satisfaction was approached by some researchers from the perspective of need fulfilment - that is, whether or not the job met the employee's physical and psychological needs for the things provided by work, such as pay (Wolf 1970). However, this approach has been de-emphasized, because today most researchers tend to focus attention on cognitive processes rather than on underlying needs. The attitudinal perspective has become the predominant one in the study of job satisfaction (Spector 1997).

Job satisfaction can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job.

Common job satisfaction facets are according to Spector (1997:3):

- Appreciation
- Communication
- Coworkers
- Fringe benefits
- Job conditions
- Nature of the work itself
- Organization itself
- Organization's policies and procedures
- Pay
- Personal growth
- Promotion opportunities
- Recognition
- Security
- Supervision



The facet approach provides a more complete picture of a person's satisfaction. An employee can have very different feelings about the various facets. He or she might like coworkers and dislike pay. Not only do people differ in their satisfaction across facets, but facets are only modestly related to one another. People have distinctly different feelings about various facets of the job. They tend not to have global feelings that produce the same level of satisfaction with every job aspect (Spector 1997).

2.3 JOB SATISFACTION THEORIES

2.3.1 MASLOW

Gruneberg (1976) looks at Maslow's job satisfaction theory as influenced largely by our attempts to satisfy certain needs. These needs are arranged in a hierarchy of five levels, ranging from basic or lower level to higher level needs. Individuals in lower level occupations are more likely to be motivated by lower order needs such as pay and job security whereas those in higher level occupations who have these basic needs fulfilled will be more directed to fulfilling higher order needs, status and career growth.

"Physiological needs" are our primary need for food, clothing and shelter which can be directly satisfied by compensation. Job security and salary increases, as well as other benefits will serve to satisfy one's "security needs". Emotional needs as well, are fulfilled through friendship and working relationships with one's colleagues. One's need for status within an organization becomes significant once the former needs have been satisfied. These could encompass one's job title and level of responsibility. "Self-actualisation" on the other hand could be fulfilled by challenge and creativity allowed in one's job. In Maslow's view therefore, an organization cannot function optimally without affording its employees' scope to satisfy their needs for personal growth and development (Gruneberg 1976).

It is important to note however, that different groups of individuals have totally different needs from their occupations. When a discrepancy exists between an individual's needs and what the job offers, there will be dissatisfaction.

2.3.2 HERZBERG'S THEORY OF JOB SATISFACTION

Herzberg and his colleagues suggested that factors such as recognition, work itself, growth, responsibility and advancement were more important as satisfiers and referred to these factors as motivators. Items such as company policy, supervision, interpersonal relationships, working conditions, status and security were hygiene factors which, if not present at acceptable levels, could lead to dissatisfaction (Warr & Wall 1975).

It could then be argued that intrinsic factors would be ranked as the most important influences on job satisfaction while extrinsic components would be ranked as of low importance by workers (Lawson 1996).

Herzberg's two factor theory of job satisfaction claims that the factors which cause job satisfaction are separate and distinct from the factors which cause job dissatisfaction. The factors causing job satisfaction which he terms motivators are basically intrinsic to the job and include achievement, recognition, the job itself, responsibility and potential for growth opportunities. These aspects of job satisfaction correspond closely with the 'higher order needs' for self-autonomy and self-actualisation by Maslow's Needs Hierarchy. The factors which he believe are extrinsic to and cause job dissatisfaction, also termed hygiene factors, are company policy and administration, supervision, interpersonal relationships, working conditions, salary, status and security (Warr & Wall 1975).

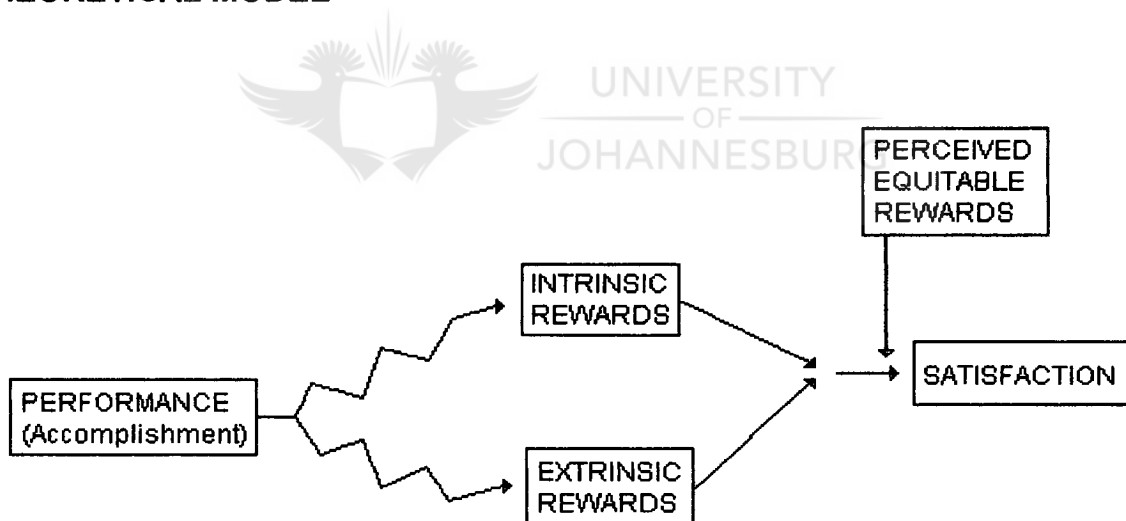
The theory also suggests that man has two separate and distinct sets of needs, those concerned with avoidance of pain which are served by hygienic factors, and those towards self-actualisation reflected in motivators. Therefore, the way in which the

organisation sets its policy and administration, contributes towards the provision of a healthy working environment. "Job satisfaction is a function of the quality of relationship between a person and his work environment" (Lew 1997:3). In other words, feelings about motivators and hygiene factors are important to job attitude and are seen as central to the notion of psychological well-being in so far as job satisfaction is concerned.

2.3.3 MOTIVATION THEORY

This theory describes a theoretical model about the relationship between job satisfaction and performance. It shows us that performance leads to rewards which employees expect from their employers.

Figure 1
THEORETICAL MODEL



(Lawler III and Porter 1983:104)

According to the model, intrinsic rewards are subject to fewer disturbing influences and thus are likely to be more directly related to good performance (this condition is indicated in the model by semi-wavy lines). Intrinsic reward is a feeling of having accomplished something worthwhile thus satisfying self-actualization needs which is one of the factors that leads to job satisfaction.

In organisations where no relationship exists between satisfaction and performance, rewards are also not related to performance, therefore absenteeism and turnover in such organisations are likely to be equally distributed among both the good and poor performers. But, in organisations where satisfaction and performance bear a negative relationship to each other, absenteeism and turnover will be greatest among the best performers (Lawler III and Porter 1983).

In this case, managers of different organisations need to be trained on how to deal with problems such as employee involvement in productivity through performance. This can be accomplished through training and educational programs provided by the EAP. The EAP can design seminars to help employees self-diagnose and self-refer through a process of education and assessment. These seminars can have as their focus the topic of increasing productivity by eliminating self-defeating block to top performance (Pace et al 1987).

The model also emphasizes the fact that most organisations have considerable more freedom to reward their managers differently than they do to reward their often unionized rank-and-file employees. Even in non-unionized organisations such as governmental units, management jobs generally offer the possibility of greater flexibility in differential rewards especially in terms of prestige and autonomy in decision making. Management also typically provide greater opportunities to satisfy higher order intrinsic needs. In this regard, the feeling of satisfaction is not the same to all employees. Factors intrinsic to the job promote job satisfaction and factors extrinsic to the job determine job dissatisfaction. People have different perceptions of what is fair reward for their efforts (Lawler III 1973).

2.4 JOB SATISFACTION AND RELATIONSHIPS IN THE WORKPLACE

There are three main relationships that are contributing factors to job satisfaction:

1. A relationship of trust between the employer and employee is the foundation of a great place to work. Where trust exists, the employer believes the workers want to be productive and participate fully in the company. Employees assume the employer has their interest at heart. This trust frees employees to get a deeper sense of fulfilment from their work (Levering 1988).
2. The other relationship is that of the employee to the job itself. “You may consider the particular task you do at work to be boring or challenging, unimportant or socially significant, and so on. By contrast, in the best working situation, you feel pride in what you do. You feel as though you contribute something by performing the task. It has meaning to you far beyond the compensation you receive for the time you spend. It’s what employees at good workplaces mean when they say, “It’s more than a job” (Levering 1988:25).
3. The third relationship in the workplace is that among the employees, including managers. This determines the quality of the workplace community. Relationship with other employees promotes a pleasant working environment or a friendly place to work in. A person feels part of the harmonious community where people help each other develop and grow personally and professionally. It may feel like “family” (Levering 1988).

