

UNIVERSITY OF KWAZULU-NATAL

**PERSONAL ASPIRATIONS AND EMPLOYMENT REQUIREMENTS:
COALESCING, CLASHING AND OUTCOMES**

By

MARTIN MAINA MUTUKU

208518008

**A dissertation submitted in partial fulfilment of the requirements for the degree of
Master of Business Administration**

Graduate School of Business

Faculty of Management Studies

Supervisor: DR. MARTIN ROBIN CHALLENGOR

March 2011.

Declaration

I, **Martin Maina Mutuku**, declare that,

- (i) The research reported in this dissertation/thesis, except where otherwise indicated, is my original research.
- (ii) This dissertation/thesis has not been submitted for any degree or examination at any other university.
- (iii) This dissertation/thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- (iv) This dissertation/thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
 - a. their words have been re-written but the general information attributed to them has been referenced,
 - b. where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
- (v) This dissertation/thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation/thesis and in the References section.

Signature: _____

Acknowledgements

I wish to express my sincere appreciation and gratitude to the following individuals, without whose assistance, this study would not have been possible:

- First and foremost, I would like to thank God for giving me the chance, energy and drive to complete this dissertation. It has been long and laborious, but His grace has kept me going
- I would like to thank my wife Salome and son Michael, for reminding me why I need to finish my degree
- I would like to thank my mother and sister whose persistent phone calls and questions about when my thesis would be done kept me on my toes
- I would like to thank all my respondents for their time, some of whom got irritated by my consistent email reminders to complete my questionnaire. Without your time and responses, this research would not have come to fruition
- I would like to sincerely thank my supervisor, Dr. Martin Robin Challenor, who at the moment when I was ready to throw in the towel told me that I should believe in myself and get this research done. Thank you for your supervision, positive criticism and directions on how to make my research and the subsequent dissertation meaningful
- I would like to thank Dr. Marianne W. Mureithi of the HIV Pathogenesis Program at the Nelson Mandela School of Medicine UKZN (scientist at large) for the assistance she accorded me with my data analysis and the constant encouragement
- I would also like to thank Mrs. Annapurna Harza Ghosh of the Statistics School at UKZN Westville campus, for the valuable insights and sense you helped me make of my analysed data
- Lastly, I would like to thank my immediate family and friends for the prayers and encouragement to persistent and persevere.

ABSTRACT

The main aim of this research was to look at the personal aspirations that people hold when getting into employment and how those aspirations interact with work requirements and the outcomes thereof.

In order to do this, a non-probability judgement sample of 118 individuals was drawn from the working class within the Durban Metropolitan city with a population size of 833,615 individuals. The sample was made up of 59% males and 41% females. The majority of the sample (95%) was in management in one form or another, while only 5% were non-management.

Data obtained from this research was collected using a web-based questionnaire developed using QUESTIONPRO Software. The questionnaire was administered via email. Statistical data analysis indicated positive moderate relationships between “feeling powerless at work” and “feeling alienated”; “being afraid to disagree with one’s boss”; “deciding to mind one’s own business at work”; and “being angry at work”. A negative moderate relationship was also observed between “being angry at work” and “advancement in life”. The research also showed that there is a link between employees feeling powerless at work and them choosing to do just their bare minimum as stipulated by their job description.

This research can benefit organizations by encouraging management to work towards creating a working environment that enhances a balance between work and family life. The work environment should also have a culture that makes employees feel free to disagree with their bosses without negative consequences thus fostering innovation and faster problem solving. Management should also work towards empowering their employees so that the employees can take ownership of their jobs and work towards delivering the company objectives. This will ensure that feelings of powerlessness are diminished within the work force.

Table of Contents

Description	Page
Title Page	
Supervisor's Permission to Submit for Examination	i
Declaration	ii
Acknowledgements	iii
Abstract	iv
Table of Contents	v
List of Figures	xii
List of Tables	xv

CHAPTER ONE: INTRODUCTION AND OVERVIEW OF THE STUDY

1.0 Introduction	1
1.2 Purpose Of The Research	1
1.3 Problem Statement.....	1
1.4 Objectives Of The Research	2
1.5 Research Questions To Be Answered	3
1.6 Scope Of The Research And Research Methods.....	4
1.7 Limitations Of The Research.....	4
1.8 Structure Of The Research	4
1.9 Conclusion	6

CHAPTER TWO: PERSONAL ASPIRATIONS AND WORK REQUIREMENTS

2.1 Introduction	7
2.2 Definition And Usage Of The Term Alienation	7
2.3 Work And Alienation	11
2.4 Personal Aspirations	12
2.4.1 Autonomy/Independence	12
2.4.2 Security/Stability	13
2.4.3 Sense Of Service/Dedication To A Cause/Fulfilment	13
2.4.4 Lifestyle/Work Life Balance	13
2.4.5 Feedback And Recognition.....	14
2.4.6 Opportunity/Career Advancement.....	14
2.4.7 Role Clarity.....	14
2.4.8 Pay Commensurate To Effort	15
2.4.9 Social Interactions	15
2.4.10 Goal Determination	15
2.4.11 A Learning Activity And Choice Of Assignment	16
2.4.12 Flexible Working Hours And Time Off From Work.....	16
2.4.13 Personal Praise: Verbal, Public And Written	16
2.4.14 Increased Autonomy And Authority In Their Job	17
2.4.15 Time with their Manager	17
2.5 Work Requirements.....	17
2.6 Job Satisfaction.....	18

2.6.1 The Causes of Job Satisfaction	18
2.6.1.1 Need Fulfilment Models	19
2.6.1.2 Discrepancies	19
2.6.1.3 Value Attainment.....	19
2.6.1.4 Equity	19
2.6.1.5 Dispositional/Genetic Components	20
2.6.2 Correlates and Consequences of Job Satisfaction	20
2.6.2.1 Organizational Citizenship Behaviour	22
2.6.2.2 Withdrawal Cognitions.....	22
2.6.2.3 Age	23
2.6.3 Ways in Which Dissatisfied Employees React.....	24
2.7 Confidence.....	25
2.8 Conclusion.....	28

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction	29
3.2 Types Of Research Strategies.....	29
3.3 Research Design And Nature Of The Study.....	30
3.4 Sampling Theory And Choice Of Sample.....	30
3.4.1 Reasons For Sampling	31
3.4.2 Choice Of Sample.....	31
3.5 Research Instrument	31

3.6 Questionnaire Design	32
3.7 Pilot Study	33
3.8 Administering The Questionnaire	34
3.9 Data Analysis Process	36
3.9.1 Preparing Data For Analysis.....	37
3.9.1.1 Editing	37
3.9.1.2 Handling Blank Responses.....	37
3.9.1.3 Coding	37
3.9.1.4 Categorization.....	37
3.9.1.5 Entering the Data	37
3.9.2 Data Analysis And Interpretation	37
3.9.2.1 Feel for the Data	37
3.9.3 Testing The Goodness Of The Data	40
3.9.3.1 Reliability	41
3.9.3.2 Validity	43
3.9.4 Data Interpretation And Hypothesis Testing	45
3.9.4.1 Pearson's Correlation	45
3.9.4.2 Regression Analysis	46
3.10 Conclusion.....	47
CHAPTER FOUR: PRESENTATION OF RESULTS	
4.1 Introduction	48

4.2 Reliability Statistics	48
4.3 Results Of The Research	48
4.3.1 Descriptive Statistics	48
4.3.2 Inferential Statistics	73
4.3.2.1 Descending Means and Standard Deviations	74
4.3.2.2 Relationships between Key Variables in the Research	75
4.3.2.3. Regression Analysis	82
4.3.2.4 Cross-Tabulations	81
4.4 Conclusion	91
CHAPTER FIVE: DISCUSSION OF RESULTS	
5.1 Introduction	92
5.2 Interpreting The Descriptive Statistics	92
5.3 Interpreting The Relationships Between Key Variables In The Research	93
5.3.1 Correlation Analyses	93
5.3.1.1 Correlation between Q.10 and Q.11	93
5.3.1.2 Correlation between Q.24 and Q.18	94
5.3.1.3 Correlation between Q.17 and Q.18	94
5.3.1.4 Correlation between Q.24 and Q.17	95
5.3.1.5 Correlation between Q.24 and Q.5	95
5.3.1.6 Correlation between Q.16 and Q.5	95
5.3.1.7 Correlation between Q.7 and Q.5	96

5.3.1.8 Correlation between Q.24 and Q.19	96
5.3.1.9 Correlation between Q.19 and Q.13	96
5.3.1.10 Correlation between Q.2 and Q.5	97
5.3.1.11 Correlation between Q.2 and Q.19	97
5.3.1.12 Correlation between Q.25 and Q.7	98
5.3.1.13 Correlation between Q.12 and Q.17	98
5.3.1.14 Correlation between age and Q.5	98
5.3.1.15 Correlation between Q.24 and Q.12	99
5.3.2 Regression Analysis.....	99
5.3.2.1 Regression Analysis between Q.24 (independent) and Q.18 (dependent)	99
5.3.2.2. Regression Analysis between Q.17 (independent) and Q.18(dependent)	100
5.3.2.3 Regression Analysis between Q.17 (dependent) and Q.24 (independent)	101
5.3.2.4 Regression Analysis between Q.5 (dependent) and Q. 24 (independent)	101
5.3.2.5 Regression Analysis between Q.5 (dependent) and Q.16 (independent)	102
5.3.2.6 Regression Analysis between Q.5 (dependent) and Q.2 (independent)	102
5.3.2.7 Regression Analysis between Q.5 (dependent) and Q.7 (independent)	103
5.3.2.8 Regression Analysis between Q.19 (dependent) and Q.24 (independent)	103

5.4 Answering The Research Questions.....	104
5.4.1 Do Personal Aspirations Clash or Coalesce with Employer Requirements? 104	
5.4.2 Are Employed People Alienated from their Families and Society by their Work?	105
5.4.3 Does Feeling Alienated Cause Employees to Move from One Job to Another?	106
5.4.4 Do Employed People Feel Like they have Lost Control of their Lives Due to their Work?	106
5.4.5 Will Employees Move to Another Company that Recognizes them More for the Same Pay?.....	107
5.4.6 My Job Offers Me Enough Chance of Advancing in Life.....	107
5.5 Addressing the Research Objectives.....	108
5.6 Conclusion	108

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Introduction	110
6.2 Addressing the Problem Statement.....	110
6.3 Major Findings of the Research	110
6.4 Recommendations	111
6.5 Limitations of the Research.....	112
6.5.1 Sampling Technique	112
6.5.2 Research Instrument	112
6.6 Further Research.....	113

6.7 Conclusion.....	113
REFERENCE LIST.....	114
APPENDICES.....	126
Appendix 1 Ethical Clearance Approval.....	127
Appendix 2 Letter of Introduction.....	128
Appendix 3 Letter of Informed Consent.....	129
Appendix 4 Questionnaire.....	130
Appendix 5 Turnitin Digital Receipt.....	134

List of Figures

No.	Description	Page
2.1	Responses to Job Dissatisfaction.....	24
3.1	Flow Diagram of Data Analysis Process.....	36
3.2	Testing Goodness of Measures: Forms of Reliability and Validity	40
3.3	The Strength and Direction of the Coefficient of Correlation.....	45
4.1	Response Rate	49
4.2	Gender Distribution	50
4.3	Age Distribution	51
4.4	Education Level.....	52
4.5	Level in Organization.....	53
4.6	Q.1 A Lifestyle that Balances My Career with Family Needs is Very Important to Me	54
4.7	Q.2 My Job Offers Me Enough Chance of Advancing in Life.....	55
4.8	Q.3 I Feel Happiest When I am Left to Determine My Own Tasks, Schedules and Procedures	55
4.9	Q.4 I Partly Blame My Job for The Problems I am Experiencing at Home.....	56
4.10	Q.5 I Feel Angry at Work.....	57
4.11	Q.6 I Do Not Want to Feel Restricted by My Employer.....	57
4.12	Q.7 I Feel I Have No Control Over my Activities at Work.....	58
4.13.	Q.8 I Feel Fulfilled With What I am Currently Doing at Work.....	59
4.14	Q.9 I “Work to Live” Not “Live to Work”.....	60
4.15	Q.10 Who I am is More Important than My Job	60

4.16 Q.11 Who I am is More Important Than the Organization I work For	61
4.17 Q.12 I am a Confident Person	62
4.18 Q.13 I Would Gladly Move, for the Same Salary, to a Company that Recognized Me More	63
4.19 Q.14 My Job Requires me to be a Thinking Person Rather than a Doer.....	64
4.20 Q.15 My Job Requirements Leave me with Very Little Time for Family	64
4.21 Q.21 Even Though I Work as Part of a team, I Experience a Feeling of Aloneness ..	65
4.22 Q.17 I am Afraid to Disagree with My Superior	66
4.23 Q.18 I Feel the Best Way to Manage in my Job is to Mind My Own Business and Do as I am Told	67
4.24 Q.19 My Job Makes me Feel Alienated from Society	68
4.25 Q.20 My Organization Accepts my Personality While Encouraging me to be Unique	68
4.26 Q.21 I Blame my Family for the Problems I have at Work.....	69
4.27 Q.22 My Company Values me for the Monetary Value I Give It	70
4.28 Q.23 My Company Provides me with Job Security	70
4.29 Q.24 I am Powerless at Work	71
4.30 Q.25 I am Confident at Work	72
4.31 Q.26 I Identify with the Products or Services we Sell.....	72
4.32 Q.27 My Life Outside Work is More Important than my Life at Work.....	73

List of Tables

No.	Description	Page
2.1	Correlates of Job Satisfaction	21
3.1	Fundamental Differences between Quantitative and Qualitative Research Strategies	29
4.1	Reliability Statistics.....	48
4.2	Descending Means and Standard Deviations	74
4.3	Correlation between Q.10 and Q.11	75
4.4	Correlation between Q.24 and Q.18	76
4.5	Correlation between Q.17 and Q.18	76
4.6	Correlation between Q.24 and Q.17	77
4.7	Correlation between Q.24 and Q.5	77
4.8	Correlation between Q.16 and Q.5	78
4.9	Correlation between Q.7 and Q.5	78
4.10	Correlation between Q.24 and Q.19	79
4.11	Correlation between Q.19 and Q.13	79
4.12	Correlation between Q.2 and Q.5	80
4.13	Correlation between Q.2 and Q.19	80
4.14	Correlation between Q.25 and Q.7	81
4.15	Correlation between Q.12 and Q.17	81
4.16	Correlation between age and Q.5	82
4.17	Correlation between Q.24 and Q.12	82

4.18 Regression Analysis between Q.24 (independent) and Q.18 (dependent)	83
4.19 Regression Analysis between Q.17 (independent) and Q.18(dependent)	83
4.20 Regression Analysis between Q.17 (dependent) and Q.24 (independent)	83
4.21 Regression Analysis between Q.5 (dependent) and Q. 24 (independent)	84
4.22 Regression Analysis between Q.5 (dependent) and Q.16 (independent)	84
4.23 Regression Analysis between Q.5 (dependent) and Q.2 (independent)	84
4.24 Regression Analysis between Q.5 (dependent) and Q.7 (independent)	85
4.25 Regression Analysis between Q.19 (dependent) and Q.24 (independent)	85
4.26 Cross-Tabulation between Q.1 and Q.15	86
4.27 Cross-Tabulation between Q.3 and Q.14	87
4.28 Cross-Tabulation between Q.6 and Q.7	88
4.29 Cross-Tabulation between Q.8 and Q.26	89
4.30 Cross-Tabulation between Q.13 and Q.22	90
4.31 Cross-Tabulation between Q.19 and Q.27	91

CHAPTER ONE

INTRODUCTION AND OVERVIEW OF THE STUDY

1.0 Introduction

The research in this report aimed at investigating the relationship that exists between the aspirations that employees hold when being employed and what the organization requires of the employee. The thinking behind this topic is that these aspirations either clash or agree with the work requirements that the employee faces resulting in outcomes that have implications for organizations.