The three relationships are to some extent independent, but one can affect the other two. If you don’t enjoy the other people you work with (or your immediate boss), it’s difficult to find satisfaction from your job. You may feel that you’d rather work alone, or if the employer-employee relationship is an exploitive one, it can destruct from your feelings of pride in your job and it can upset your relationships with fellow employees, because the employer has you constantly pitted against them. Similarly if you have

a good relationship with the employer, it may facilitate your relationships with other employees and enhance job satisfaction (Levering 1988).

2.5 ANTECEDENTS OF JOB SATISFACTION

Antecedents of job satisfaction can be classified into two major categories. First the job environment itself and factors associated with the job that are important influences on job satisfaction.

Secondly, there are individual factors that the person brings to the job. This includes both personality and prior experiences. Both categories of antecedents often work together to influence employee job satisfaction (Spector 1997).

2.5.1 ENVIRONMENTAL ANTECEDENTS OF JOB SATISFACTION

2.5.1.1 Job Characteristics and Job Characteristics Theory

Many people believe that routine, simple jobs are boring and dissatisfying. The idea of job redesign is mostly preferred as a means of enhancing job satisfaction. This make jobs more interesting (Hulin and Blood 1968; Herzberg 1968).

The most influential theory of how job characteristics affect people is Hackman and Oldham's job characteristic theory. The basis of job characteristics theory is that people can be motivated by the intrinsic satisfaction they find in doing job tasks. When they find their job to be enjoyable and meaningful, people will like their jobs and will be motivated to perform their jobs well.

Five core characteristics are:

- Skill variety
- Task identity
- Task significance
- Autonomy
- Job feedback

(Hackman & Oldman 1976)

Spector defines these characteristics as follows:

- Skill variety is the number of different skills necessary to do a job.
- Task identity is whether or not an employee does an entire job or a piece of a job.
- Task significance is the impact a job has on other people.
- Autonomy is the freedom employees have to do their jobs as they see fit.
- Job feedback is the extent to which it is obvious to employees that they are doing their jobs correctly.

In addition to these characteristics, there is job scope which Spector says that it is the overall complexity of a job, computed as a combination of all five individual characteristics (Spector 1997:33).

These characteristics are thought to lead to three psychological states. Skill variety, task identity, and task significance combined induce experienced meaningfulness or work. Autonomy leads to feelings of responsibility. Feedback results in knowledge of results about the product of work.

The three psychological states in turn contribute to important outcomes of job satisfaction and motivation of employees (Spector 1997). "... if satisfaction or dissatisfaction is a trigger to behaviour, it is implicated in the motivation of behaviour. Satisfaction plays a role in all aspects in motivation ... person-environment fit also plays a role in motivation in its capacity as an antecedent of job satisfaction" (Dawis & Lofquist 1984).

This theory states that people who prefer challenge and interest in their work will be happier and more motivated if they have complex jobs. Such people would likely avoid very simple jobs, however, and might be attracted to managerial or professional work that provides higher levels of complexity (Spector 1997).

2.5.1.2 Organizational Constraints

Conditions of the job environment that interfere with employee job performance are called organizational constraints. The constraints come from many aspects of the job, including other people and the physical work environment. Although the major focus of organizational constraints research has been on job performance, it has been shown to relate to job satisfaction as well. Employees who perceive high levels of constraints tend to be dissatisfied with their jobs (Peters & O'Connor 1980).

Significant relations have been found between various measures of constraints and job satisfaction (Keenan & Newton 1984). O'Connor and his colleagues reported correlations of organizational constraints with five job satisfaction facets as follows:

Coworker = -.30

Pay = -.26

Promotion = -.28

Supervision = -.42

Work itself = -.31

The largest correlation with supervision satisfaction likely reflects that supervisors are the biggest source of constraints as seen by subordinates (O'Connor et al 1982). Hence, there are companies that have supervisor's training given by EAP coordinators or social workers on how to handle their subordinates.

2.5.1.3 Role Variables

A role is the required pattern of behaviour for an individual in the organization. Organizational roles can be associated with job positions or titles, but they are not identical, as each individual can have several roles, and not everyone with the same title has the same role in all cases. Among role variables, role ambiguity and role conflict have been the most thoroughly studied (Spector 1997).

According to Spector (1997:39) "role ambiguity is the degree of certainty the employee has about what his or her functions and responsibilities are". In many jobs, the expectations of supervisors concerning the subordinate's roles are not clearly delineated, leading to employee role ambiguity.

Role conflict occurs when there is a simultaneous occurrence of two or more sets of pressures in the workplace. It also exists when people experience incompatible demands about their functions and responsibilities (Spector 1992).

The other variable is intra-role conflict which happens when two supervisors make demands that the individual must accomplish two things but has time to accomplishing only one of them. This makes it difficult for the worker to cope. Bacharach et. al. (1991:44) mention another variable called quantitative role overload, which they define as "the conflict between organizational demands and the time allocated to the individual by the organization to satisfy those demands".

Studies by Jackson (1983) have found that role conflict and ambiguity each independently exert a direct "causal" influence on "job-related tension" (that is stress

and burnout) and job satisfaction. Therefore, role variables are interdependent and has an effect on job satisfaction.

2.6 POTENTIAL EFFECTS OF JOB SATISFACTION

There are many behaviours and employee outcomes that have been hypothesized to be the result of job satisfaction. These include not only work variables such as job performance and turnover but also manwork variables such as health and life satisfaction (Spector 1997).

2.6.1 WITHDRAWAL BEHAVIOUR

Many theories hypothesize that people who dislike their jobs will avoid them, either permanently by quitting or temporarily by being absent or coming in late. These withdrawal behaviours have been given more attention than any other in job satisfaction research. Job satisfaction is a central variable in almost every theory of withdrawal behaviour. Mitra et. al. (1992) noted that many researchers consider absence and turnover to be related phenomena that have the same underlying motivations to escape a dissatisfying job. They also found that absence and turnover tended to be inter-correlated. Employees who quit a job were likely to have had higher levels of absence prior to leaving the job than those that did not quit. On many jobs, people lose their pool of sick leave on leaving, which usually motivate people who are about to quit a job to consume their sick leave rather than lose it. Other reasons for being absent might be because of job interviews preceding their quitting.

2.6.2 ABSENTEEISM

Absence is a phenomenon that can reduce organizational effectiveness and efficiency by increasing labour costs. Theories of absence hypothesize that job satisfaction plays a critical role in an employee's decision to be absent. People who dislike their jobs should be expected to avoid coming to work (Steers & Rhodes 1978).

Tharenou (1993) found a .34 correlation in her study about job satisfaction and absenteeism. She used a statistical procedure to test for the direction of causality. Interestingly, her results suggested that absence that is under the employee's control, might cause job satisfaction rather than the opposite. Her explanation is that, people who are absent make negative attributions about their employers to justify their behaviour. In other words, to rationalize being absent, a person might focus on negative aspects of work, such as unfair treatment. This could affect job satisfaction in a negative way.

2.6.3 TURNOVER

Whitney & Cooper (1989) noted that, the more people dislike their jobs, and the lower one's level of job satisfaction, the more likely employees are to quit their job. Employees who feel that they have no responsibility in their job, lack challenge and receive little recognition for good performance, are more likely to leave the organization. The relationship between job satisfaction and turnover measures approximately 0.40.

They also noted that people who are unhappy at work can do a number of things. They can neglect their work, they can work to improve the situation or they can leave. One needs to weigh up the advantages as opposed to the disadvantages before resigning. Economic changes can also contribute to turnover, that is, when job availability is good, turnover can be higher than usual.

2.6.4 BURNOUT

Burnout is a distressed emotional or psychological state experienced on the job. Where job satisfaction is an attitudinal response, burnout is more of an emotional response to the job. Burnout theory proposes that a person who is in a state of burnout experiences symptoms of emotional exhaustion and low work motivation, not unlike depression. The work on burnout originally came from research on direct care

employees, such as nurses or social worker (Spector 1997:65).

High burnout levels are associated with low levels of control and life satisfaction and with high levels of health symptoms and intention to quitting the job (Lee & Ashforth 1993).

2.6.5 PHYSICAL HEALTH AND PSYCHOLOGICAL WELL-BEING

Concerns have been raised that both physical and psychological health might be influenced by job attitudes. Individuals who dislike their jobs could experience adverse health outcomes. The outcomes include both physical symptoms and psychological problems (Spector 1997).

Many studies have shown a link between health and job satisfaction. Researchers have reported a significant correlation between job satisfaction and physical or psychosomatic symptoms, such as headache and upset stomach (e.g. Begley & Czajka 1993). Therefore, job satisfaction should be taken as an important social priority.

Health effects such as stress result from computer pacing and work speedups, increased workloads, loss of decision making power and computer monitoring. These can also lead to stress related diseases such as ulcers, depression and even angina. Mental stress could also emerge as the most important public health problem to automated office work (OTA 1985).

2.6.6 COUNTERPRODUCTIVE BEHAVIOUR

Counterproductive behaviour consists of acts committed by employee that intentionally or unintentionally hurt the organisation. This include aggression against coworkers, aggression against the employer, sabotage and theft. These behaviours have many causes but they are often associated with job dissatisfaction and frustration. Chen &

Spector (1992) found that job satisfaction correlates significantly with employee engaging in aggression against other. Dissatisfied employees are more likely to engage in such behaviour than their satisfied counterparts.

2.6.7 CAUSES

2.6.7.1 Up-skilling, Down-waging and Pay Equity

Many clericals lack access to adequate training and retraining, they add skills on their own in order to operate automated equipments. Even if their productivity increases, their wages does not increase. According to 9-5 research, clerical wages actually decreased nationally between 1983 and 1984 by 1,5% after adjusting for inflation. This trend is called up-skilling and down-waging (OTA 1985).

2.6.7.2 Career Ladder or Promotions

While the new technologies make it imperative for workers to be trained and retrained, adequate programs are mostly unavoidable. Without proper training, workers are unable to produce their best work. Therefore, they are unable to graduate to more responsible and better paying positions. This leads to employers hiring people from outside the organization rather than from within. Hence, the internal career ladder disappears, making it even harder for workers to climb up from the bottom (Nussbaum 1985).

2.6.7.3 Temporary, Part-time and Home-based Work

Not only are jobs being lost, they are being made even more marginal with the growing trend towards temporary, part-time and home-based work. These jobs tend to be lower paid than full-time work. They rarely include benefits such as health care. This means that there is no protection and security. Employees working under such circumstances don't enjoy their work which means that their job satisfaction is affected (OTA 1985).

2.6.8 LIFE SATISFACTION

The interplay of work and non-work is an important ingredient in understanding people's reactions to jobs. We tend to study work mainly in the workplace, but employees are influenced by events and situations outside of their place of work. Job oriented individuals perceive work to be of central life interest. These individuals would normally experience high job satisfaction as opposed to the less job oriented employees who have other central life interests outside of their job (for example family, religion or community).

Current views on this issue of relationship between job and life satisfaction is that a reciprocal relationship exists between the two. The happiness of most employees would rarely come entirely from a satisfying job, with little or no support from satisfaction in other domains of life (Muchinsky 1983).

There are two hypothesis about the relationship of life satisfaction and job satisfaction. The first, which is the spillover hypothesis, suggests that feelings in one area of life affect feelings in other areas. A person who is satisfied on the job is likely to be satisfied with life in general (Weaver 1978).

The second hypothesis, the compensation hypothesis, suggests that people will compensate for dissatisfaction in one area of life by cultivating satisfaction in another. A person with a dissatisfying job will put the majority of his or her energy into non-work activities, whereas someone with a dissatisfying non-work life may put the majority of his or her effort into work (Judge & Watanabe 1993).

2.7 THE ROLE OF THE EMPLOYEE ASSISTANCE PROGRAM

2.7.1 EMPLOYEE ASSISTANCE PROGRAMS AND HEALTH PROBLEMS

Employers have long been involved with the health and well-being of employees. Most employers are purchasers of health and benefit insurance; many provide medical services and health promotion activities at the worksite and all have legal responsibility to safeguard the health and safety of employees at the workplace (Armstrong & Kerr 1987). Today, it is common business sense to recognize that employees are the most valuable resource the firm has for accomplishing its mission and achieving its objectives. Hence, the introduction of intervention programs.

Intervention programs blend health promotion with early intervention on a broad base of health problems that are linked to life-style. These are good prospects for the use of advanced Employee Assistance Program (EAP) Technology. EAP technology can be used to support behavioural changes for individuals who are at risk of problems that range from anxiety, stress, cancer, depression, burnout and the prevention of job impairment caused by lack of job satisfaction (McClellan & McClellan 1987).

Mental health problems that are associated with increases in turnover and absenteeism resulting from office automation can be ameliorated or prevented with thoughtful interventions. EAPs are an ideal group to help organizations address these issues (Amick III & Jacobs 1987).

2.7.2 EAP AS A FORM OF INDIRECT COMPENSATION

Almost all organizations offer some form of indirect compensation, fringe benefits, or supplemental compensation. In some companies this may account to 50% of the total compensation package. In return, the organization expect to fulfill several objectives

that include:

- Attracting good employees
- Increasing employee morale
- Reducing turnover
- Increasing job satisfaction
- Motivating employees
- Enhancing the organization's image among employees
- Making better use of compensation dollars
- Keeping the union out

(Scalon 1986:55)

The EAP as a form of indirect compensation provides services to such objectives. Its existence is not likely to be an incentive to a prospective employee, but for the incumbent employee the value of a program is proportion to the services offered. The objectives listed above, however, are viewed more as an investment in human capital, that is investing in employees in the same way the organization might capitalize a physical plant, machinery or inventory. When viewed in this way, the EAP becomes an investment in the future and since any employee might use the services of the EAP at some point in time, its value becomes far greater than that measured through cost-benefit analyses alone. Reaching the employee who might voluntarily seek out the services of the EAP then becomes at least as important as developing an effective supervisory-referral model. A number of such successful outcomes in an organization will go far to promote the EAP as a valuable service that any employee might use (Scalon 1986).

2.7.3 ECOLOGICAL APPROACH

The EAP often takes a “system” or ecological view of the employee who is having problems in the workplace. This system’s view would involve looking at the larger picture of the employees’ lives, including their work life. In this same manner, the EAP needs to take an ecological point of view in the treatment of problems. Some problems arise from intra-personal, interpersonal, institutional and cultural sources. Such problems demand treating not only the individual in the system but treating elements of the system around the individual. The EAP therefore, turns to other departments and units within the larger organization, works with these units or departments to aid them in identifying ways in which these units may be contributing to the problem. Then the EAP suggests ways to reduce or eliminate these detrimental effects (Pace et. al. 1987).

2.7.4 PRODUCTIVITY EMPHASIS

Most organizations are concerned with productivity and its improvement. Virtually all strategies for improvement of productivity, such as increased employee involvement, can only operate effectively through consensus and a highly disciplined and developed interpersonal process. Managers who actually sabotage efforts to improve productivity by their approach to dealing with people, need professionals to become involved in solving such a problem. This can be accomplished by involving the EAP in developing programs which include self-assessment followed by skill development that is presented in a non-threatening manner. These programs give managers more information about their own interactive style and help them to watch for signs of self-sabotage in interpersonal process. Techniques can be provided on how to deal with such a problem and through those techniques, both individual and organizational goals for health and productivity can be met (Pace et. al. 1987).

2.7.5 THE ASSESSMENT AND REFERRAL RESOURCE

The assessment and referral resource is a major element of any EAP. It links the person in need with the appropriate service. The assessment and referral resource is a trained person who can assess the probable cause of the personal difficulties jeopardizing an employee's work performance or personal well-being. This person conducts an in-depth interview with the employee to assess the nature and severity of the problem. He or she then refers the employee to an appropriate problem specialist (Wrich 1982).

2.8 CONCLUSION

Job satisfaction is an attitudinal viable that can be a diagnostic indicator of how a person is doing in one of the major domains of his or her life. Job satisfaction is important in everyday life. If a person is experiencing job dissatisfaction, this means that there is a problem either in the job or the person.