1.2 Purpose of the Research

The aim of the research was to identify whether employees' aspirations clash or merge with their work requirements and the consequences thereof. This was done by looking at the correlations that might exist between the various questions that fell under the two themes: Personal aspirations and Work requirements.

The aim was to gather information from the research that could show the relationship between the two variables and how this affects employee performance and retention. Literature suggests that when a clash occurs, then employees experience job dissatisfaction and when a coalescing takes place, employees experience job satisfaction.

The research aimed at coming up with recommendations for management that can be used to develop and implement strategy to manage and ensure that talent is retained within the organization.

1.3 Problem Statement

According to the writings of Karl Marx, people tend to experience alienation and unhappiness when their needs go unmet at the work place (Reiss 1997). Sometimes

people's expectations do not necessarily coincide with their work requirements. This results in employees who are dissatisfied, angry and uncommitted, who end up costing companies in terms of recruitment and replacement. This is supported by Ollman (1971:139), who argues that with work being regarded as a "torment" or as a "sacrifice of life" one should not be surprised that no one wants to work unless he or she is forced. He states further that people only make this sacrifice to work because they need to eat. "Whenever compulsions disappear, 'labour is shunned like the plague'," (Ollman 1971:140).

Employees enter the job market with certain aspiration or goals that they wish to attain which when not met results in job dissatisfaction (Schein 1993). "There is a discrepancy between the outcome they want and what they receive," (Sweeney, McFarlin and Inderrieden 1990:423). Taylor and Edge (1997:1) sum up this situation when they state:

"On the one hand there is the employee with his or her aspirations and potential and on the other there is the company with its vision, objectives and finite resources. The challenge we face is to identify the framework within which the paradoxes can be worked through and the common ground identified,"

When these two sides meet, either there is some form of coalescing or clashing. If there is coalescing, then the employee has job satisfaction and the company meets its objectives. If there is a clash, the employee experiences job dissatisfaction and more often than not, the company's objectives will only be partly achieved.

The problem faced by organizations is that when employees needs sometimes clash with work requirements, it results in feelings of alienation which causes them to underperform at their jobs and/or even exit the company all together costing it in terms of recruitment and replacement.

1.4 Objectives of the Research

This research had the following objectives:

- i). To identify if employee aspirations clash or merge with those of the employer and the outcomes
- ii). To investigate if employed people feel alienated from family and society by their work
- iii). To find out if this alienation results in employees moving from one job to another
- iv). To identify if working people feel they have lost control of their lives due to their work
- v). To find out if employees will gladly move to another company for the same pay if they feel that that company would recognize them more.

1.5 Research Questions to be answered

- i). To what extent do personal aspirations clash or coalesce with employer requirements?
- ii). To what extent are employed people alienated from their families and society by their work?
- iii). To what extent does feeling alienated cause employees to move from one job to another?
- iv). To what extent do employed people feel like they have lost control of their lives due to their work?
- v). To what extent will employees move to another company that recognizes them more for the same pay?

1.6 Scope of the Research and Research Methods

The research was restricted to the Durban metropolitan area.

The first step in answering the research questions set out above was to do a literature review at the University of KwaZulu-Natal libraries, via peer-reviewed journals and internet searches. Various books on the theory of alienation that forms the backbone of the research were reviewed and referenced accordingly.

The second step involved the employment of field research using a web-based questionnaire that was distributed to respondents via email. Data collected was analyzed using the Statistical Programme for Social Sciences version 15 (SPSS v.15) and presented using both descriptive and inferential statistics. The results generated were used to make inferences in respect of the research questions that were to be answered.

1.7 Limitations of the Research

- Some of the respondents took too long in responding to the questionnaire even though the questionnaire took only 5 minutes to answer. This made it difficult to get the desired number of 200 respondents.
- Since the research used a standardized questionnaire with specific choices for the respondents to choose from, this meant that there was little flexibility and variation. Wimmer and Dominick (1997) and Nichols (1991), say that using a structured questionnaire causes inflexibility and lack of variation in the answers that the research generates, something that can prove to be a disadvantage.
- Due to the research being carried out using a non-probability sampling technique, the outcomes of the study are enlightening, but cannot be applied or generalized to the population (Antonius 2003).

1.8 Structure of the Research

The research was organized in the following manner:

Chapter 2: Personal Aspirations and Work Requirements

This chapter presents a literature review on the concept of alienation and how it affects workers. The chapter also deals extensively with the personal aspirations that employees exhibit when joining a company, and how this affects job satisfaction. Work requirements are also discussed in this chapter. Job satisfaction is also discussed with special emphasis on the correlates of job satisfaction. Finally, the chapter looks at the kinds of behaviour that dissatisfied employees exhibit.

Chapter 3: Research Methodology

This chapter details the research methodology that was employed in carrying out the research. The chapter starts by discussing the research design and the nature of the study. It then discusses how the sample was selected, how the research instrument was developed and administered, and how the data that was gathered was analysed and presented.

Chapter 4: Presentation of Results

Chapter 4 deals with the reporting and presentation of the results of the research. The data is presented in two ways: descriptive statistics and inferential statistics.

Descriptive statistics aim at describing the data and giving a feel for the data. This involves the use of the measures of central tendency and measures of dispersion such as frequency distributions, means, median, range, variance and standard deviations.

The inferential statistics aim at giving inference and meaning to the data. To do this, techniques such as correlations analysis, cross-tabulation and regression analysis are used to gain deeper understanding of the relationships observed between the variables and what those relationships meant for management.

Chapter 5: Discussion of Results

Chapter 5 deals with the discussion of the results presented in chapter 4. The chapter looks at the results in relation to the existing literature in the area of research.

Chapter 6: Conclusion and Recommendations

The final chapter summarises the major findings of the research and makes recommendations for management and for further research.

1.9 Conclusion

This chapter presents a brief overview of the study by discussing the problem, objectives of the research as well as the limitations that were encountered in carrying out the research.

The following chapter (chapter 2) presents a literature review of personal aspirations and work requirements and how the two interact.

CHAPTER TWO

PERSONAL ASPIRATIONS AND WORK REQUIREMENTS

2.1 Introduction

This chapter presents a review of literature that has been written on the topic of personal aspirations and work requirements. The chapter looks at the origin, meaning and usage of the term alienation. The way that alienation interacts with work is also discussed. The chapter also looks at various aspirations that employees exhibit when joining a company as well as the work requirements that they encounter. Job satisfaction is also discussed, especially the correlates of job satisfaction as well as the relationship that exists between it and personal aspirations. Lastly, the chapter will look at confidence and how it affects performance in the workplace.

2.2 Definition and Usage of the Term Alienation

According to the Oxford English dictionary (1989), the term alienation can have varied meanings such as, “being estranged in feeling and affection, or the act of transferring ownership of something to another resulting in the owner being detached from whatever it is that is in question”. The term in its simplest form refers to the withdrawal or separation in feeling or affection experienced by an individual due to circumstances facing that individual.

Erikson (1986:2) offers the following definition, “Alienation ...is disconnection, separation - the process by which human beings are cut adrift from their natural moorings in the world as the result of unnatural, alien work arrangements”.

Pearlin (1962:135) offers another definition. He defines alienation as “...a feeling of powerlessness over one's own affairs - a sense that the things that importantly affect one's activities and work are outside his control”.

Seeman (1959) suggests that the term alienation has been used to have either of five possible meanings:

- Powerlessness – “the expectancy or probability held by the individual that his own behaviour cannot determine the occurrence of the outcomes, or reinforcements, he seeks” (Seeman 1959:784). Therefore, an individual feels that things are out of his control and he has no power to change things or make things go his way. Rubin and Berlew (1984) suggest that employees who feel powerless invest their time in dysfunctional behaviour such as covering up their mistakes, using policies and procedures as excuses not to do some work, taking fewer risks, and writing memos instead of holding face-to-face consultations.
- Meaninglessness – Mannheim (1940:59) quoted in Seeman (1959:786), explains that this facet of alienation is brought about by increased functional rationality. Since society has increasingly organized its members according to the most efficient realization of ends, – the functional rationality – there, results a parallel decrease in the "capacity to act intelligently in a given situation on the basis of one's own insight into the interrelations of events." Thus, man tends to be reactionary rather than proactive. He becomes like a robot – functional – and fails to find meaning in his work because the creative element has been taken away by the functional rationality.
- Normlessness – this is a view that “socially unaccepted behaviour are required to achieve given goals” (Seeman 1959:788). This form of alienation arises when one feels that following rules or norms will not help him to achieve the goals he. The individual thus becomes either rebellious or does not care anymore about what he does. These kinds of reactions are discussed later in this chapter under the heading: Ways in Which Dissatisfied Employees React.
- Isolation – this refers to when one is alienated or detached from popular culture or behaviour i.e. when one does not do or engage in the things that everyone is doing (Seeman 1959:789). The individual ends up feeling isolated, alone, alienated.

- Self-estrangement – “To be self-alienated, in the final analysis, means to be something less than one might ideally be if the circumstances in society were otherwise - to be insecure, given to appearances, conformist” (Seeman 1959:790). This implies that an individual ends up feeling that his work is not valued in its own merit but rather by what effect it has on others, meaning that the individual fails to find any satisfaction or happiness from his work. The individual becomes estranged from himself and finds to his horror, that he has no identity without his job. He is no longer a man of himself. He is defined and purposed by the work he does.

According to Reiss (1997:17), Marx used the word “alienation” to mean various things not just the literal meaning provided by dictionaries and the root of the word. Reiss further states that Marx used the term to refer to a common experience felt or lived by the working class or masses that had both socioeconomic and psychological implications.

In Marx’s view, the word could be used to refer to any of the following themes that build upon each other:

- The facts of inequality – under this meaning Marx intended to use the term alienation to show how at his time and probably today, there existed great inequality in the labour process (Reiss 1997:17). A few individuals (capitalists) owned factories and the means of production while the masses that worked in those factories did not have ownership of them. In principle, those who owned the factories never worked there, while those who worked there did not own it.
- Selling of labour power – due to the situation of inequality described above, for the workers to survive they were subsequently obligated to sell to the capitalists their time, energy and skill described as their “labour power” (Reiss 1997:17). Cox (1998) adds that due to this, labour became a commodity – having value for what it is able to do, not for what it really is.
- Disempowerment – as the workers engaged in work which they had no choice but to do to survive, they ended up being dependent and disempowered; and in Marx’s own words “...they were forced to labour under the dominion, the coercion and the yoke of another man” (Reiss 1997:17).

- Disenfranchisement – whatever the worker produces does not belong to him and ends up being taken away by the capitalist (Reiss 1997:17).
- Dehumanization – due to the prevailing conditions highlighted above, the worker ends up as part of a process or as a cog in the wheel of capitalism. As Reiss (1997) explains, that which the worker has sole ownership of and which he is forced to trade with the capitalist for survival, ends up making the capitalist system that disempowers him, even stronger. This theme is also expounded on by Vorhies (1991). He suggests Marx believed that due to capitalism, the workers were dehumanized by their jobs. He argues that due to specialization, another aspect of capitalism, workers were engaged in repeating the same activity day in day out, something, which resulted in them not having to think or even feel to be able to perform their specified tasks. This made humans equal to programmed machines, in turn dehumanizing them.
- Work lacks meaning and satisfaction – Reiss (1997:17) captures succinctly the meaning of this phrase when he suggests that due to people being alienated from the “product of their labour” i.e. what they have produced, they end up feeling trapped in “soul-destroying, dead-end jobs” – “You work all day and what do you get? Another day older and deeper in debt”. Cox (1998) adds that what makes humans human is their ability to consciously shape the world around them and when this conscious power is taken away by capitalism, then our work bears no meaning or inspiration.
- Restriction – due to the element of specialization, workers end up not developing their full potential since they are restricted to performing only a particular task (Reiss 1997).
- Estrangement – all the above factors work towards making workers feel cut off from one another. They end up seeing and treating other co-workers and everyone in general as rivals for scarce resources (Reiss 1997).

Reiss (1997:3) suggests that when workers have gone through or experienced the above facets of alienation, then they may end up feeling: “dwarfed, powerless, isolated, trapped,

thwarted, confused, dissatisfied, victimized, used, angry, abusive, aggressive, exhausted, cynical, depressed and/or apathetic”.

Schweitzer (1991:3) suggests the following terms to refer to this feeling of alienation: “powerlessness”, “emasculatation”, “misery”, “suffering”, “physical exhaustion”, “mental debasement”, “personal fragmentation”, “estrangement”, “degradation”, “domination”, “exploitation”, “subordination” and “servitude”.

From the different themes of alienation described in the previous pages one can observe that alienation seems to operate on four different but interlinked levels:

- Alienation from labour
- Alienation from the labour process
- Alienation from others
- Alienation from self.

After defining what the term alienation means and how it has been applied in previous studies, it would be ideal to look at what the average employee aspires to when he or she becomes employed and how this links with alienation.

2.3 Work and Alienation

Pearlin (1962) says that the work sphere is one aspect of an individual’s life that can have far-reaching implications on the social life of that individual. He goes on to add that people spend most of their time at work and if the work they do makes them feel powerless, trapped or even alienated then they will have other social problems and family problems too.

According to Erikson (1986:1), “Modern workers, we have heard from a number of quarters, are alienated, emptied of much of their natural creativity and humanity as a result of the conditions under which they work”. Fusillo (1994) adds that work alienation may result when an employee feels that he or she has lost control over his or her success or

failure. A host of things such as economic or work conditions can cause this loss of control. Fusillo (1994:10) further states that, “work alienation is often associated with low job satisfaction which in turn leads to personal stress and in appropriate work behaviour”.

2.4 Personal Aspirations

Powell and Butterfield (2003:88) say, “Occupational or career aspirations refers to individuals’ desires for future employment. They represent dreams that individuals have of what an ideal career would be for them”.

At the heart of personal aspirations is job satisfaction. When employees aspire to something when joining an organization, they are actually pursuing job satisfaction. When their aspirations are met by that organization, then they experience job satisfaction and they help the organization achieve its objectives, and vice versa. Pearlin (1962:320) who supports this statement says the following:

“The individuals recruited necessarily bring with them various motivations, values, and aspirations. In order to retain its staff and to maintain itself as an ongoing institution, it must gear itself not only for the attainment of the ends for which it was established, but also for the satisfaction of the diverse aspirations and opportunities sought by its members”.

In his work on Career Anchors - what every employee seeks in employment – which begun in the early 60s and run through the 70s, Schein (1993) argues that when employees first enter organizations they have aspirations to get ahead in their jobs. He explained that career anchors referred to those things in employment that were of paramount importance to an employee and on which they were not willing to compromise. He argues further that if people tried jobs that did not align with their career anchors, then they would not be settled until they found a job that satisfied their anchors. Based on his research on several hundred people, he was able to identify eight categories of career anchors. Four of the relevant anchors to this research are discussed below (Schein 1993):

2.4.1 Autonomy/Independence

People who exhibit this anchor do not like to be bound by rules, norms, working hours, policies or procedures within the organization. These people prefer to do things their way

and according to their own timeframes. People like this aspire for work environments where they are free to do things their way and are allowed leeway to be creative and exercise their creativity.