Organizational conditions can lead to poor job attitudes. Events and factors outside work can also have negative effect on job satisfaction. Therefore, organizations have the moral responsibility to treat employees well, support them so as to help in eliminating the problem of job satisfaction. This can be done by the employers to develop an action plan on how to address the issues about job satisfaction through the help or involvement of an Employee Assistance Program.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

According to Grinnell (1993:179) “a research method is identified as a plan or design for the process of finding a solution to the research problem”. Once a researcher has identified the problem area for the study, formulated a research question and specified the goals and objectives for the study, he or she then comes to the core of the study which is the research methodology.

This chapter outlines the research methodology, that is, the research design selected for the study, data collection methods, sampling procedures and data analysis.

3.2 GOAL AND OBJECTIVES FOR THE STUDY

“Organizations measure job satisfaction primarily because of its presumed direct relationship to the short-term goals of cost reduction through increased individual productivity and reduced absences, errors, turnover and so on” Smith (1992:6). In this study, the goal is to develop knowledge to the management and the staff at RAU. This will be a knowledge based concept which will be developed through the use of an applied research method known as knowledge development research.

Knowledge development research is empirical research to extend knowledge of human behaviour relating to human service intervention (Fouché & De Vos 1998). This means that in this study, an applied research that has knowledge development as its objective will be used.

3.3 RESEARCH APPROACH

For the purpose of this study, the research approach selected is known as the quantitative approach. Quantitative approaches study phenomena using numerical means. "In these approaches, there is an emphasis on counting, describing and using standard statistics such as means and standard deviations" (Mark 1996:210).

Mouton and Marais (1990:155) distinguish between the quantitative and qualitative approach as follows: Quantitative approach in social science is the approach that is more highly formalized as well as more explicitly controlled, with a more exactly defined range and relatively close to physical sciences. On the other hand, qualitative are those approaches in which the procedure is not as strictly formalized, and a more philosophical mode of operation is adopted.

Rubin and Babbie (1989:364) believe that both quantitative and qualitative methods are empirical in that they utilize experience and observation as a route to knowledge. But they make the following differentiation of concepts: quantitative methods are more concerned with maximizing the objectivity and testing the validity of what we think we are observing, while qualitative methods are more concerned with subjectivity, tapping the deeper meaning of human experience. These authors further pointed out that these methods compliment each other, and some researchers use the two types in the same study (Pelesane 1997).

There are various authors like Mouton and Marais (1990), Mouton (1996) and Rubin and Babbie (1993), who wrote about the process of quantitative research and have their own understanding of the route to be followed.

De Vos et. al. (1998) and her counterparts developed a research process for quantitative research that comprises of specific phases and steps.

The research process is as follows:

I CHOICE OF A RESEARCH PROBLEM/TOPIC/THEME

Step 1: Look for a researchable topic or theme

Step 2: Identify the problem (a tentative formulation)

II PROBLEM FORMULATION

Step 3: Review the literature and related research

Step 4: Formulate the problem formally

Step 5: Write out a research proposal

III CONCEPTUALIZATION AND OPERATIONALIZATION

Step 6: Define each of the central concepts theoretically and operationally

Step 7: Reformulate the research problem in the form of testable hypothesis

Step 8: Select a research design

Step 9: Select the data collection method(s), measuring instrument(s)

IV DATA COLLECTION

Step 10: Conduct a pilot study

Step 11: Draw the sample(s), where applicable

Step 12: Collect the data (i.e. execute the selected research design)

V ANALYSIS AND INTERPRETATION OF DATA

Step 13: Process, analyze and interpret the data

Step 14: Write the research report

De Vos et. al. (1998:39).

For the purpose of this study, the author utilized the above-mentioned quantitative research process.

3.4 RESEARCH DESIGN

The term research design refers to all the decisions made about how a research study is to be conducted (Rubin and Babbie 1989:310). It is also the plan for collecting data (Leedy 1989:93).

Reid and Smith (1981:64) describe a research design as the overall plan or strategy by which questions are answered or a hypothesis tested. According to McKendrick (1987:256), with the purpose of the research design being a plan to provide answers to social question, unexpected conditions in the social situation could give rise to fresh questions. In short, the principal objective of research design is to plan scientific investigation (Mokgosi 1997:12).

A one-shot case study design is selected to conduct this research.

Mark (1996) explains one-shot case study as a design that studies individuals, families, groups, communities or other units at one point in time to determine the effect of a treatment or other independent variable, while Bless Higson-Smith (1995) describe it as the most often used design to determine whether an intervention or an event has any effect upon a group of subjects.

3.5 DATA COLLECTION METHODS

Data collection involves applying the measuring instrument to the sample or cases selected for investigation (Mouton 1996:67).

During data collection, the researcher collects various kinds of empirical information or data. This is accomplished through various methods. In quantitative research, which the author uses for the purpose of this study, there are several methods of data collection.

These are:

- Questionnaires
- Structured Interviews
- Scales and Tests
- Other standardized methods

In this study, the author will rely mostly on background questionnaires and a standardized measurement instrument known as the Index of Job Satisfaction Scale.

3.5.1 THE JOB SATISFACTION NEED ASSESSMENT QUESTIONNAIRE

The author drew up a questionnaire relating to the subject being researched. This questionnaire, using quantitative data collection methods, firstly had the objective to collect certain vital demographic information from the respondents. Secondly, it covered aspects on how the respondents perceived their work environment, their experiences in so far as their job satisfaction is concerned and the difficulties encountered.

The lay-out was as follows:

1. An instruction sheet on how to complete the questionnaire.
2. Section A: General information, comprising of demographic information and details of employment.
3. Section B: Job satisfaction and difficulties.

The questionnaire also contains closed questions. "Closed questions offer the respondents the opportunity of selecting (according to instructions) one or more response from a number provided to him. Closed questions are advantageous when a substantial amount of information about a subject exists and the response option is relatively well known" (Fouché and De Vos 1998:160).

A copy of the questionnaire is attached to this dissertation as Appendix A.

3.5.2 THE INDEX OF JOB SATISFACTION SCALE

The Index of Job Satisfaction Scale (Hudson 1992), was used for the purpose of this study to measure the level of job satisfaction of the employees at RAU.

The Index of Job Satisfaction Scale (IJS) is a 25-Item summated category partition scale (Stevens 1968) that measures the degree or magnitude of satisfaction a respondent experiences with his or her job. Hudson (1992) designed a 30-Item scale (attached in this dissertation as Appendix B) which the author has used for the purpose of this study. The scale is also designed to measure the way employees feel about their job or place of employment.

3.5.2.1 Validity and Reliability of the IJS

The Index of Job Satisfaction Scale is a standardized, reliable and valid measurement instrument providing information with regards to job satisfaction (Hudson et. al. 1997).

This instrument produces score that range from 0 - 100. The lower the score the higher the level of job dissatisfaction. A cutting score of 65 has been identified, which implies that persons with scores below 65 exhibit clinically significant job dissatisfaction (Bowen 1997:41).

To examine the IJS scale, coefficient Alpha was used to estimate its reliability because it has a number of highly desirable characteristics (Nunnally & Bernstein 1994). The Alpha for the IJS scale was found to be 0.9336.

Nunnally and Bernstein (1994) suggest that a measurement tool should have a reliability of at least 0.90 when working with individuals. He further emphasizes that a good measurement device, from a measurement error point of view, is one that has

a large coefficient of reliability and small standard error of measurement (SEM) in relation to the overall range of possible scores. Therefore, the IJS scale is a strong assessment tool in terms of its measurement error characteristics.

To determine the validity of IJS, an item analysis was conducted to determine whether its items significantly contribute to the total IJS score. Based on the results, it was therefore concluded that 25 of the IJS items make a large and significant contribution to the measurement of job satisfaction. The corrected mean item-total correlations of the 25 retained IJS items (.52) is seen as a coefficient of content validity. It is clear that the Index of Job Satisfaction Scale meets all the requirements of a valid scale with regards to its contents (Hudson et. al. 1997).

3.5.2.2 Scoring the Index of Job Satisfaction

To score the Index of Job Satisfaction, one must first reverse-score all the negative worded items. The numbers of the items that must be scored in reverse are shown beneath at the bottom of the scale.

The known formula used when scoring is as follows:

$$\frac{(\text{Sum } x - n)100}{n(k - 1)}$$

(Hudson 1992)

To explain the formula:

- x = The score for an item
- n = Total number of items
- k = Number of categories

3.5.3 PROCEDURES

The author attached the scales to the questionnaires and sent them to different departments. Each participant was asked to complete the questionnaire and the scale in the absence of the author and at their own time. The respondents were requested to answer questions as honestly as possible.

After completion, the author went to collect the questionnaires from the respondents' departmental secretaries.

3.6 SAMPLING

A sample is viewed as a subset of measurements drawn from a population in which the researcher is interested (Strydom & De Vos 1998:191).

A fundamental prerequisite for good sampling is a precise specification of the population from which the sample will be drawn (Grinnell 1985:133).

Sampling is the selection of some units to represent the entire set from which the units were drawn (Grinnell 1993). The total set of people is referred to as population.

"A population is the collection of all individuals, families, groups, organizations, communities, events and so on that we are interested in finding out about" (Mark 1996:104). A sample is a portion of a population selected for study. The aim of sampling is to choose a portion of the entire population under study – one which will yield valid results for the population as a whole.

In this study the population consists of RAU staff from the faculty of Arts and Human Sciences departments.

Social scientists employ two major types of samples namely:

- Probability
- Non-probability

Probability samples include simple random samples, stratified, systematic samples and multi-stage samples. Non-probability samples include convenience or availability samples, purposive and quota samples (Bless and Higson-Smith 1995).

For the purpose of this study, convenience sampling procedures will be employed. This will enable the author to issue questionnaires and scales only to those departments who are willing to participate in the research. The departments that were willing to take part are:

- Sociology Department
- Psychology Department
- Social Work Department
- Human Resource Department



Participation was voluntary for all the employees in these departments but questionnaires were handed out to everyone. Only thirty-eight were received back for analysis.

3.7 DATA ANALYSIS

Data analysis is a very important phase in interpreting research findings (Pelesane 1997:32). After collection, the data has to be processed and analyzed as decided in this chapter. This is essential for a scientific study and for ensuring that the author has all relevant data for drawing conclusions.

Analysis involves drawing conclusions based on the data or identifying patterns in the data. The author used the method of tabulation to analyze the data. Univariate and bivariate analysis were relevant approaches.

The statistical analysis has been done using the Statistical Package for Personal Computer (SPSS) (Hudson & Hudson 1994).

3.8 CONCLUSION

This chapter dealt with the research methodology and highlighted procedures followed in the process of the study. That is, sampling, research design, data gathering method and instruments used to collect data.

In the next chapter, focus will be on the presentation and analysis of data gathered and a final interpretation of information reviewed will be done.



CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The previous chapter illustrated how research information would be obtained and what tools, design and samples would be used to gather data.

This chapter encompasses the next step in the research process, namely, data analysis and interpretation. The reporting of results will follow the format of the questionnaires administered and the findings reported will provide information about the importance of job satisfaction investigation and the development of an Employee Assistance Program.

4.2 DESCRIPTION OF THE SAMPLE

For the purpose of this study, the author used two types of questionnaires for the respondents to complete, namely:

- Job Satisfaction Need Assessment Questionnaire;
- The Index of Job Satisfaction Scale (IJS).

A total of 40 questionnaires were administered to four different departments, namely, Psychology, Sociology, Social Work and Human Resources. The respondents ranged from non-academic to academic staff.

From the 40 questionnaires administered, only 38 were returned. The other 2 could not be found from the department concerned.

The data processed from the background questionnaire will be discussed as follows:

4.2.1 JOB SATISFACTION NEED ASSESSMENT QUESTIONNAIRE

A. General information

4.2.1.1 Age of respondents

Table 4.1 Age distribution of respondents

AGE (YEARS)	FREQUENCY
20 - 30	13
30 - 40	10
40 - 50	9
50 - 60	5
60 - 70	1
TOTAL	38

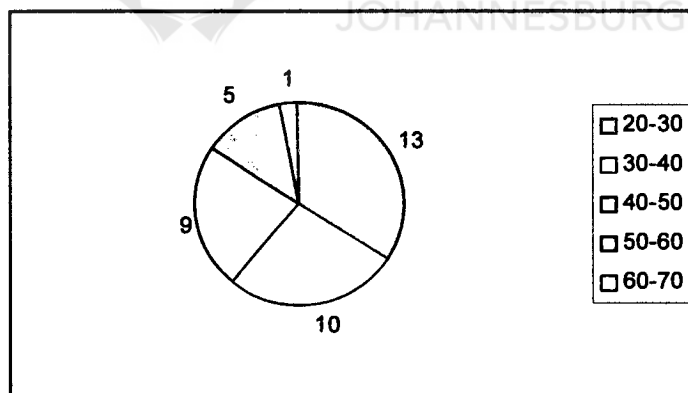


Figure 1: Age distribution of respondents

Table 4.1 and Figure 1 presents the distribution of 38 respondents. The age range of the respondents was from 20 to 60 years, with the mean of 37 years. Most of the respondents (13) were under the age of 30.

4.2.1.2 Home language of respondents

Table 4.2 Distribution of home language of respondents

LANGUAGE	FREQUENCY
English	9
Afrikaans	23
Xhosa	1
Sotho	3
Tswana	1
Other	1
TOTAL	38

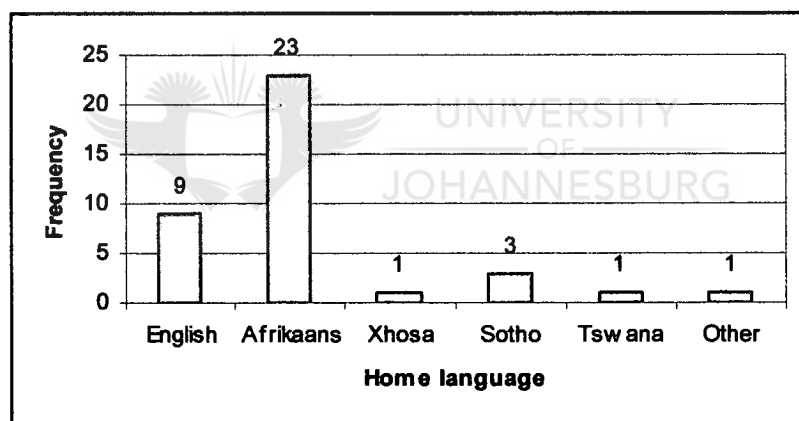


Figure 2: Distribution of home language of respondents

Table 4.2 and Figure 2 presents the distribution of home language of 38 respondents. The findings show that most of the respondents were Afrikaans speaking, followed by English speaking respondents. The findings also show that not so many respondents spoke Zulu, Sotho, Tswana or other languages.

4.2.1.3 Gender of respondents

Table 4.3 Gender distribution of respondents

GENDER	FREQUENCY
Male	10
Female	28
TOTAL	38

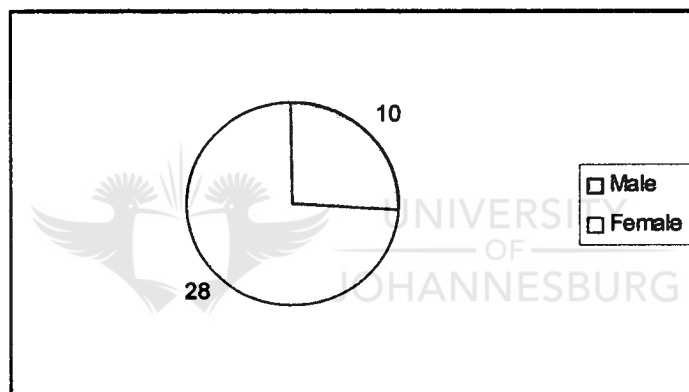


Figure 3: Gender distribution of respondents

The findings from Table 4.3 and Figure 3 show the gender distribution amongst 38 respondents. It is clear that women were in the majority.