2.4.2 Security/Stability

People who exhibit this anchor seek job security and stability and want to be sure that future events are predictable. According to Schein (1993:40):

“Such people will often seek jobs in organizations that provide job tenure, that have a reputation of avoiding layoffs, that have good retirement plans and benefit programs, and that have the image of being strong and reliable”.

These kinds of people are willing to trade off their autonomy for the tenure that they get from the job. They are thus willing to be told what to do, when to do it and how to do it.

2.4.3 Sense of service/Dedication to a cause/Fulfilment

Some people enter employment seeking a job that will give them a sense of purpose, dedication to a cause or fulfilment in having done something that has helped to shape the future or change people’s lives for the better. These kinds of people want to make the world a better place.

2.4.4 Lifestyle/Work life balance

These kinds of people want flexibility from their work environment so that they are able to integrate the needs of their career, the family and the individual. These people want to see that the organization they work for, respects personal and family commitments. If they find that the job they are doing is interfering with their individual needs and family commitments, then they are very quick to look for other jobs within the organization that will give them more flexibility or they will leave the organization all together.

Drafke and Kossen (2002) also suggest other aspirations that employees may have when being employed and which can affect job satisfaction:

2.4.5 Feedback and recognition

Drafke and Kossen (2002:331) define recognition, “as the noticeable acknowledgment of performance”. Employees desire to receive feedback and recognition on their performance from their managers. This can be done through simple things such as employee of the month awards. They add further that even though recognition is often given less than feedback (which is instantaneous), the former carries greater significance. The lack of feedback and recognition at the workplace can result in job dissatisfaction.

2.4.6 Opportunity/Career advancement

Drafke and Kossen (2002) say that employees aspire to know that their employer provides them with career advancement or at the very least, the opportunity for career growth. They go on to add that what matters here is how the employee feels about future opportunities (i.e. are they available both internally and externally) and even more importantly, whether the employee feels he or she has a fair chance at progressing to those future opportunities.

If the employee feels that there is opportunity for him or her to advance his or her career within the company, then job satisfaction will rise and vice versa. If the individual feels that there are opportunities available outside the organization he or she works for, job satisfaction may increase or decrease. This is dependent on whether the employee feels that he or she has a fair chance at getting those outside opportunities and also if the employee considers those opportunities more lucrative or less lucrative. If the outside conditions are deemed more lucrative than the current job that one holds, then job dissatisfaction might arise, and if they are deemed less lucrative, then job satisfaction with the current job might rise.

2.4.7 Role Clarity

Employees seek role clarity against role ambiguity. Drafke and Kossen (2002) argue that role ambiguity, - which is not knowing what your job is or what your place in the organization is - can result in job dissatisfaction. Therefore, employees aspire to getting clear role definition from their employers.

2.4.8 Pay commensurate to effort

People expect that the rewards they receive for a particular job will be commensurate to the effort that they put in (Drafke and Kossen 2002:339). This is also referred to as the “effort/reward ratio theory”. Job dissatisfaction arises when the employee feels that the effort/reward ratio is negative toward them; they are putting a lot of effort and getting little reward. Job satisfaction arises when the converse occurs. The same occurs when the employee compares his or her effort/reward ratio with that of his or her colleagues.

2.4.9 Social interactions

Drafke and Kossen (2002) suggest that at times work and the work environment become the main source of social interactions for individuals. If social interactions do not occur as the individual had desired them to, then job dissatisfaction may occur. Drafke and Kossen (2002) add that these social interactions are affected by the quantity of interactions that the individual has and their quality, as well as by the physical and mental isolation the individual experiences.

Physical isolation may mean that the individual’s work may involve him working alone or in a remote area cut off from other co-workers. Mental isolation may occur due to the working conditions; for example noisy equipment that requires the use of earplugs thereby preventing communication. The nature of the work too may cause mental isolation; for example work that requires high levels of concentration. This means that the quantity of interactions will be reduced, and conversely job satisfaction will drop. This will result in a classic case of alienation from others.

Drafke and Kossen (2002) also add that when it comes to the quantity and quality of the interactions, job satisfaction is affected negatively if the number of interactions drops and if the quality of the available interactions is not high enough to prevent feelings of alienation and isolation. Therefore, one of the things that employees seek in employment is an environment that gives them a chance for social interactions with their co-workers.

2.4.10 Goal determination

Drafke and Kossen (2002:331) define goal determination as, “...the freedom people have to establish their own work goals and to determine their own criteria for success”. Levering

(1988) argues that when people are given freedom to determine their work goals and success criteria it often leads to an increase in job satisfaction. Wilk and Redmon (1998) however contend that the freedom to set one's goals may not necessarily lead to job satisfaction but rather having clear and unambiguous goals is always more desirable than having unclear goals.

In a survey conducted on 1,500 employees, Nelson (2003) identified some of the things that employees want from employment. These are discussed below in descending order of importance:

2.4.11 A learning activity and choice of assignment

Employees want a job that will provide them with learning activities that enhances their skills and knowledge thus making them more marketable for future promotions within the organization or for opportunities outside the organization. Nelson (2003) also found that employees would like to be given the opportunity to select the assignments that they work on and if this happens, he argues that more often than not they will end up performing beyond expectation.

2.4.12 Flexible working hours and time off from work

Nelson (2003) found that employees wanted flexible working hours that allowed them the opportunity to attend to their own personal hobbies, family life, education needs and friends. Nelson argues further that the time off from work and the flexible work hours will probably motivate the employee to work harder at their job and make sure that the work schedule succeeds so that he or she does not miss the flexitime.

2.4.13 Personal praise: verbal, public and written

Nelson (2003) says employees indicated in the research that they wanted personalised praise (directly from their bosses) in verbal, public and written formats for a job well done. This made them feel needed, wanted, and appreciated for the work they do for their organizations. He goes on to add that when this praise is given, it motivates the employee to continue performing highly.

2.4.14 Increased autonomy and authority in their job

Nelson (2003) argues that giving employees increased autonomy and authority on the job is the highest form of recognition that an employer can give an employee. It says that the employer trusts the employees with the organization's resources to do the right thing and deliver results for the company. He, however, cautions that increased autonomy and authority is not a right but a privilege given to those employees who have had a record of high performance and it should not be given based on the length of service or rank.

2.4.15 Time with their manager

Nelson (2003) states that employees feel that time with their managers was very important especially for the purposes of coaching, mentoring, validation, inspiration, feedback, sharing ideas, communication and learning. If a manager takes time to be with his or her employees, it says that the manager values those employees and recognises that they are important to his or her success as a manager.

2.5 Work Requirements

Drafke and Kossen (2002:11), suggest that at the heart of what organizations require of its employees lies in the question Max Weber, the German management theorist raised: "Do people live to work or work to live?" Drafke and Kossen posit that when employers are considering the reasons that people work they view it from either of the two sides of the question.

For those employers that view employees as living to work, then they would expect that employees will put their jobs first above all else, that they will be dedicated to the company and always act in the company's best interests (Drafke and Kossen 2002). These kind of employers to an extent believe that they "own" the employee and they expect that when the employee reports to work, they should leave all their personal problems and lives at home and focus on the job at hand in the hours they are on the work premises (Psycho Bosses From Hell 1993:128). According to these employers, if you do not like the fact that

work comes first and your personal life second, then you are free to leave (Psycho Bosses From Hell 1993:128).

On the other hand, there are the employers who accept that work is one part of an individual's life and the individual's life has other important things such as family, friends, and hobbies (Harris & Brannick 1999). Harris and Brannick (1999) add that employers who recognize this fact, also realize that those things in an individual's life that are outside work do have the potential to affect performance at work and as such, the employer should provide a work environment that balances work and personal life.

Nevertheless, at the end of it all, as Drafke and Kossen (2002) suggest, people are employed by organizations so that they can fulfil the needs of that organization. Therefore, one would expect that the organization would endeavour to get the most out of the employee while having to part with as little as possible. This should come as no surprise as this is the way of capitalism in which the organization or "the corporation" is at the emergence and the success of capitalism (Bakan 2005).

2.6 Job Satisfaction

Kreitner and Kinicki (2008:170) offer the following definition for job satisfaction:

"Job satisfaction essentially reflects the extent to which an individual likes his or her job. Formally defined, job satisfaction is an effective or emotional response toward various facets of one's job".

This definition implies that an individual can be satisfied with some aspects of his or her job and be dissatisfied with other aspects but still experience job satisfaction or dissatisfaction.

2.6.1 The Causes of Job Satisfaction

Kreitner and Kinicki (2008) put forward five leading schools of thought on job satisfaction as discussed below:

2.6.1.1 Need fulfilment models

These types of models suggest that job satisfaction is dependent on the degree to which the job characteristics allow a person to fulfil his or her needs. In a study conducted on 30 law firms in Massachusetts, it was found that “35% to 50%” of associates left their firms within three years of beginning work at the particular firm simply because they felt that the firm did not have room for their family needs (2008:170). Karr (1999) explains that this study indicates that an individual’s unmet needs can influence both satisfaction and turnover.

2.6.1.2 Discrepancies

According to Kreitner and Kinicki, discrepancies models suggest that satisfaction on the job is dependent on met expectations. The term met expectations refers to “the extent to which one receives what he or she expects from a job such as good pay and promotional opportunities, and what he or she actually receives” (2008:171). In their statistical analysis of previous research, Wanous, Poland, Premack and Davis, (1992), found that there was a significant relationship between job satisfaction and met expectations. Their deduction was that when expectations were met, then job satisfaction arose and vice versa.

2.6.1.3 Value attainment

Kreitner and Kinicki (2008:171), state that value attainment refers to, “the extent to which a job allows the fulfilment of one’s work values”. The inference here is that job satisfaction will result when the employee feels that the job allows him or her to attain those values that are important to him or her and vice versa.

2.6.1.4 Equity

Equity refers to “the fairness with which an individual perceives he or she is being treated with at work” (2008:172). Perception of being treated fairly at work has a bearing on job satisfaction. If the employee perceives that he or she is treated fairly in comparison to other co-workers, then job satisfaction will be present and vice versa.

2.6.1.5 Dispositional/Genetic components

According to Kreitner and Kinicki, this model suggests that, “job satisfaction is partly as a function of both personal traits and genetic factors” (2008:172). The model suggests that individual characteristics that are constant over time can have a bearing on job satisfaction. This is supported by research that has been carried out to measure the relationship between personal characteristics and job satisfaction. According to Dormann and Zapf (2001:499), “the research seems to indicate that about 30% of an individual’s job satisfaction is linked to dispositional and genetic components”. Furthermore, these genetic factors are also supposedly responsible for life satisfaction, well-being and general job satisfaction (Arvey, Bouchard, Segal and Abraham 2007).

2.6.2 Correlates and Consequences of Job Satisfaction

This section deals with a few organizational variables and their relationship to job satisfaction.

Kreitner and Kinicki (2008) provide the following relationship analysis shown in Table 2.1:

Table 2.1 Correlates of Job Satisfaction

Adapted from Kreitner R. and Kinicki A. 2008. **Organizational Behaviour** 8th ed. New York: McGraw-Hill Irwin p. 173

Variables related with Satisfaction	Direction of relationship	Strength of relationship
Motivation	Positive	Moderate
Job involvement	Positive	Moderate
Organizational commitment	Positive	Moderate
Organizational citizenship behaviour	Positive	Moderate
Absenteeism	Negative	Weak
Tardiness	Negative	Weak
Withdrawal cognitions	Negative	Strong
Turnover	Negative	Moderate
Heart disease	Negative	Moderate
Perceived stress	Negative	Strong
Pro-union voting	Negative	Moderate
Job performance	Positive	Moderate
Life satisfaction	Positive	Moderate
Mental health	Positive	Moderate

Table 2.1 shows variables that are correlated to job satisfaction. Kreitner and Kinicki explain that the relationship of the variables to job satisfaction can be either positive or negative, whilst the strength of that relationship can either range from weak - meaning little relationship - to strong. The implication for management here is that strong relationships mean that management has the opportunity to influence the variable concerned by increasing job satisfaction.

Some of the variables that apply to this study are discussed below:

2.6.2.1 Organizational Citizenship Behaviour

Kreitner and Kinicki (2008:174) define organizational citizenship behaviour as, “employee behaviours that exceed work role requirements”. They further add that a meta-analysis of 21 independent studies involving 7,031 individuals showed “...a significant and moderately positive correlation between organizational citizenship behaviour and job satisfaction”.

Robbins and Judge (2003) posit that this behaviour is discretionary yet it encourages the successful functioning of the organization. They go as far as to suggest that any successful organization will require employees who go beyond the call of duty to ensure that the job is done exceptionally well or that a customer is satisfied beyond expectations. Organizational citizenship behaviour can involve doing things that are not in the job description such as volunteering for extra work, helping others in the team, avoiding unnecessary conflict and making suggestions on how to improve processes and departments. Podsakoff, Mackenzie, Paine, and Bachrach (2000), show through their research that the organizations that have employees who exhibit good organizational citizenship behaviour outperform those that do not. This statement gains support from work done by Koys (2001) and by Bolino and Turnley (2003).

The implication here for management is that it must endeavour to promote and support those decisions that encourage employees to exhibit good organizational citizenship behaviour. Research carried out by Allen (2006) and by Lee, Mitchell, Sablinski, Burton and Holtom (2004), suggests that leadership and work environment have a greater influence on organizational citizenship behaviour than the employee’s own personality or characteristics.

2.6.2.2 Withdrawal cognitions

Kreitner and Kinicki (2008:174) define withdrawal cognitions as, “overall thoughts and feelings about quitting a job”. Withdrawal cognitions are related to job satisfaction in that job dissatisfaction is one of the major reasons that can cause an individual to think of quitting a job. If employees feel dissatisfied, then they will start thinking of exiting the company and they will start evaluating different options for exiting.

The implication of this to managers is that they should endeavour to increase job satisfaction to reduce turnover.

2.6.2.3 Age

Clark, Oswald, and Warr (1996) suggest that as people get older they to have an increase in job satisfaction. They support their argument by putting forward that older workers will usually have more life experience, which makes them better positioned to understand the needs that a job can or cannot satisfy, and that generally, they have a more practical view of life. This is in comparison to younger workers who have little or no job experience with which to evaluate and analyze the current job that they hold. Due to this, the young workers are more likely to be influenced by other people's opinions and statements about work rather than by their own beliefs and this may make them more prone to finding dissatisfaction with their jobs.

Further credence to this hypothesis is supported by the research carried out by Rhodes (1983), where she looked at data from 185 studies in an attempt to find out the relationship between age and work. She found that as age increased, so did employees' job satisfaction, involvement, motivation and commitment to the organization. Her research also showed that older workers were no more prone to accidents in the workplace than their younger counterparts were.

Robbins and Judge (2003) bring an interesting perspective to the topic of work and age when they say that there is a common view, whether true or not, that job performance decreases, as one gets older. Meta-analysis research carried out by McEvoy and Cascio (1989), on 96 studies of about 38,983 individuals showed that age and job performance were not related. However, work done by Waldman and Avolio (1993), seemed to suggest that the correlation between age and job performance seemed to change, as people grew older. Waldman and Avolio (1993) supported their hypothesis by using prior research they had performed together with McDaniel in 1990 in which they studied data obtained on 24,219 individuals. They found that age was positively correlated to performance for employees in the age bracket of 25-30 years and then it flattened, showing that older workers were no less productive.