4.2.1.4 Marital status of respondents

Table 4.4 Marital status of respondents

MARITAL STATUS	FREQUENCY
Married	19
Divorced	4
Widowed	2
Single	10
Living together	1
TOTAL	36

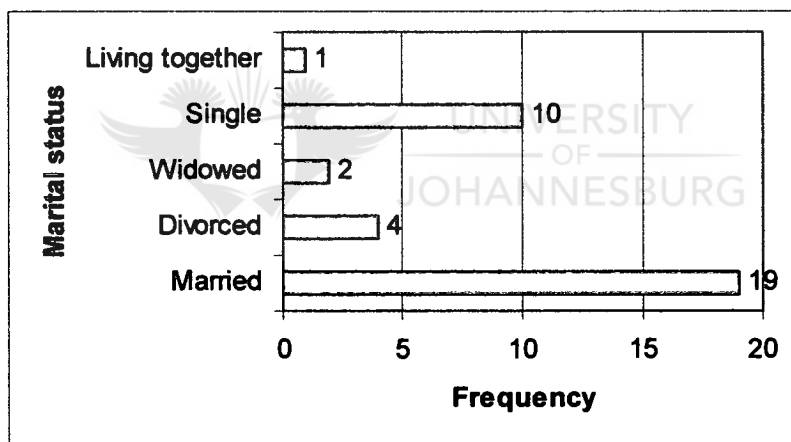


Figure 4: Marital status of respondents

The marital status of respondents is reflected in Figure 4 and Table 4.4. Most of the respondents (19) are married, with 10 of the remaining respondents being single.

4.2.1.5 Number of children

Table 4.5 Number of children of respondents

NUMBER OF CHILDREN	FREQUENCY
1	3
2	13
3	3
4	1
7	1
TOTAL	21

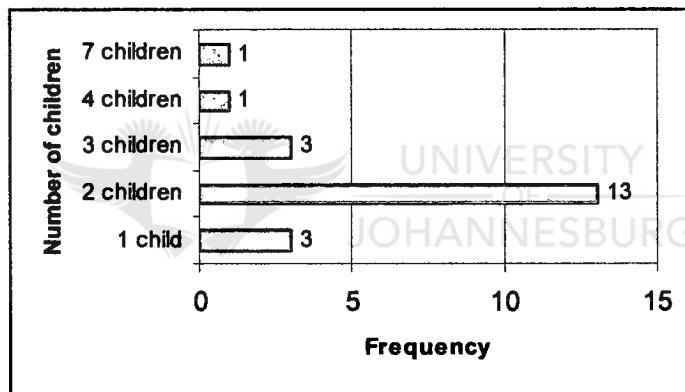


Figure 5: Frequency of the number of children of the respondents

The minimum number of children that the respondents had was 1 and the maximum was 7. The average number of children is 2. This is shown in Figure 5 graphically and it is also illustrated in Table 4.5.

4.2.1.6 Highest academic qualifications

Table 4.6 Highest academic qualifications of respondents

HIGHEST ACADEMIC QUALIFICATION	FREQUENCY
Below Grade 12	2
Grade 12	9
Diploma	4
Degree	5
Honours Degree	5
Masters Degree	6
Doctorate Degree	7
TOTAL	38

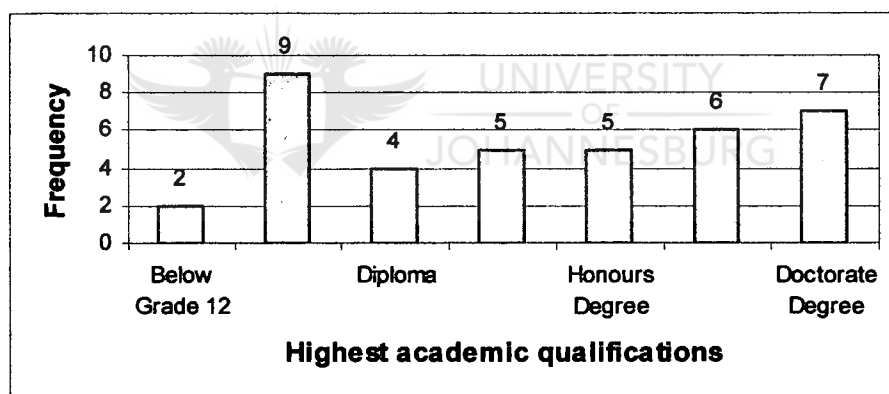


Figure 6: Highest academic qualifications of respondents

Figure 6 and Table 4.6 show the distribution of highest academic qualifications of respondents. The findings show that out of 38 respondents it can be deduced that 27 respondents had obtained their tertiary education, that is, diploma, B.A. degree, honours, masters and doctorates respectively. Nine of the respondents had Grade 12 and only 2 had lower education.

4.2.1.7 Type of job level of respondents

Table 4.7 Job level of respondents

JOB LEVEL	FREQUENCY
Non-academic	21
Academic	16
TOTAL	N 37

The job level of respondents as shown in Table 4.7 shows that the majority of respondents were non-academic staff. Only 16 of 37 respondents were academic staff.

4.2.1.8 Departmental distribution of respondents

Table 4.8 Departmental distribution of respondents

DEPARTMENT	FREQUENCY
Psychology	7
Social Work	7
Sociology	8
Human Resources	15
TOTAL	37

Of the four departments participated in this research, most of the respondents (15) were from Human Resource Department as shown in Table 4.8.

4.2.1.9 Years employed at RAU

Table 4.9 Years worked at RAU by respondents

YEARS EMPLOYED AT RAU	FREQUENCY
0 - 4	19
5 - 9	9
10 - 14	2
25 - 29	1
30 - 34	1
TOTAL	N 32

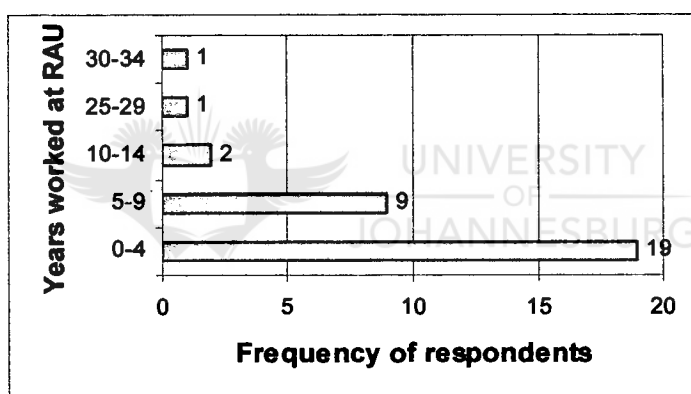


Figure 7: Years worked at RAU by respondents

The average length of years worked at RAU amongst 32 respondents was 6 years with the shortest period of 1 year. The longest period is 31 years. This is illustrated in Figure 7 graphically and in Table 4.9. Most of the respondents (19) worked for less than 5 years at RAU.

B. Job satisfaction and difficulties

4.2.1.10 Impact of personal problems on work

Table 4.10 Impact of personal problems on work

	Think about personal problems while at work	Discuss job satisfaction problems with colleagues while at work	Discuss job satisfaction problems on the phone while at work
None of the time	2	5	23
Very rarely	6	10	11
A little of the time	8	7	4
Some of the time	10	8	0
A good part of the time	7	4	0
Most of the time	3	4	0
All of the time	2	0	0
N	38	38	38
	Mean = 3,8 SD = 1.5	Mean = 3,2 SD = 1.5	Mean = 1,5 SD = 0,6

The findings in Table 4.10 show that 16 out of 38 respondents thought about their personal problems on rare occasions while at work. Ten are reported to do so some of the time, while 12 thought about them mostly while at work.

One can also see that 22 respondents discuss their job satisfaction problems with colleagues while at work a little of the time, rarely or even never, while 8 do so some of the time and 4 a good part of the time. Out of 38 respondents, 23 do not discuss their job satisfaction problems on the phone while at work. Only 11 do discuss their problems on the phone on rare occasions and 4 a little of the time.

4.2.1.11 Amount of sick leave taken by respondents in the last six months

Table 4.11 Amount of sick leave taken by respondents in the last six months

SICK LEAVE TAKEN IN THE LAST SIX MONTHS	FREQUENCY
1	8
2	2
3	2
7	1
8	1
10	2
14	1
60	1
TOTAL	18

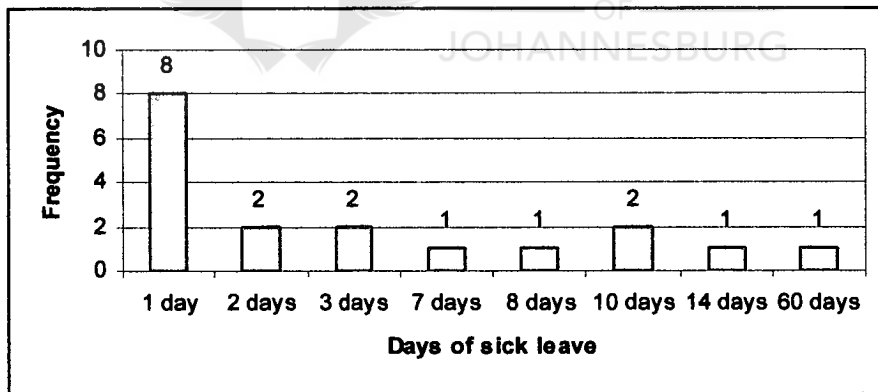


Figure 8: Amount of sick leave taken by respondents in the last six months

Figure 8 shows the amount of sick leave taken in the last six months. Eight out of 18 respondents who took sick leave indicated that they had taken sick leave in the last six months, while 10 of the respondents reported to have taken sick leave between 2 and 60 days. The average sick leave taken was 7 days and the maximum amount was 60 days. This is also illustrated in Table 4.11.