Research done by the American Association of Retired Persons (1995), Chiu, Chan, Snape and Redman (2001), Glover (2001), Green (2003), and by Wrenn and Maurer (2004), suggests that employers perceive older workers as - on the positive side -, having experience, judgement, dedication to quality and an enduring work ethic. On the negative side, older workers are viewed as being unwilling to embrace change and new technology, as well as being inflexible. This last statement lends itself to the explanation as to why organizations would be slow to hire older workers and be quick to retrench them during restructurings (Robbins & Judge 2003).

Despite this, Rhodes (1983), Cotton and Tuttle (1986), Davies, Matthews and Wong (1991), have found that the older an individual becomes the less likely it is he or she will quit his or her job. Robbins and Judge (2003), support this research by saying that older workers would ordinarily have fewer job opportunities and they would be at a high pay bracket with attractive pensions, thus making quitting expensive for them.

2.6.3 Ways in Which Dissatisfied Employees React

Robbins and Judge (2007) provide a theoretical framework of the kind of behaviour that dissatisfied employees might exhibit at the workplace. The framework is illustrated and discussed in Figure 2.1 below:

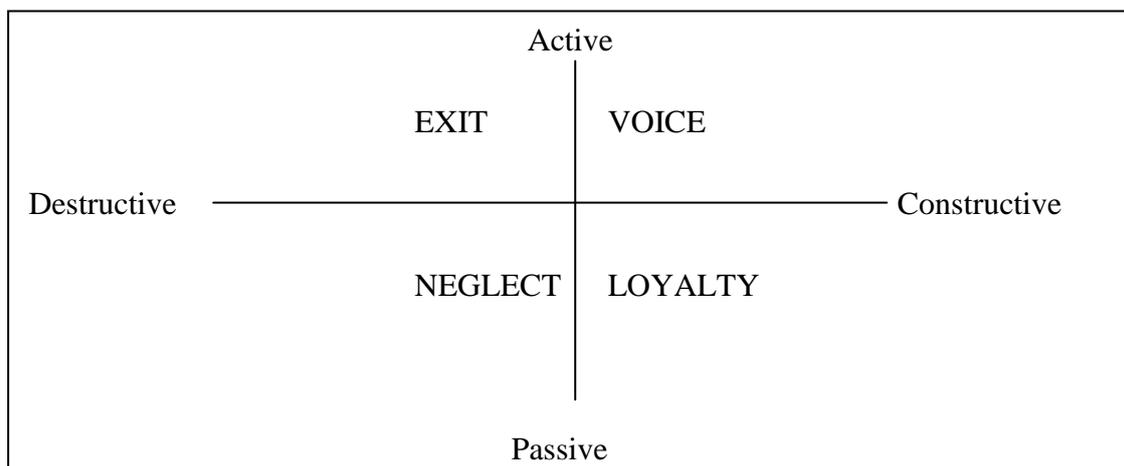


Fig. 2.1 Responses to Job Dissatisfaction

Adapted from Robbins S. P. and Judge T. A. 2007. **Organizational Behaviour** 12th ed.

Upper Saddle, New Jersey: Pearson Prentice Hall. p. 90

This theoretical framework has four possible responses – exit, voice, loyalty and neglect - that lie within two dimensions – active/passive and constructive/destructive (Robbins & Judge 2007).

Exit – when an employee chooses to exit an organization it means that he or she will leave the company and look for employment elsewhere or simply resign. This behaviour is active since the employee actually does something, but it is also destructive to the organization since it creates extra costs in recruitment and might mean that some work might end up pending until a replacement is found, resulting in lost opportunities.

Voice – an employee who decides to voice his or her displeasure with the working conditions that are resulting in job dissatisfaction is choosing to actively and constructively change those conditions while remaining within the organization. This type of behaviour can be exhibited through making suggestions to management, bringing problems and possible solutions to the attention of management or using union channels to bring grievances and demands to the attention of management.

Loyalty – an employee who chooses to remain loyal to the organization acts passively and constructively with the hope that the working conditions will improve. The employee will even go as far as defending the organization from external criticisms hoping that management will eventually come to its senses and do the right thing.

Neglect – an employee who neglects his or her work acts in a passive and destructive manner. The employee can choose to reduce the effort they put in tasks, can result to skipping work or calling in sick causing recurring absenteeism or lateness. An employee who acts this way will also have many error rates in his or her work.

2.7 Confidence

According to Stein (2009:1), “confidence, even faked, makes life interesting”. Bandura (1977:124), defines confidence as the, “belief in one’s capabilities to mobilise the motivation, cognitive resources and courses of action needed to meet given demands”. Sturdy, Brocklehurst, Winstanley and Littlejohns (2006) add that confidence also relates to

the notion that an individual has power, control and legitimacy over his or her environment.

Lindenfield (1995:9) says the following of self-confidence:

“Self-confidence is made up of two distinct sets of components. The first gives us our inner psychological strength and helps us to *feel* OK about ourselves, and the second gives us the skills with which to *behave* and *appear* self-assured”.

Lindenfield (1995:9) goes on to say that when an individual has inner self-confidence then they have:

- **Self love** – which is having a high self esteem and being willing to nurture and engage in behaviour and a lifestyle that takes care of “me”,
- **Self-knowledge** - a heightened understanding of one’s own guiding values and beliefs, strengths and weaknesses and having the wisdom to use these to attain one’s full potential,
- **Clear life goals** – having a sense of direction as to where one’s life is headed as well as being able to set realistic short and long-term goals to guide one’s life, and
- **A positive mindset and thinking** – having at all times, a constant optimism about persons and outcomes, and as a result, being trusting and willing to take risks or chances.

The individual should also possess the skills for outer confidence, which are:

- **Good communication skills** - from small talk to good public speaking,
- **Good self presentation skills** - ranging from an ability to dress appropriately based on the occasion, to being able to present a powerful image of oneself when making presentations,
- **Assertiveness** - both in asking for what you want and in saying no to what you do not want, as well as speaking up for others who are less confident than you, and

- **Emotional control** – both in having the ability to stay calm and collected in crises, as well as controlling over excitement about ideas and people that one might like.

Lindenfield (1995) argues that when an individual has a complement of both components, then they become super confident.

Lindenfield (1995) suggests that at the heart of super confidence is self-esteem. He goes on to say that, individuals cannot love and respect themselves when they lack an interior belief in their own individual worth. Individuals must in all entirety, accept that like anyone else, they have a right to be successful and happy. Failure to do this will incapacitate any attempts of realizing one's full potential or the enjoyment of the fruits of hard work. He goes on to link high self-esteem with motivation, saying that the former is the precursor and instigator of the latter, without which all other attempts at improving confidence would prove to be time wasting.

McMahon (2007) argues that a lack of confidence hinders one's professional effectiveness and career advancement as well as one's happiness and satisfaction with life. He adds that what might be termed as behavioural issues at work such as an inability to communicate effectively, aggression and anger, and inappropriate conduct, really just reflects a lack of confidence in the individual in question. He continues to state that those individuals in the workplace who lack confidence are more predisposed to playing it safe, steering clear of taking risks and facing fresh challenges or even trying new situations. In addition, people lacking in confidence have a tendency to take longer over daily interpersonal tasks than those who do not.

All of this, more often than not will lessen an individual's chances of attaining his or her full potential, consequently leaving both the organisation and the individual poorer. This is supported by work done by Bandura (1997), and Gist and Mitchell (1992), who argue that confidence is positively related to job performance and satisfaction. This means that individuals, who feel confident and act so, are more likely to perform better and be more satisfied with their jobs than individuals who are not confident.

Lindenfield (1995) states that based on research, employees have indicated some simple things that management can do to ensure that employees feel and act in a more confident

manner. These include things such as more recognition and praise when one gets the job done, remembering employee names, being more compassionate when employees suffer a death in the family or when they are sick and handling promotions in a transparent and easy to understand manner, regardless of whether the employee in question gets the promotion or not.

2.8 Conclusion

When employees join a particular employer, they usually have some aspirations that they wish the employer to meet. The employer on the other hand has some requirements the employee must satisfy. Occasionally the two sides do coalesce but more often than not, there is a clash between the employee aspirations and the employer's requirements. This results in feelings of alienation in the employee as well as a lack of job satisfaction. The employee might react to this job dissatisfaction in either an active, passive, constructive or a destructive manner.

This chapter looks at the concept of alienation, personal aspirations and work requirements as well as correlates of job satisfaction. The chapter concludes with a look at confidence and the influence it has on employee performance in the work place.

The following chapter (3) presents the research methodology applied in carrying out the research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapters 1 and 2 present a discussion on the need for the research in this report, as well as a review of literature that surrounds job satisfaction, personal aspirations and work requirements. This chapter deals with the manner in which data that answers the research questions was collected and analysed. The theory behind research methodology is reviewed and its application in this research discussed and elaborated on.

3.2 Types of Research Strategies

Bryman and Bell (2007) state that a research strategy is the manner in which a researcher carries out his or her research. They add further that there are two main research strategies: Quantitative and Qualitative. They say that quantitative research can be seen as a research strategy that gives importance to quantification in the gathering and analysis of data. On the other hand, qualitative research usually gives importance to words rather than quantification in the gathering and analysis of data.

The differences between the two strategies are summarised in Table 3.1 below:

Table 3.1 Fundamental Differences between Quantitative and Qualitative Research Strategies

Difference	Quantitative	Qualitative
Principal orientation to the role of theory in relation to research	Deductive; testing of theory	Inductive; generation of theory
Epistemological orientation	Natural science model, in particular positivism	Interpretivism
Ontological orientation	Objectivism	Constructivism

Adapted from Bryman A. and Bell E. (2007) **Business Research Methods 2nd ed.** New York: Oxford University Press p.28

3.3 Research Design and Nature of the Study

The research was designed as a cross sectional survey research. Bryman and Bell (2007:56) say the following of survey research:

“Survey research comprises a cross-sectional design in relation to which data are collected predominantly by questionnaire or by structured interview on more than one case (usually quite a lot more than one) and at a single point in time in order to collect a body of quantitative or quantifiable data in connection with two or more variables (usually more than two), which are then examined to detect patterns of association.”

Sekaran and Bougie (2009:119) say that a cross sectional study is one in which data is gathered once, over a period of time, say days, weeks or months, with the aim of answering a set of research questions. This was the case for the survey reported here. Data was collected only once and over a period of two months.

The research was designed as such with a view to answering the research questions stated in chapter 1 by using statistical techniques to check for relationships between the key variables under investigation. The survey was conducted in a non-contrived setting and the type of investigation was correlational in nature.

3.4 Sampling Theory and Choice of Sample

Sekaran (2009:266) says that sampling is the process of choosing an adequate number of elements from the population, so that a study of that sample and a comprehension of its properties or characteristics, make it possible to generalize those properties or characteristics to the whole population that it was drawn from.

Bryman and Bell (2007:183) define a population as “...the universe of units from which a sample is to be selected”. Sekaran (2003) adds that what is critical to a population is that it contains those units that the research is keen on investigating.

A sample is, “...the segment of the population that is selected for investigation” (Bryman and Bell 2007:183).

Sekaran and Bougie (2009:263) define an element as, “a single member of the population”.

3.4.1 Reasons for Sampling

Sekaran (2003) states that sampling is used for a varied number of reasons not least to save time and cost since attempting a survey of the whole population may prove too costly both in terms of money (especially when dealing with destructive sampling) and time. Sekaran (2003) adds that working with a smaller number (the sample) ensures that there is less fatigue and fewer errors therefore ensuring that the results are more reliable.

3.4.2 Choice of Sample

For the purposes of this research, judgement sampling which is a type of purposive sampling was used. Sekaran (2003) states that purposive sampling is one of the non-probability sampling techniques in which the researcher chooses to get information from particular target groups because the researcher feels that these particular groups have the information he or she seeks or they possess specific criteria the researcher is after. Purposive sampling consists of two types: judgement sampling and quota sampling.

Judgement sampling is that in which the choice of respondents is because they are the most favourably placed to give the information being sought (Sekaran 2003). For the purposes of this research judgement sampling was chosen primarily due to this reason – that the respondents were the most favourably placed to provide the information being sought. The research wanted to get information from professionals working within the Durban metropolitan area in the fastest manner possible. Therefore, 10 individuals working in the above sectors were identified using judgement sampling and given the questionnaire to answer and to share with at least twenty of their colleagues and friends who are professionals like them. The strategy ensured that the exercise generated 118 responses to the questionnaire. The total population consisted of 833,615 individuals within the Durban Metropolitan area (Statssa 2007).

3.5 Research Instrument

The research instrument adopted for this survey was an online self-administered questionnaire delivered by email to the inboxes of the participating respondents.

3.6 Questionnaire Design

The research in this report was conducted by use of a web-based questionnaire administered through QUESTIONPRO, an online company that hosts questionnaires for researchers at a fee.

The questionnaire was designed in such a way that the respondents could only choose one response per question to avoid a scenario where a respondent gave two responses to the same question thus making the resultant data null and void. The software also ensured that the respondent had answered all questions before submitting the questionnaire and if the respondent had not, it would highlight the unanswered questions with a red asterisk. The questionnaire would only be submitted once all questions were answered.

The questionnaire was also set up to prevent ballot stuffing. US Legal (2010:1), defines ballot stuffing as, “a type of electoral fraud whereby a person permitted only one vote submits multiple ballots”. To prevent this, QUESTIONPRO.com sent a tracking cookie that read the internet address off the particular computer from which the respondent answered the questionnaire. If the respondent tried to answer the questionnaire again, a window would appear thanking the respondent and informing him or her that since he or she had already answered the questionnaire before, he or she was not permitted to take the survey a second time.

The questionnaire was divided into three sections.

- **Section One: Personal Particulars**

The first part of the questionnaire had nine questions that dealt with the biographical data of the respondents as well as general information about their education level, number of dependants and years at current employer and current position. In this section, the questionnaire contained open-ended text boxes into which the respondents were required to fill in their answers for the respective questions.

- **Section Two: Personal Aspirations**

This section of the questionnaire had twelve statements that the respondent had to agree or disagree with. The responses were in a Likert scale format ranging from strongly agree to strongly disagree coded as follows:

Strongly agree.....	1
Agree.....	2
Neutral.....	3
Disagree.....	4
Strongly disagree.....	5

The statements in this section addressed personal aspirations such as autonomy, lifestyle, and career advancement, as discussed in chapter 2.

- **Section Three: Work Requirements**

This section of the questionnaire had ten statements that the respondent had to agree or disagree with. The responses were also in a Likert scale format ranging from strongly agree to strongly disagree and coded as above. These statements aimed to find out from the respondents their perception of what their work required of them and how they felt that their employer treated them.

3.7 Pilot Study

According to Bryman and Bell (2007), the ideal situation in any research that involves a self-completion questionnaire is that the researcher should test or run a pilot of the questionnaire to a select group of individuals. Bryman and Bell (2007) add that this helps

to check whether the questions asked achieve their purpose, as well as seeing if the research instrument functions well as a unit. This is especially more so in a self-completion survey, since the respondent will not have anyone to ask questions of or to clarify anything they do not understand in the questionnaire.

A pilot study involving 10 individuals was carried out. The study aimed to check the time it took each respondent to finish the questionnaire as well as checking whether the questionnaire was understandable, easy to answer and achieved its objectives of testing personal aspirations and work requirements. The feedback was that the questionnaire was quite straightforward and easy to answer. The pilot group pointed out some ambiguous wording in one of the questions and the necessary changes were incorporated in the final version that was circulated for data collection.

3.8 Administering the Questionnaire

Bryman and Bell (2007) list five types of survey modes that one can employ when carrying out research. These are listed below:

- Face-to-face interview
- Telephone interview
- Postal questionnaire
- E-mail
- Web

The respondents identified were each sent an email with a link that directed them to the QUESTIONPRO web page that contained the questionnaire. The selected respondents would then forward the same link to at least twenty of their friends and colleagues.

Bryman and Bell (2007) list the following advantages of a web-based survey:

- Web based surveys are often more cost-effective in respect to time and money than other types of surveys.
- They can easily reach a large number of individuals.
- The collection, pooling, coding and analysis of data are made quick and easy. The likelihood of errors arising when compiling the data is also avoided because the software does it.
- Distance is no longer a problem for the individual carrying out the research because all he or she requires is just a computer terminal and internet access.

Bryman and Bell (2007) also point out a number of disadvantages that are associated with web-based surveys:

- Not everyone who might be eligible to answer the questionnaire might have internet access.
- There is a great possibility that e-mail invitations to answer the questionnaire might be viewed as a nuisance and ignored. This was experienced in the course of the survey, but persistent reminders to respondents overcame this.
- In this mode of survey, there arises a loss of personal interaction between the researcher and the participant. This can cause loss in vital auditory and visual cues that can enrich the research. Unfortunately, this disadvantage could not be mitigated against in the research.
- Bryan and Bell (2007) say that with web-based surveys, there is the fear amongst respondents that fraudsters or hackers might compromise their security and confidentiality while they are online. This was mitigated against by ensuring that the link to the questionnaire was sent via a secure link.

3.9 Data Analysis Process

Sekaran (2003) provides the following data analysis process shown in Figure 3.1, which was adopted for the purposes of this research:

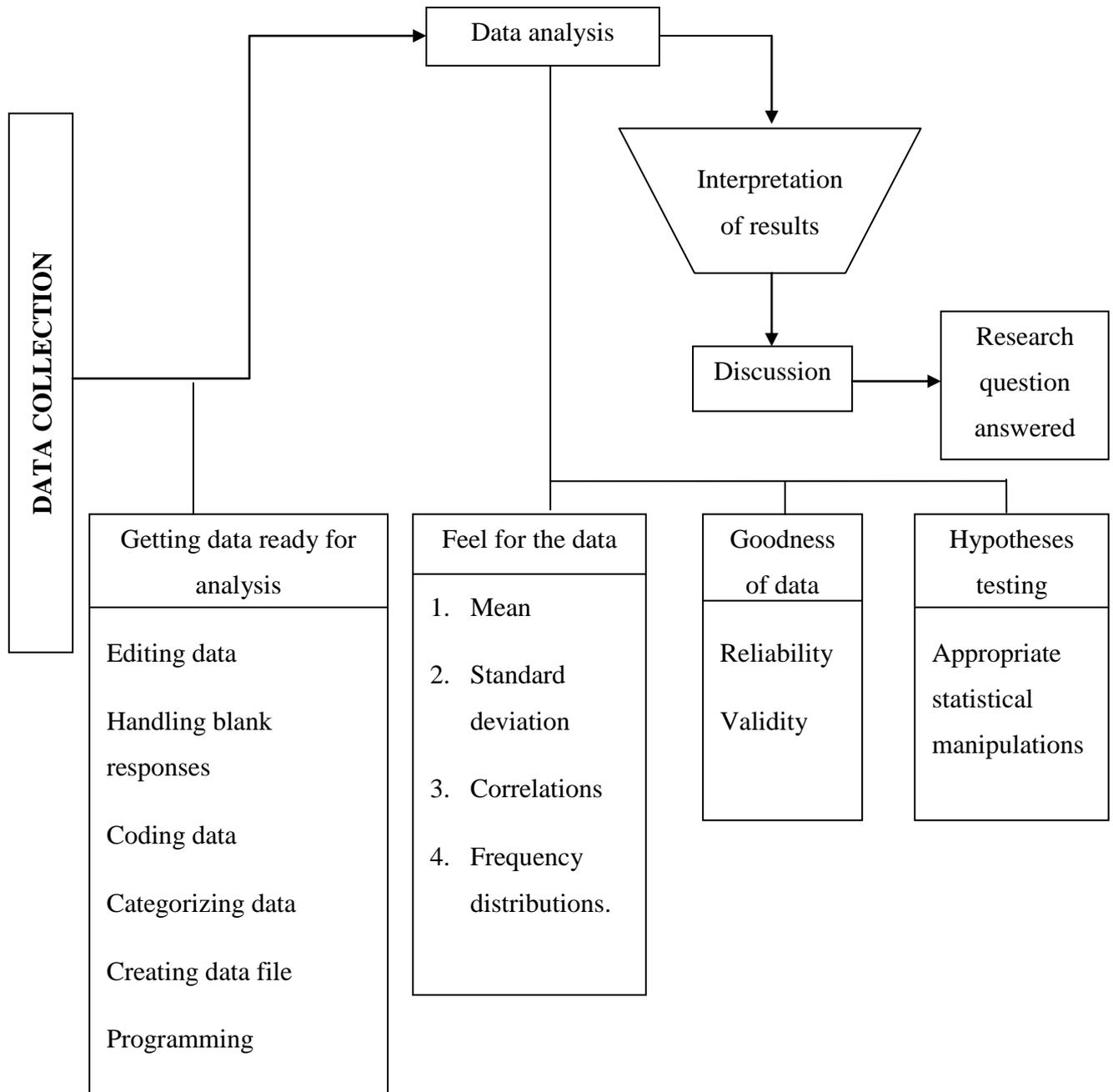


Figure 3.1 Flow Diagram of Data Analysis Process

Adapted from Sekaran U. 2003. **Research Methods for Business: A Skill Building Approach**. New York: John Wiley & Sons. p. 301

Sekaran (2003) says that data analysis and interpretation consists of two stages, namely:

- Preparing data for analysis, and
- Data analysis and interpretation

3.9.1 Preparing Data for Analysis

This stage of the data analysis involves editing, dealing with blank responses, coding and arranging the data into categories to make the following stage of interpretation easier.

3.9.1.1 Editing

The first step carried out in the analysis of the data, was editing. Kent (2001:60) says the following about editing:

“Editing is the process of scrutinising completed data collection forms and taking whatever corrective action is required to ensure that the data are of high quality. It is a kind of quality control check on the raw data to ensure that they are complete, accurate and consistent”.

Since the output of the data from the QUESTIONPRO website was both in SPSS format and excel format, the only editing required was the deletion of any unnecessary rows and columns from the spreadsheets.

3.9.1.2 Handling Blank Responses

Sekaran (2003) says that at times, not all respondents answer all the questions in the survey. This may be due to a lack of understanding of the question, lack of knowing the answer to the question or an unwillingness and/or indifference on the part of the respondent to answer particular questions. Sekaran (2003) goes on to advise that in instances of a significant number of blank responses, then the researcher needs to decide what to do with the data they have obtained in respect of the incomplete questionnaire.

3.9.1.3 Coding

Kent (2001) says that coding refers to the process of converting the edited data into machine-readable form. Bryman and Bell (2007), explain further that codes act as labels on the data generated from individuals to facilitate the analysis of that information by computers.

Due to administering the questionnaire for this research via web-based software (QUESTIONPRO), there was no need to code the data as the software had already coded it.

3.9.1.4 Categorization

Rose and Sullivan (1996:232) define categorization as the act of “...placing observations or measurements into groups or categories on the basis of unequivocally shared features”.

The QUESTIONPRO software already categorized the data generated in this survey prior to delivery.

3.9.1.5 Entering Data

SPSS v.15 was used for the analysis as per 3.9.1.1 Questionpro produced data output in SPSS file format thus, there was no need to re-enter data.

3.9.2 Data Analysis and Interpretation

Sekaran (2003) states that when analyzing and interpreting data, the researcher should concern him or herself with a feel for the data and a test of the goodness of the data.

3.9.2.1 Feel for the Data

In this analysis, the aim is to get an understanding of how good the ranges or scales assigned to the data are and how well the previous stage of editing, coding and categorizing was done (Sekaran 2003). This can be achieved by the use of descriptive

statistics such as frequency distributions, mean, median, mode, standard deviation, range and variance.

Frequency Distribution

Lind, Marchal and Wathen (2008:28) define a frequency distribution as, “a grouping of data into mutually exclusive classes showing the number of observations in each class”. In order to have the frequency distribution, data should be tallied into tables that have classes and the observations in each class. The information gathered can then be presented using bar charts, histograms and/or pie charts.

For this research, the data was arranged into frequency tables and represented by use of bar graphs and pie charts as shown in chapter 4.

Mean

Saunders, Lewis and Thornhill (2003), say that the mean of a set of data is the average of that dataset resulting in a value that consists of all data values in its computation.

Median

Saunders, Lewis and Thornhill (2003), say that the median of a dataset is the middle number or mid-point after all the data has been arranged from the smallest to the greatest.

Range

“The range is the difference between the largest (maximum) and smallest (minimum) values in a data set” (Lind, Marchal and Wathen 2008:73).

Variance

Sekaran (2003) says that variance is the dispersion of a variable in a dataset around a mean.

Standard deviation

Bryman and Bell (2007:359) define standard deviation as, “the average amount of variation from the mean”. It is calculated by calculating the square root of the variance.

3.9.3 Testing the Goodness of the Data

Sekaran (2003) says the test for the goodness of the data is done by checking for reliability and validity. Figure 3.2 illustrates the different forms of reliability and validity tests that can be conducted to check the goodness of the data being analysed.

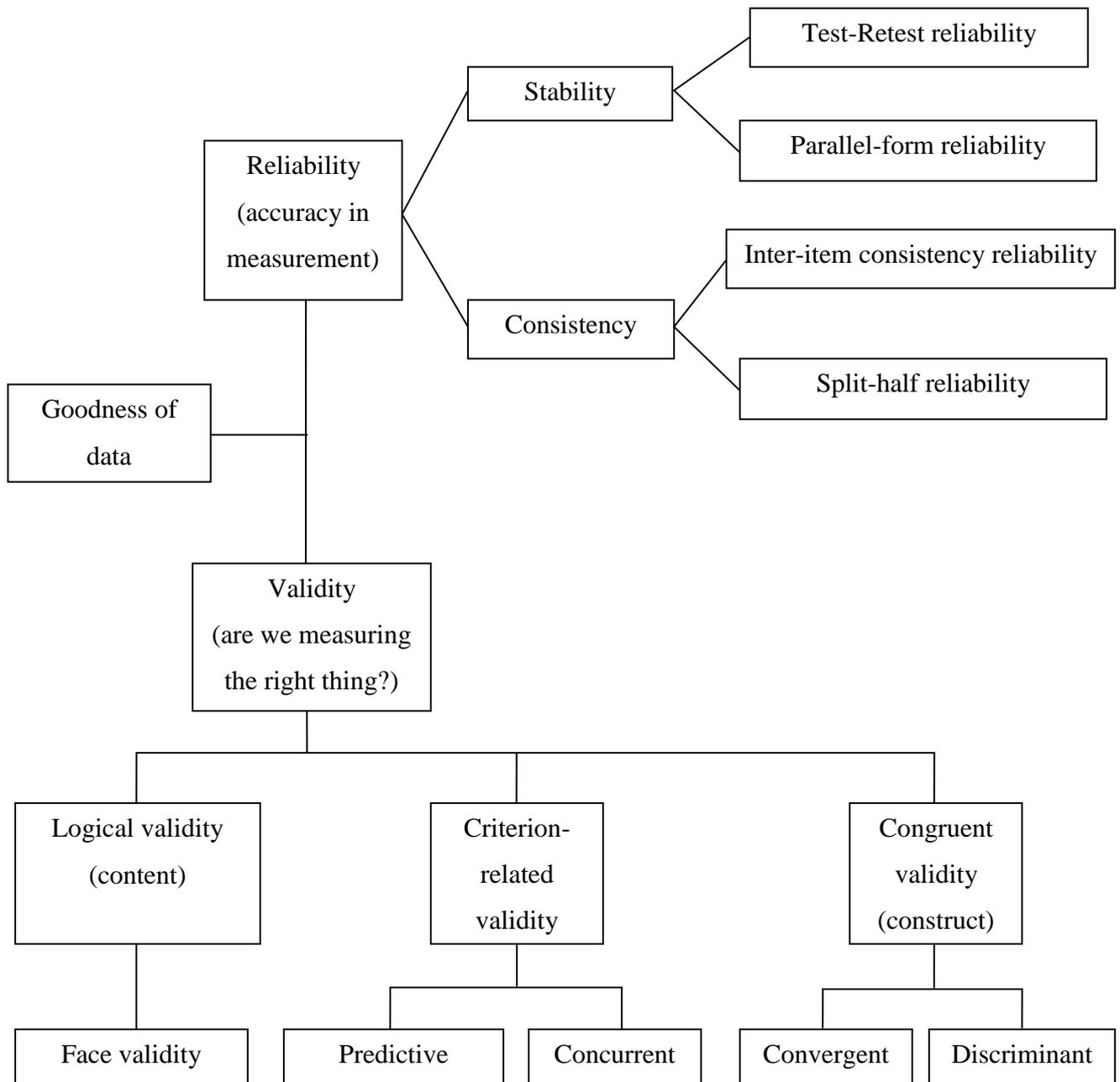


Figure 3.2 Testing Goodness of Measures: Forms of Reliability and Validity

Adapted from Sekaran U. 2003. **Research Methods for Business: A Skill Building Approach**. New York: John Wiley & Sons. p. 204

3.9.3.1 Reliability

Sekaran (2003) says that reliability is concerned with the consistency and stability of a measure over time. It checks the extent to which the measure is free of error and/or bias over time and within the various items in the instrument.

Stability Measures

Stability measures of reliability aim to check whether the measure used in a study stays the same over extended periods regardless of uncontrollable testing circumstances or the condition of the respondents (Sekaran 2003). The essence of this test is to validate the “goodness” of a construct because it is measured in a stable manner regardless of when it is done.

There are two tests used to check the stability of a measure:

Test-Retest Reliability

According to Sekaran (2003), this test-retest reliability measure, involves giving the same instrument or measure such as a questionnaire to a select group of respondents and then giving it to the same respondents some weeks later to a maximum of 6 months duration and checking the correlation of the scores for the two results. The higher the correlation in the scores the better for the test- retest reliability because it indicates that the measure is stable over time. For the purposes of this research, this was done during the pilot. The correlation between the first answers before the changes were incorporated and the second set of answers after the changes was found to be 0.97 indicating the research instrument was reliable.

Parallel-Form Reliability

According to the Changing Minds Organization (2010), one key issue with research is knowing the right questions to ask to get the best information. This is where parallel form reliability is applied. The researcher gives two different sets of questions investigating the same construct to different respondents. The questionnaire set that returns the most consistency is adopted for the study, whilst the other one is kept as a backup provided it

has reasonable consistency. Parallel-form reliability evaluates different questions and question sets that seek to assess the same construct.

Consistency Measures (also known as Internal Reliability)

Internal consistency measures of reliability check whether the different questions that are asked in testing the same construct, give consistent results (Changing Minds Organizations 2010). Sekaran (2003:205) adds that these measures check whether the questions “hang together as a set” and can independently measure the same construct, so that respondents attach the same overall meaning to each of the items. This is checked by measuring the correlation between the different questions and sub-questions in the survey document.

A high correlation of 0.8 is considered good while 0.6 to 0.7 is acceptable. This indicates that the instrument is reliable – it can return consistent answers to questions posed about the same construct even though each question gives some new information. A correlation of 0.95 and above is not necessarily good for it can indicate that the questions are redundant (Sekaran 2003). This test for internal consistency is carried on the data for this research using the Cronbach’s coefficient alpha and the results are presented in Table 4.1 in chapter 4.