4.2.1.12 Reasons for leaving present job

Table 4.12 Potential reasons for leaving present job

REASONS FOR LEAVING PRESENT JOB	FREQUENCY	N
Pregnancy / caring for children	7	30
Getting a better job	29	33
Problems with colleagues	9	32
Not enjoying your job	25	32
Getting a job closer to home	12	32
Getting a better paying job	31	32
No promotion possibilities	29	35
Retirement	24	33

The findings in Table 4.12 show that a small number of respondents (7) would leave their job when pregnant or to care for their children. Some would also leave if they were experiencing problems with their colleagues (9) or even to get a job closer to home (12).

The most motivating factor was that of getting a better paying job which was reported by 31 respondents out of 32. Other strong factors were getting a better job (29), no promotion possibilities (29), not enjoying their job (25) and retirement (24) respectively.

These statistics indicate that the slightest mistake that can be made in as far as remuneration, promotion and job satisfaction is concerned, could result in the loss of employees at RAU.

4.2.1.13 Work-related problems experienced

Table 4.13 Work-related problems experienced by respondents

PROBLEM EXPERIENCED	FREQUENCY	N
Relationships with colleagues	12	38
Relationships with students	3	38
Relationships with management	7	38
Unmanageable workload	10	38
Not enough training for job	6	38
Dissatisfaction with remuneration	8	38
Dissatisfaction with promotion	9	38
No problems experienced	10	38
Other	0	0



The above table lists the frequencies of respondents that had experienced recently, or who were presently experiencing problems at work.

Twelve (12) of the respondents experienced relationship problems with colleagues, with 10 who experienced their workload as unmanageable. Ten (10) other respondents did not experience any problems.

4.2.1.14 Desire to discuss work problems with a professional therapist

Table 4.14 Desire to discuss work problems with a professional therapist

DESIRE	FREQUENCY
Very often	3
Sometimes	4
Hardly ever	30
TOTAL	N 37

The findings in Table 4.14 reflect the responses of 37 respondents in terms of the desire to see a professional therapist with regard to work problems. Thirty out of 37 respondents hardly ever felt the need to discuss their work problems with a professional therapist while 7 sometimes or very often felt this need.

4.2.1.15 Previous consultation with a professional therapist in connection with job satisfaction problems

Table 4.15 Previous consultation with a professional therapist

PREVIOUS CONSULTATION	FREQUENCY
Experience of professional therapy	2
No experience of professional therapy	35
TOTAL	N 37

Thirty-five out of 37 respondents had never been for therapy at a professional therapist before. Only 2 of the respondents had been for therapy before. This explains the fact why most of the respondents (Table 4.14) hardly ever felt the need to discuss their work problems with a professional therapist.

4.2.1.16 Preference of therapist to discuss work-related problems

Table 4.16 Preference of therapist to discuss work-related problems

THERAPIST	FREQUENCY
Seeing an internal therapist	12
Going directly to an external therapist	22
TOTAL	34

As can be seen from Table 4.16, twenty-two out of 34 respondents prefer going directly to an external therapist to discuss their work-related problems.

4.2.1.17 Preference of venue for therapy

Table 4.17 Preference of venue for therapy

VENUE	FREQUENCY
Therapy at the work place	4
Therapy at the office of the therapist	27
TOTAL	31

Table 4.17 shows that most of the respondents preferred to receive therapy at the office of the therapist should the EAP be developed at RAU.

4.2.2 THE INDEX OF JOB SATISFACTION (IJS)

Table 4.18 The IJS score of respondents

IJS SCORE	FREQUENCY
0 - 59	11
60 - 69	6
70 - 79	12
80 - 89	4
90 - 99	5
TOTAL	38

Table 4.18 shows the distribution of scores of 38 respondents for the IJS as a measure of job satisfaction.

The cutting score for this Index is 65 and therefore one can deduce from this data that 0 - 59 score means that the respondents are experiencing job satisfaction problems. Sixty to sixty-nine score means that there is a warning that these respondents are developing or might develop a problem in as far as job satisfaction is concerned. Seventy and up means that the respondents do not experience job satisfaction problems.

The statistics show that 21 of the respondents did not have problems, 11 were experiencing problems and 6 were starting to develop problems.

The mean score of the IJS = 68,5

Maximum = 95

Minimum = 27

S.D. = 17,6

4.2.3 CONCLUSION

The above reported and analysed data have been received from 38 respondents using two questionnaires. In this chapter important areas have been highlighted through the help of interpretation.

The findings will be used in the following chapter for recommendations and conclusions.



CHAPTER FIVE

RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

The extent to which an employee expresses a positive orientation towards a job indicates that there is job satisfaction and a negative orientation indicates problems in as far as job satisfaction is concerned. Job satisfaction has been treated as both a global concept referring to overall satisfaction and as a facet specific concept to various aspects of work.

This chapter deals with the recommendations and conclusions based on the research findings reported in Chapter 4.

This was a quantitative study involving four departments namely: Psychology, Social Work, Sociology and Human Resources. Forty (40) employees worked at all these departments. Questionnaires were given to everyone who participated but only 38 were returned.

The main purpose of this study was to describe the importance of job satisfaction investigation for the development of an Employee Assistance Program.

A review of literature related to the study topic has been conducted by the author. Causes and reasons for job satisfaction or dissatisfaction were also highlighted.

5.2 CONCLUSION

From the information gathered from both questionnaires, that is, the Job Satisfaction Need Assessment Questionnaire and the Index of Job Satisfaction Scale, it is clear that:

The employees sometimes do think about their personal problems while at work. This means that, though not always, there are times when their personal problems have an impact on their work.

The results also show that some employees do discuss their job satisfaction problems on rare occasions. This gives an impression that there are times when they feel they want to ventilate, then discuss it among themselves. They do not seem to have a desire to discuss these problems over the phone while at work.

Although the employees seem to be happy with their relationship with the students and are committed to their work, reason came up which confirmed that they do have work-related problems. Issues such as employees being prepared to leave for a better paying job, no promotion possibilities, unmanageable workload and relationship problems with colleagues emphasize that these employees do experience job dissatisfaction to a certain degree.

Most of the employees have no experience of consultation with a professional therapist. They do not seem to have a desire to discuss their work-related problems with a therapist, but if need be, an external therapist is the one that is preferred.

The overall findings of the Index of Job Satisfaction Scale and the Job Satisfaction Need Assessment Questionnaire show that nearly half of the respondents indicate that they are not satisfied with their jobs. Which brings to the conclusion that there are problems experienced. Therefore, there is a need for the development of an Employee Assistance Program so that an intervention can be made to resolve these problems.

Through trust and confidentiality, employees can be able to open-up to the EAP practitioners so that an accurate problem that causes lack of job satisfaction can be identified for proper intervention to be made.

5.3 RECOMMENDATIONS

1. The author feels that the research findings in this study reflect more of employees on higher ranks and less of lower level staff.
2. Further research would be needed to discover if these findings really reflect an overall feeling of the RAU employees about their level of job satisfaction. The reason being that a thorough investigation will help in enabling the management of RAU to decide about the development of an EAP.
3. For the lower level employees, the author would like to recommend that shop-stewards should be used as “fillers” to investigate if there are work related problems experienced. This can be a beginning step to see if there is a need for further research or not.
4. It seems that most of the respondents prefer an outside professional therapist for their work-related problems. This gives an impression that they do not know, or they are not aware of the importance of an EAP within their working place. Therefore, the author recommends that there must be an EAP awareness campaign at RAU so that employees can be educated and made aware of its importance in relation to their personal and work-related problems.
5. The use of head of different departments or supervisors to give information about their subordinates in relation to work-related problems can be of help to management to decide what can be done to solve the problems, be it the development of an Employee Assistance Program or otherwise.
6. Finally, the author recommends that a need assessment of the employees of RAU should be done, focussed on the development of an Employee Assistance Program which will not only benefit the employees but also the management to find out about their work-related problems.

5.4 FINAL CONCLUSIONS

The above-mentioned recommendations concludes this study. It is hoped that the findings in this study will stimulate further research about the importance of the level of job satisfaction for the employees of RAU.

It is the author's wish that if further research should be conducted, a large number of respondents as a sample should be used to gather data from all levels of workers and find an overall indication about RAU's employees' level of job satisfaction.



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APPENDIX A

QUESTIONNAIRE TO DETERMINE JOB SATISFACTION



INTRODUCTION ABOUT THIS RESEARCH

1. The attached questionnaire and scales are used for a Masters Degree in Social Work research.

The topic for this research is:

The importance of job satisfaction investigation for the development of an Employee Assistance Program.

2. This topic has been approved by the Dean of the Faculty as well as the Social Work Department.
3. Respondents of this questionnaire and scales are to be anonymous.
4. It is through the results of this research that the researcher will be able to recommend if there is a need to develop an Employee Assistance Program (EAP) at RAU.
5. If you wish to hear about the results, you are free to contact:

Mrs Constance Mabe
Tel. 489-2636
Cell. 082-347-0718



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INSTRUCTIONS FOR COMPLETING THIS QUESTIONNAIRE

1. Please answer all the questions and do not leave any question out.
2. Simply mark with a cross the square that is closest to your response.

Example:

Yes 1

No 2

3. Where appropriate, you may complete the "other" category.

Example:

Other

4. If numerical information is required, please use one block for each number.

Example:

Your Age UNIVERSITY
OF
JOHANNESBURG

A. GENERAL INFORMATION

Your Age

--	--

Home Language

- English 1
- Afrikaans 2
- Zulu 3
- Xhosa 4
- Sotho 5
- Tswana 6
- Other

Gender



- Male 1
- Female 2

Marital Status

- Married 1
- Divorced 2
- Widowed 3
- Single 4
- Living together 5
- Separated 6

Number of Children		<input type="text"/>	<input type="text"/>
Highest Academic Qualification			
Under Grade Twelve		<input type="text"/>	<input type="text"/>
Grade Twelve		<input type="text"/>	<input type="text"/>
Diploma		<input type="text"/>	<input type="text"/>
Degree		<input type="text"/>	<input type="text"/>
Honours Degree		<input type="text"/>	<input type="text"/>
Masters Degree		<input type="text"/>	<input type="text"/>
Doctorate Degree		<input type="text"/>	<input type="text"/>
Type of job level / classification			
Non-academic		<input type="text"/>	<input type="text"/>
Academic		<input type="text"/>	<input type="text"/>
Department in which you work			
Psychology		<input type="text"/>	<input type="text"/>
Social Work		<input type="text"/>	<input type="text"/>
Sociology		<input type="text"/>	<input type="text"/>
Human Resource		<input type="text"/>	<input type="text"/>
Years employed at this Institution		<input type="text"/>	<input type="text"/>



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B. JOB SATISFACTION AND DIFFICULTIES

1. Please respond to the following three statements by placing a number next to each, as follows:

- 1 = None of the time
 2 = Very rarely
 3 = A little of the time
 4 = Some of the time
 5 = A good part of the time
 6 = Most of the time
 7 = All of the time

I think about my work problems while at work.

I discuss my job satisfaction problems with my colleagues while at work.

I discuss my job satisfaction problems on the phone while at work.

2. How many days of sick leave have you taken in the last six months?

3. Does the actual tasks that you perform on the job correspond with the kind of tasks you would most like to do?

Yes 1

No 2

4. Do you think it is likely that you will be promoted while you are working for this institution?

Yes 1

No 2

5. Do you feel that you have received enough pay increases with this institution?

Yes 1

No 2

6. Do you like most people whom you work with?

Yes 1

No 2

7. Would it be all right for you to talk with management about something on the job that bothers you?

Yes 1

No 2

8. Do you think hard work can be linked to promotion? Motivate your answer

..... 1

..... 2

.....
.....

9. Does the management of this institution usually treat its employees fairly?

Yes 1

No 2

10. The following questions has multiple answers. You are allowed to mark more than one reason or category.

MARK THE APPROPRIATE REASONS

- a. Which of the following would be reasons to leave your job?

Pregnancy/caring for children Yes No
 1 2

Getting a better job Yes No
 1 2

Problems with colleagues Yes No
 1 2

Not enjoying your job Yes No
 1 2

Getting a job closer to home Yes No
 1 2

Getting a better paying job Yes No
 1 2

No promotion possibilities Yes No
 1 2

Retirement Yes No
 1 2



- b. Which of the following categories of problems have you experienced recently or are you experiencing presently at work? (Mark all that is applicable.)

	Yes	No
Relationships with colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Relationships with students	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Relationships with management	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Unmanageable workload	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Not enough training for job	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Dissatisfaction with remuneration	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Dissatisfaction with promotion	<input type="checkbox"/> 1	<input type="checkbox"/> 2
No problems experienced	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Other	<input type="checkbox"/> 1	<input type="checkbox"/> 2

11. How often do you feel that you need to discuss your problems with a professional therapist?

Very often	<input type="checkbox"/> 1
Sometimes	<input type="checkbox"/> 2
Hardly ever	<input type="checkbox"/> 3

12. Have you ever been to a professional therapist in connection with your job satisfaction problems?

Yes	No
<input type="checkbox"/> 1	<input type="checkbox"/> 2

13. If you were assured of confidentiality to discuss your work related problems, which of the following would you prefer?

Seeing an internal therapist	<input type="checkbox"/> 1
Going directly to an external therapist	<input type="checkbox"/> 2

14. If you are prepared to see an internal therapist, would you prefer therapy to take place at:

Your work place

The office of the therapist



APPENDIX B

INDEX OF JOB SATISFACTION (IJS)

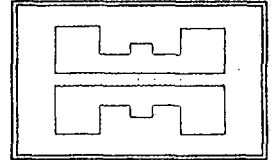


OF
JOHANNESBURG

Naam / Name: _____ Datum / Date: _____

INDEX OF JOB SATISFACTION (IJS)

The IJS scale is designed to measure the way you feel about your job or place of employment. It is not a test, so there are no right or wrong answers. Answer each item carefully and as accurately as you can by placing a number beside each one as follows:



NEVER	RARELY	SOMETIMES	HALF THE TIME	OFTEN	MOSTLY	ALWAYS
1	2	3	4	5	6	7
HOOIT	SELDE	SOMS	HELFTE VAN DIE TYD	DIKWELS	MEESTAL	ALTYD

1. _____	My job is very boring.
2. _____	I hate my job.
3. _____	I cannot stand my boss.
4. _____	My boss is a fool.
5. _____	I really like my job.
6. _____	If I won a lottery, I would quit this job.
7. _____	The best part of my job is coffee breaks, lunch, and vacations.
8. _____	I work very hard at my job and I am very conscientious about doing it well.
9. _____	I enjoy thinking about my job when I'm not at work.
10. _____	I don't like to think about work when I'm at home.
11. _____	The work I do is important to me, personally.
12. _____	My job is just a way to make a living.
13. _____	I enjoy taking on new responsibilities in my job.
14. _____	My job is more than just a way to make a living.
15. _____	I enjoy thinking of ways to improve the work I do in my job.
16. _____	The best part of my day is leaving work.
17. _____	I get personal rewards from the work I do.
18. _____	My organization provides the resources and tools I need to do my job.
19. _____	I get through the day by planning what I'll do when I retire.
20. _____	I think about looking for another job.
21. _____	My job is interesting to me.
22. _____	My boss doesn't appreciate the work I do.
23. _____	My organization does not support my work.
24. _____	My organization makes it easier to accomplish my work.
25. _____	I can depend on my boss to back me up.
26. _____	My boss doesn't support me when my work is challenged by others.
27. _____	I believe I have job security.
28. _____	My pay is adequate for the work I do.
29. _____	Organizational rewards are distributed fairly.
30. _____	Management supports my work efforts.

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