According to Sekaran (2003), there are two ways to check for internal consistency of a measure:

Inter-Item Consistency Reliability

Sekaran (2003:205) says that, “this is a test of the consistency of respondents’ answers to all the items in a measure”. According to Sekaran (2003), there are two methods of checking inter-item consistency: the Cronbach’s coefficient alpha, which is used for multi-point scaled items, and the Kuder-Richardson formulas used for dichotomous items. As stated above, the higher the correlations generated, the better the instrument in its ability to remain consistent in measuring the construct under investigation.

There is another test of reliability referred to as *inter-observer or inter-rater consistency*. According to Bryman and Bell (2007), this test of reliability is applied when there is more than one observer or researcher researching the same construct.

Split-Half Reliability Coefficient

Split half reliability is the second method for checking for consistency or internal reliability. Sekaran (2003) says that split-half reliability reflects the correlations between two halves of a survey instrument. Trochim (2006) adds that the research instrument items that are meant to investigate a particular construct are randomly divided into two sets. The full instrument is then administered to a sample of people and the total score for each half is calculated. The correlation observed between the two scores becomes the split half reliability.

3.9.3.2 Validity

According to Bryman and Bell (2007:165) validity has to do with, “...whether or not an indicator (or set of indicators) that is devised to gauge a concept, really measures that concept”.

Validity of the data can be checked using three methods: Logical/content validity check, criterion related validity and congruent/construct validity (Sekaran 2003).

Logical/Content Validity:

Content validity aims to check that the research instrument or measure contains enough and representative questions or items that talk to the construct or concept under investigation (Sekaran 2003). According to Bryman and Bell (2007:165), the bare minimum for a content validity check is face validity.

Face validity implies that the instrument in question, on the face of it, shows a true representation of the concept or constructs being investigated. One way of testing this validity is to ask experts or professionals in the field under investigation to look at the research instrument and indicate whether it actually represents that concept under investigation (Bryman and Bell 2007).

Content and face validity were checked during the pilot study that was carried out before the questionnaire was finally distributed for the survey. The feedback received from the respondents was incorporated through changes to the questionnaire.

Criterion-Related Validity:

Sekaran (2003) says that this check for validity is done when the research instrument distinguishes individuals on a criterion it is supposed to predict. It can be done in two ways:

Concurrent Validity

This type of validity occurs when a research instrument differentiates individuals who are already known to be different. If the instrument does not do this then it lacks validity and it is not a good measure for the construct in question (Sekaran 2003).

Predictive Validity

Under this validity check, the researcher checks whether the research instrument differentiates individuals with regard to a future criterion (Sekaran 2003).

Congruent/Construct Validity:

Sekaran (2003) says that this measure aims at checking how well the results of a survey done with the research instrument in question, conform to the theories on which the survey is designed. This can be done through two methods:

Convergent Validity

According to Sekaran (2003:207), convergent validity is achieved when “the values calculated from two differing research instruments measuring the same construct are closely correlated”.

Discriminant Validity

Sekaran (2003:207) says that discriminant validity is observed when “according to theory, two variables that are meant to be uncorrelated, are found to be so on examination of data generated from their observation”.

3.9.4 Data Interpretation and Hypothesis Testing

Data interpretation and hypothesis testing can be achieved by the use of inferential statistics such as Pearson correlations and regression analyses (Sekaran 2003).

3.9.4.1 Pearson’s Correlation

Lind, et.al (2008), state that Pearson derived the Pearson correlation around 1900. It is also referred to as the coefficient of correlation. Lind, et.al. (2008:460) define correlation analysis as, “a group of techniques that measure the relationship between two variables”. They define the Coefficient of Correlation as, “a measure of the strength of the linear relationship between two variables”. It is normally referred to as Pearson’s r or as the Pearson product-moment correlation coefficient.

Figure 3.3 sums up the strength and direction of the coefficient of correlation:

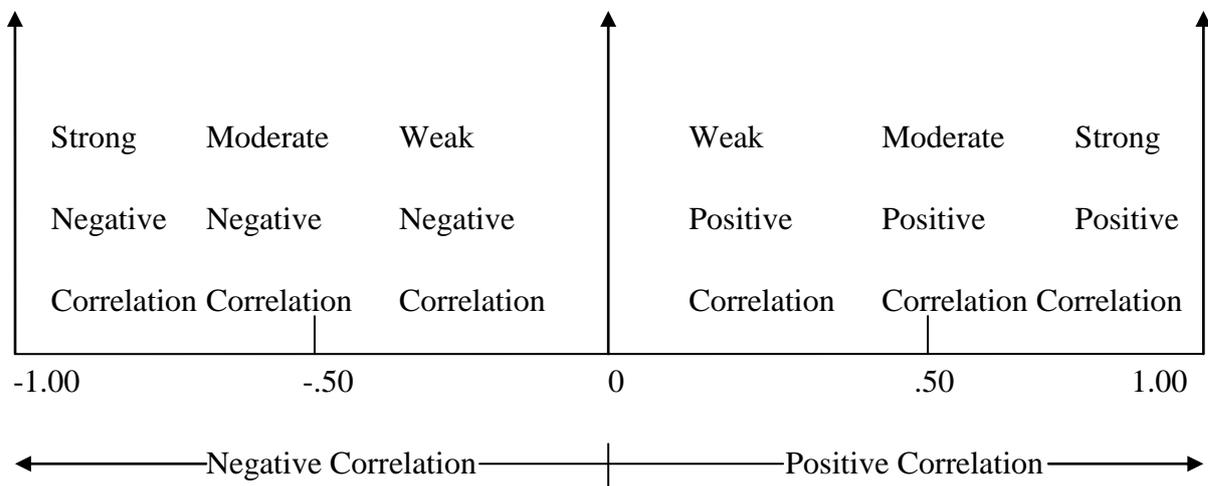


Figure 3.3 The Strength and Direction of the Coefficient of Correlation

Adapted from Lind D. A., Marchal W. G. and Wathen S. A. 2008. **Statistical Techniques in Business and Economics with Global Data Sets** 13th ed., New York: McGraw-Hill Irwin p. 462

Lind, et.al. (2008:462) provide the following characteristics of the coefficient of correlation:

- The sample coefficient of correlation is identified by “the lower case letter r ”
- “It shows the directions and strength of the linear (straight line) relationship between two interval- or ratio-scale variables”
- “It ranges from -1 up to and including +1”
- “A value near 0 indicates there is little association between the two variables”
- “A value near 1 indicates a direct or positive association between the two variables”
- “A value near -1 indicates inverse or negative association between the variables.”

The data generated in this research was analysed using the Pearson’s correlations matrix in chapter 4 and the results discussed therein.

3.9.4.2 Regression Analysis

According to Sekaran and Bougie (2009), simple regression analysis is used when the researcher suspects that one independent variable affects another dependent variable. Sekaran and Bougie (2009) add that if the relationship suspected actually exists, then it can be expressed in a linear equation model using a least squares function. When simple linear regression is carried out, one gets the coefficient of determination represented by R^2 .

Sekaran and Bougie (2009) state that the coefficient of determination is used to give information about the goodness of fit of the regression model i.e. it shows how well the regression line approximates the real data points. R^2 represents the variance in percentage in the dependent variable that can be attributed to, or explained by variation in the independent variable. The closer to one that R^2 is, the more the variation in the dependent variable can be attributed to the independent variable and vice versa. Some regression analyses calculations are carried out and explained in chapter 4.

3.10 Conclusion

This chapter outlines and discusses the research design and nature of the study, sampling theory, the development and administration of the research instrument as well as the steps and processes that are used in the analysis and interpretation of the data. The following chapter (Chapter 4) presents the data collected during the research.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents the results and analysis of the data obtained during the research. The analysis was carried out with the methods and techniques discussed in chapter 3. This included use of frequencies, means, median, standard deviations, correlation techniques and regression analysis.

4.2 Reliability Statistics

Table 4.1 Reliability Statistics

Cronbach's Alpha	No. of Items
.825	20

As Table 4.1 above shows, the Cronbach's Alpha that was calculated for this research on a set of 20 of the most critical questions to the research (excluding biographical data), returned a score of 0.825 showing that the instrument was acceptable in terms of its reliability in testing the constructs under review.

4.3 Results of the Research

The results obtained from the research are presented in two formats: Descriptive Statistics and Inferential Statistics, and discussed herein.

4.3.1 Descriptive Statistics

The first section of the questionnaire dealt with biographical and personal information.

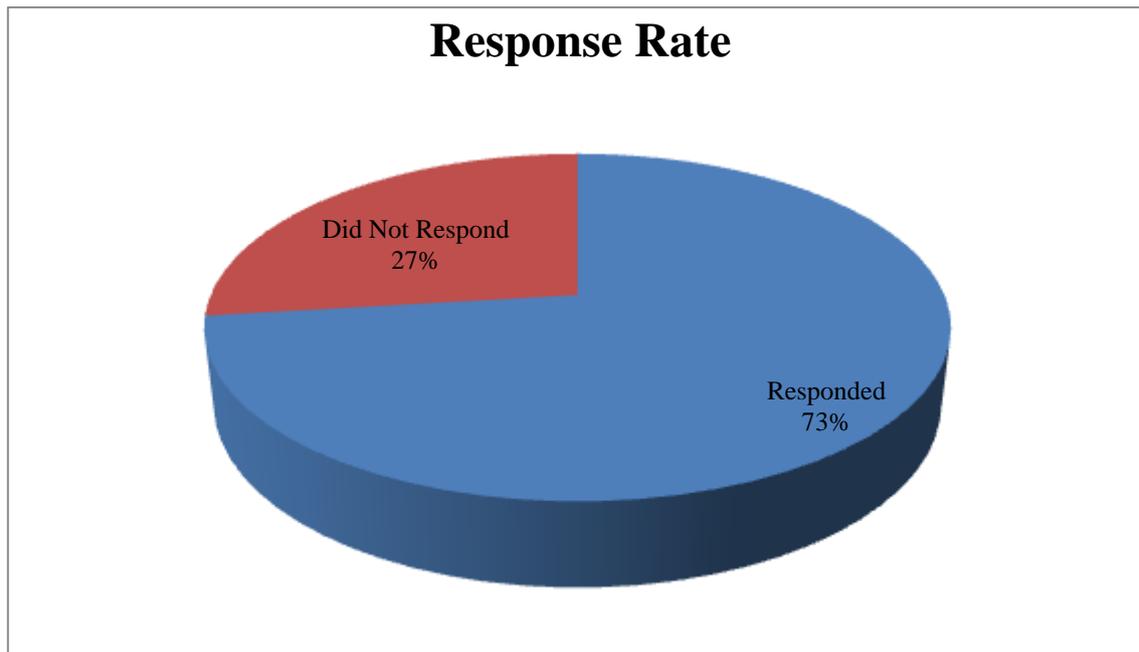


Figure 4.1: Response Rate

Figure 4.1 above shows the response rate for the research. The tracking of respondents by QUESTIONPRO indicated that 208 emails were sent out to an equal number of respondents. Of the 208 respondents, only 73% of them representing 152 individuals opened the questionnaire and started answering it as mentioned in chapter 3. The remaining 27% (representing 56 individuals), did not even click on the link to open the questionnaire.

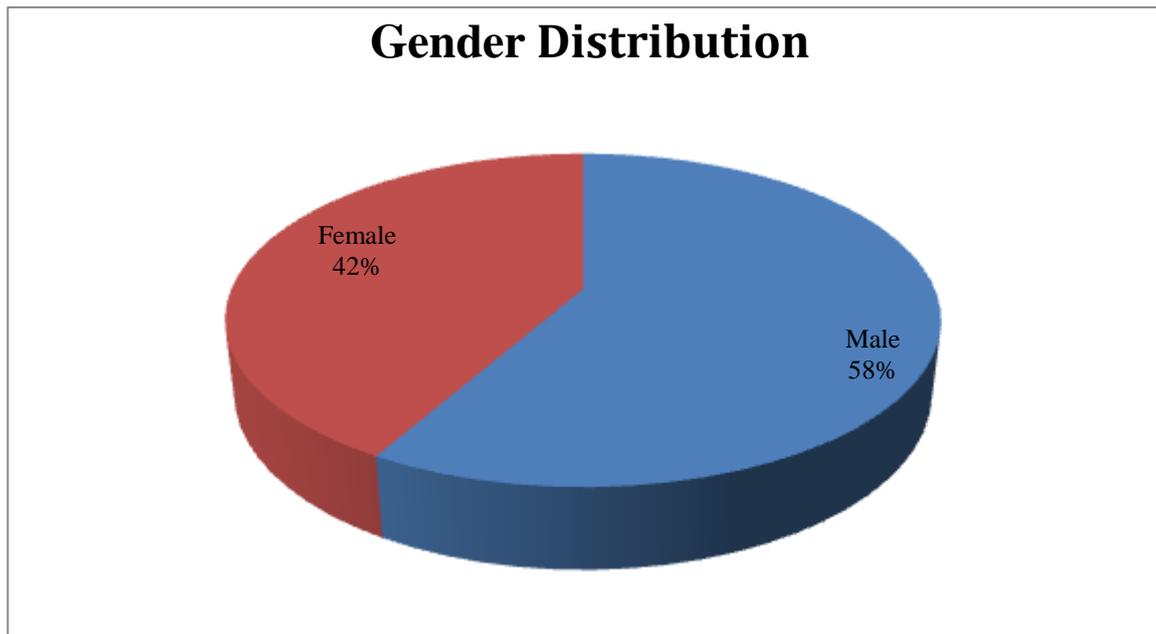


Figure 4.2: Gender Distribution

Figure 4.2 shows the gender distribution of the respondents. 58% of the respondents were male, representing 71 individuals while females were 42% of the respondents representing 51 individuals.

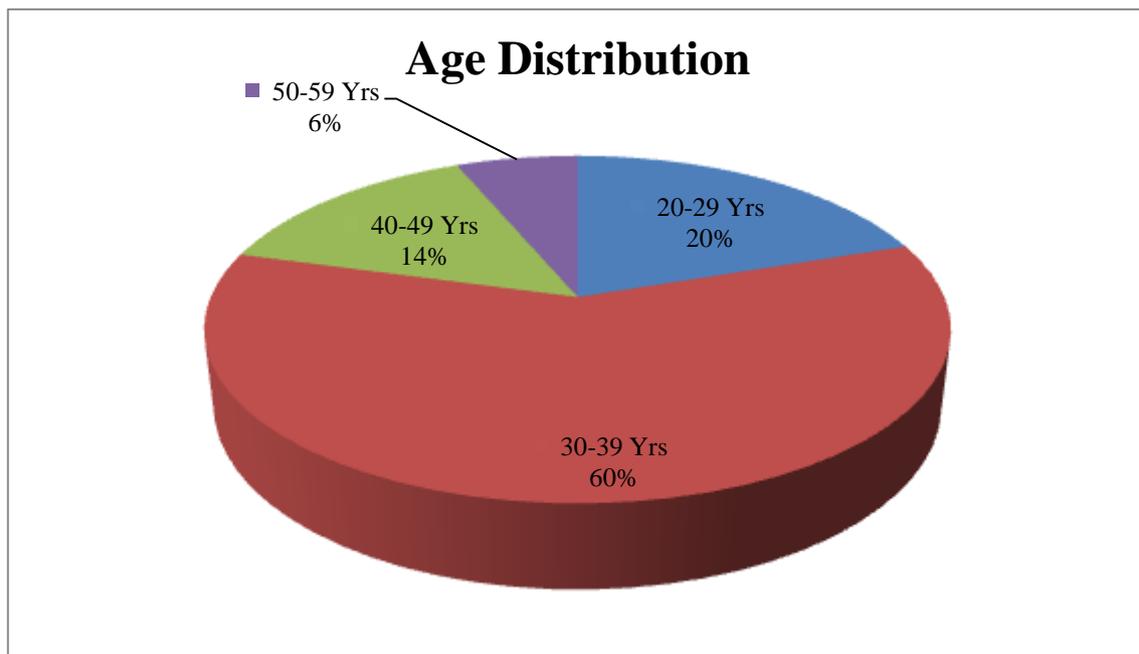


Figure 4.3: Age Distribution

The age of the respondents was spread from 25 years of age representing the youngest respondent to 57 years of age representing the oldest respondent. The majority of the respondents (59%) fell into the 30-39 years of age bracket with the median age of 33 years falling into that bracket. This bracket contained 72 individuals of which 45 were male and 27 female. The second highest age bracket at 20% of all respondents, was 20-29 years of age which contained 25 individuals of which 10 were male and 15 female. The 40-49 years age bracket represented 15% of the respondents and contained 18 individuals of which 12 were male and six were female. Lastly, the remaining seven individuals aged between 50-59 years represented 6% of the respondents four of which were male and three female.

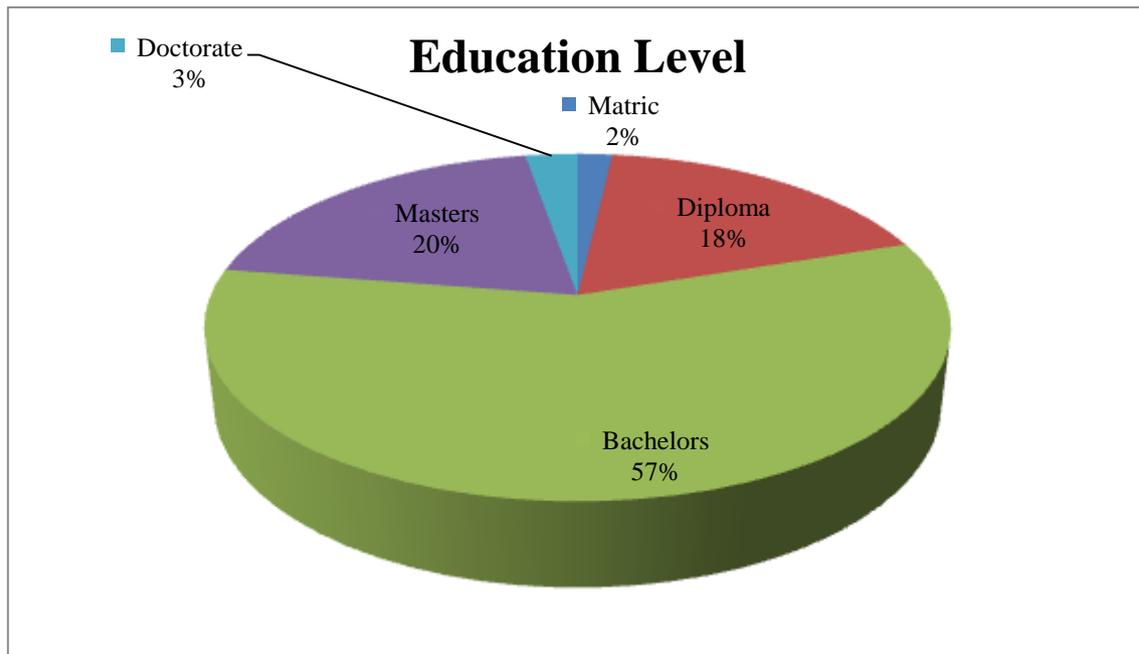


Figure 4.4: Education Level

Of the 122 respondents who answered the question on education level, the majority of them (58.2%) had a bachelor's degree. This represented 71 individuals of which 43 were male and 28 female. Masters holders made up 20.5% representing 25 individuals of which 13 were male and 12 female. Diploma holders made up 17.2% of the respondents representing 21 individuals with 13 of them being male and eight being female. There were three doctorate holders who made up 2.5% of the total respondents; two were female and one male. Lastly, matric holders represented 1.6% of the total respondents representing two individuals, one male and one female.

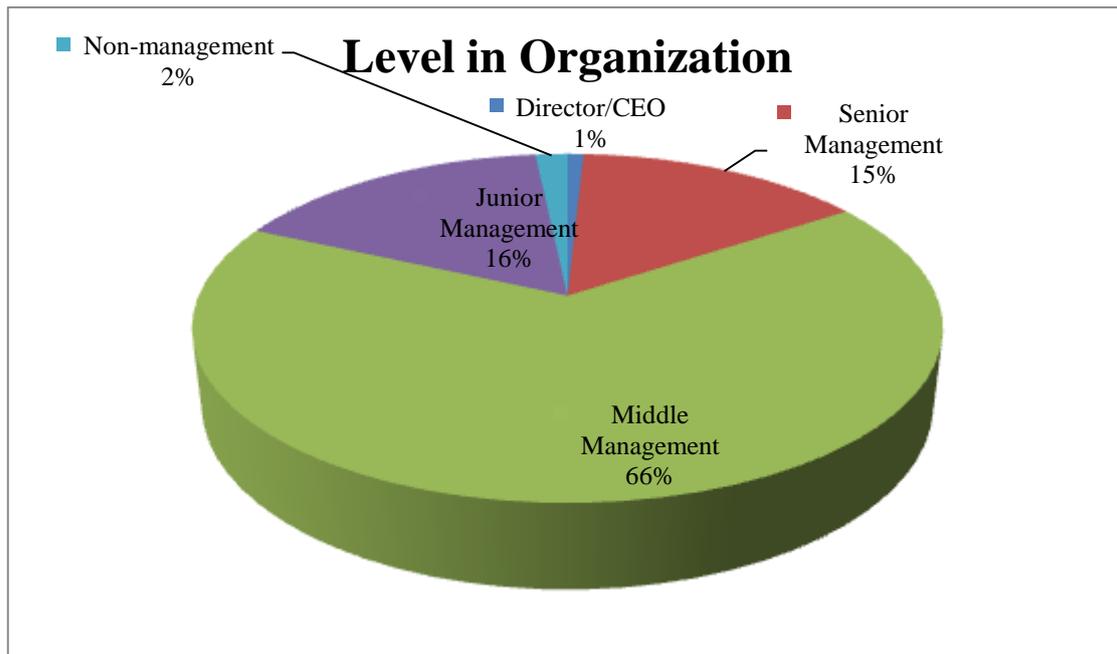


Figure 4.5: Level in organization

Figure 4.5 shows the level in the organization that the respondents fell within. 66% of the respondents were middle managers representing 80 individuals of which 44 were male and 36 female. 15% of the respondents represented senior managers consisting of 18 individuals made up of 13 males and five females. Junior managers made up 16% of the respondents representing 20 individuals with an even split between the sexes. Lastly, two individuals both male, made up the 2% that was not in management.

The second part of the questionnaire consisted of two sections, one on personal aspirations and the other on work requirements. All questions in these sections were in a Likert Scale format ranging from 1-5 as per the coding discussed in Chapter 3.

The results of the two sections are presented in bar charts.

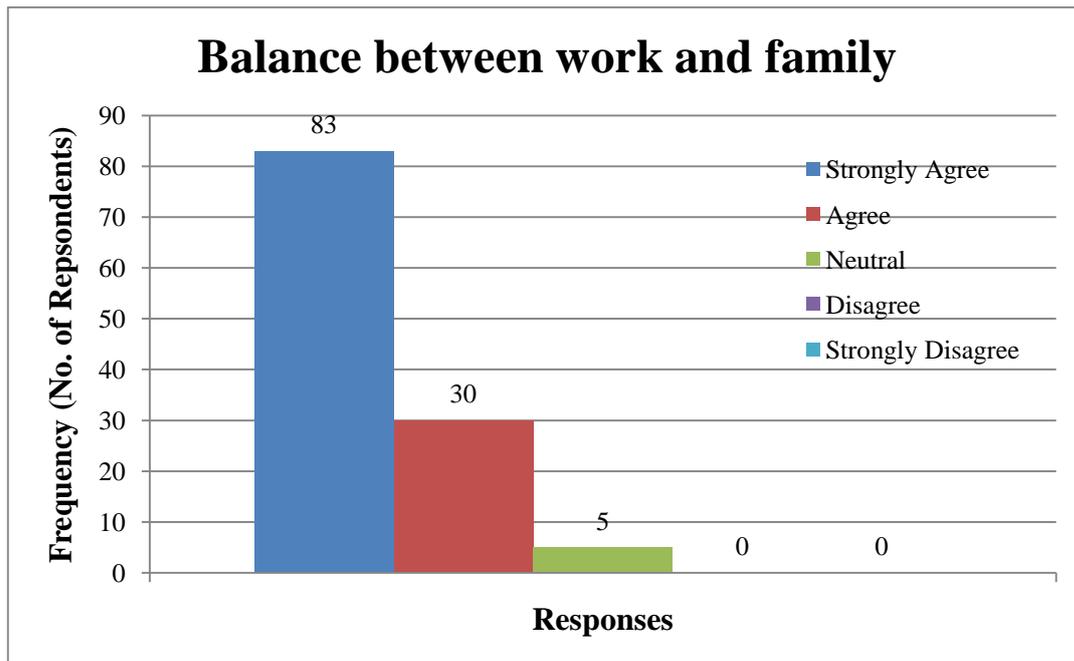


Figure 4.6: Q 1. A lifestyle that balances my career with family needs is very important to me.

Figure 4.6 shows that the majority of respondents, 83 out of 208 strongly agreed that they require a balance between work and family with remainder or the respondents agree or being neutral to the construct.

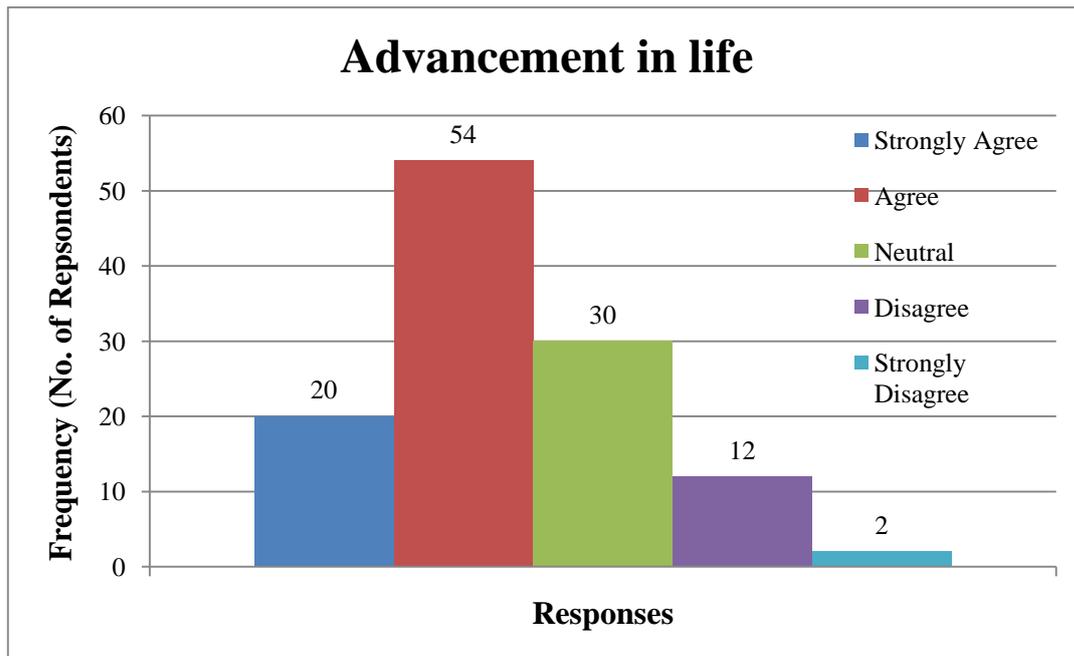


Figure 4.7: Q 2. My job offers me enough chance of advancing in life.

Figure 4.7 shows that 74 of the respondents agreed or strongly agreed with the statement in Q. 2 while 14 of them disagreed and 30 held a neutral stance to the statement.

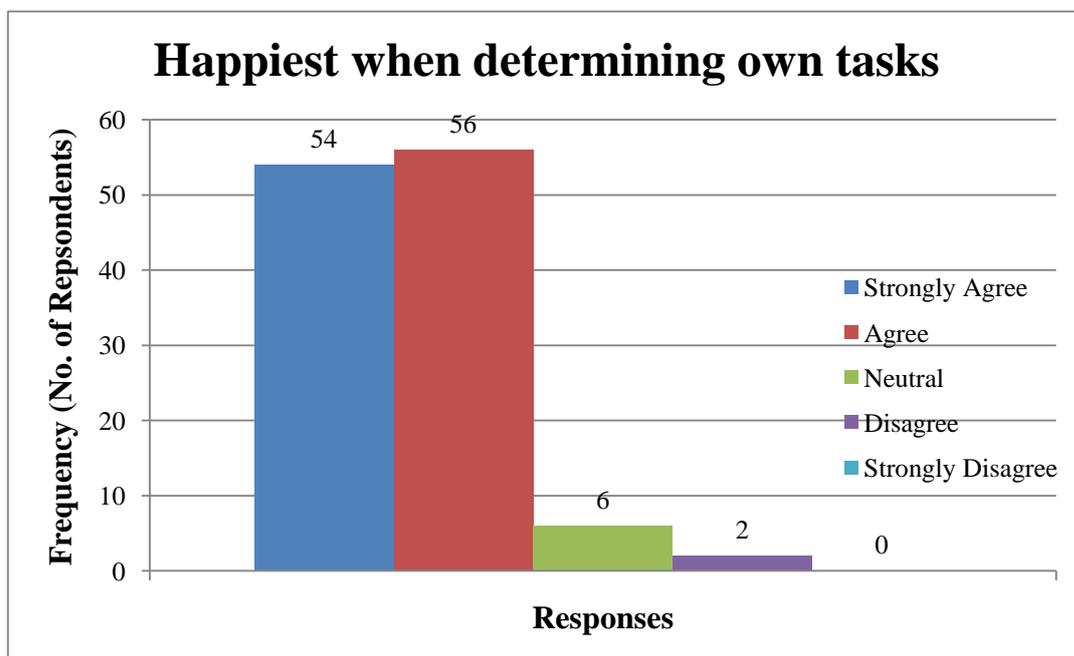


Figure 4.8: Q 3. I feel happiest at work when I am left to determine my own tasks, schedules, and procedures.

Figure 4.8 shows that the majority of the respondents, 110 of them, agreed and strongly agreed with the statement that they feel happiest when they are left to determine their own tasks. Only six of them held a neutral view towards the statements while two disagreed with it.

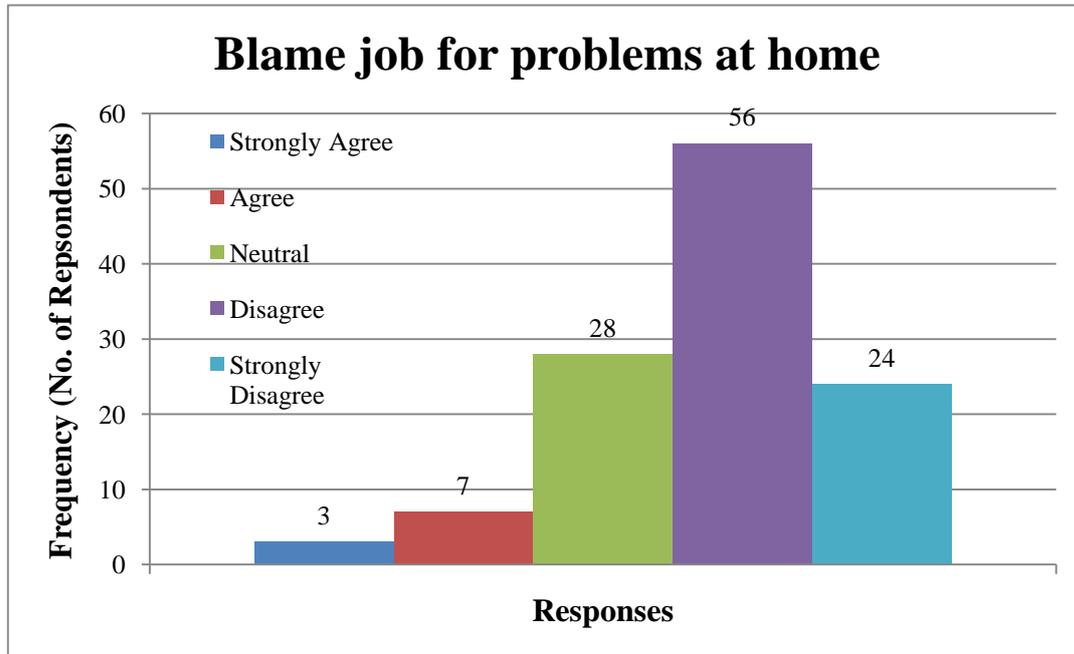


Figure 4.9: Q 4. I partly blame my job for the problems I am experiencing at home.

Figure 4.9 shows that the majority of the respondents, 72 of them disagreed or strongly disagreed with the statement that they blamed their jobs for the problems at home. A few of them, 10 in number, agreed with the statement while a sizeable number of 28 held a neutral view on the statement.

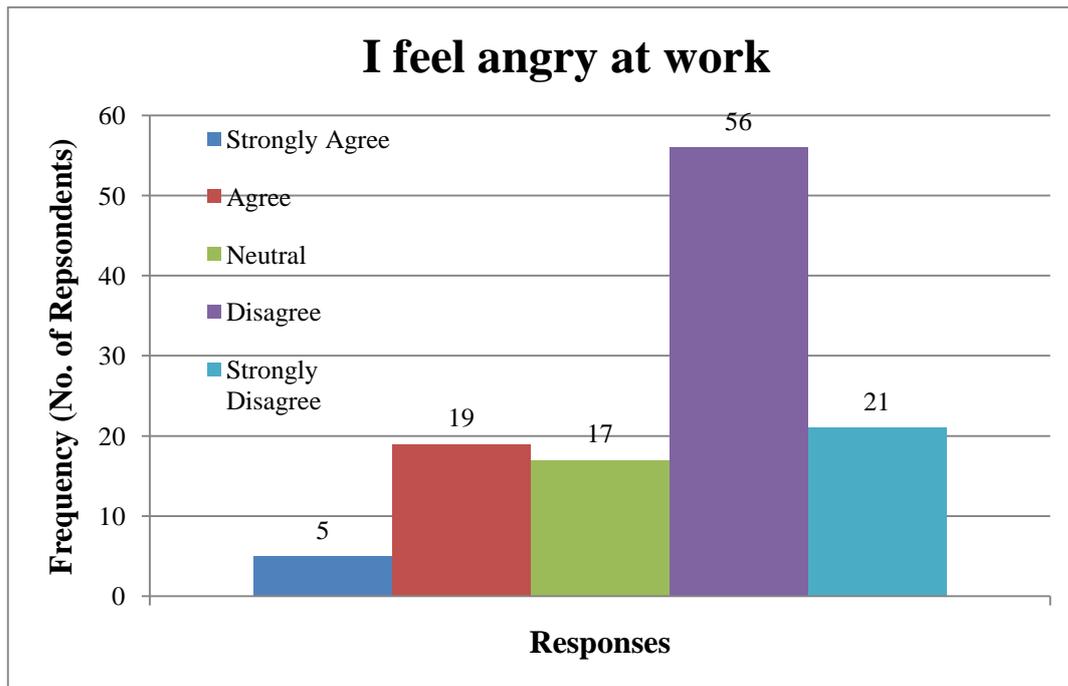


Figure 4.10: Q 5. I feel angry at work

Figure 4.10 shows the results for Q. 5, which asked the respondents to state if they felt angry at work. 77 of the respondents disagreed that they felt angry at work while 24 of them agreed or strongly agreed with the statement. 17 of the respondents were unsure.

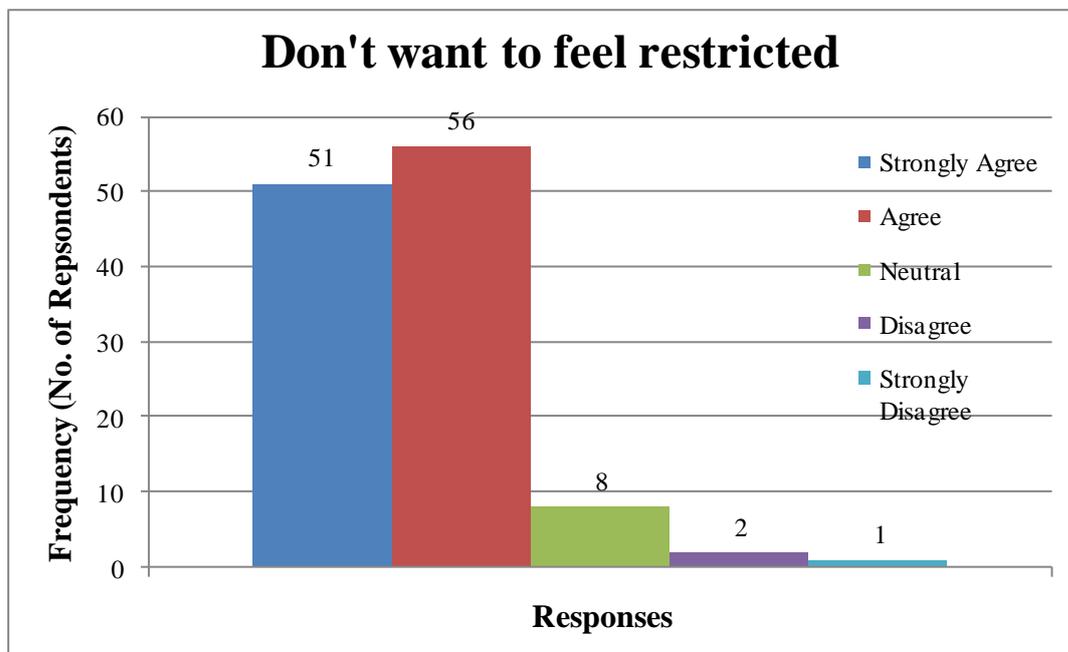


Figure 4.11: Q 6. I do not want to feel restricted by my employer.

Figure 4.11 shows the results for Q. 6 in which the majority of the respondents, 107 of them agreed or strongly agreed that they did not want to feel restricted by their employers. Only three of the respondents disagreed with the statement on restriction by the employer while eight were neutral about the statement.

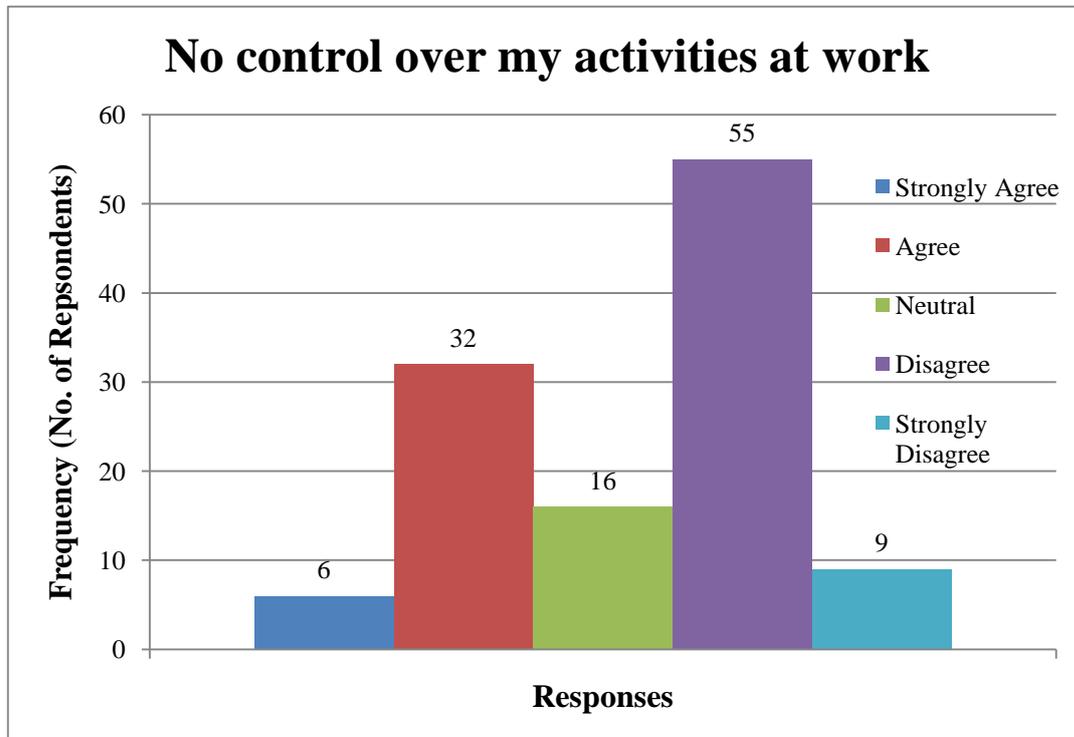


Figure 4.12: Q 7. I feel I have no control over my activities at work.

Figure 4.12 shows the results to the question whether the respondents felt that they had no control over their work activities. 64 of the respondents disagreed or strongly disagreed that they had no control over their work activities while 38 agreed or strongly agreed that they had no control over their work activities. 16 of the respondents were neutral towards the statement.

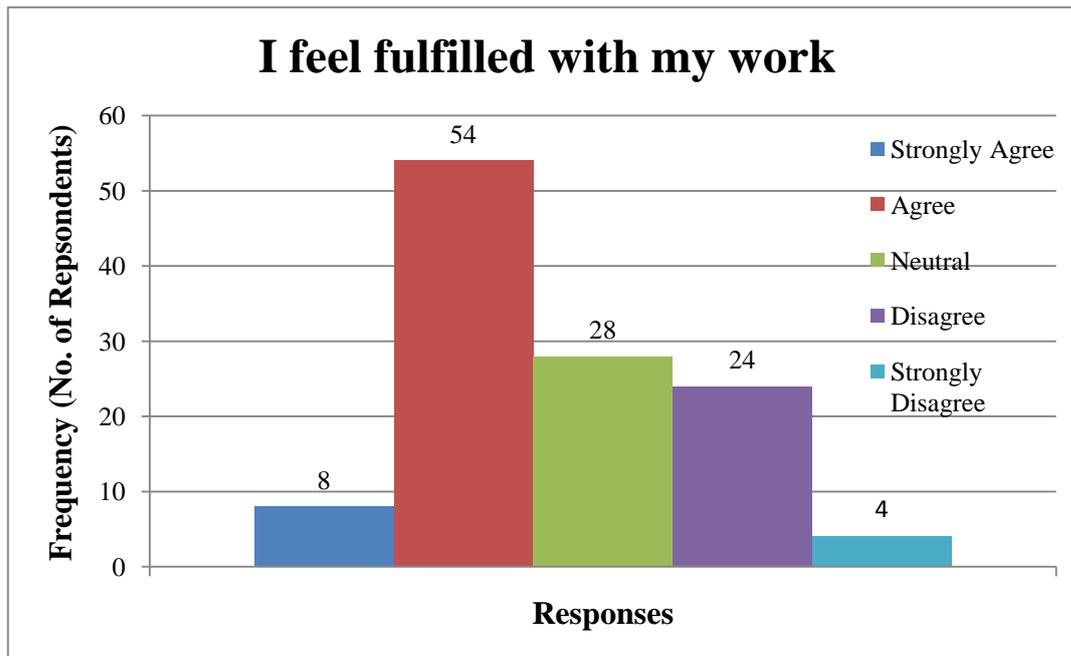


Figure 4.13: Q 8. I feel fulfilled with what I am currently doing at work.

Figure 4.13 shows the results of Q. 8 that asked the respondents to state if they felt fulfilled with what they were currently doing at work. 62 of the respondents agreed or strongly agreed that they felt fulfilled what they are currently doing at work while 28 were neutral about it. Another 28 disagreed or strongly disagreed that they were fulfilled with what they were currently doing at work.

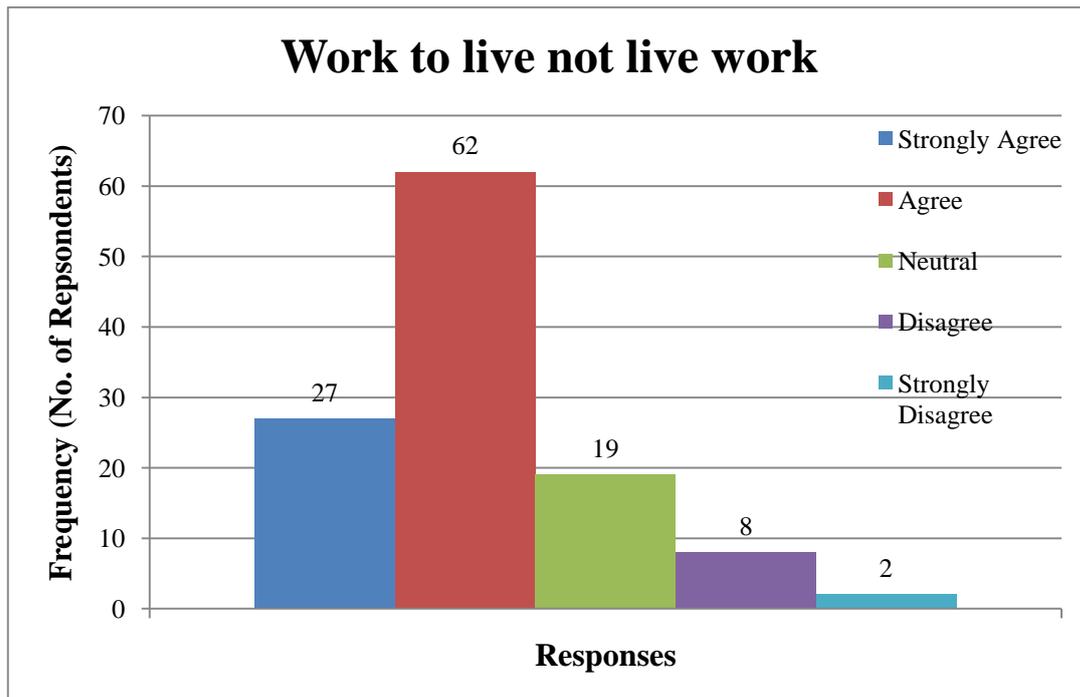


Figure 4.14: Q 9. I “work to live” not “live to work”.

Figure 4.14 shows the results for Q. 9 that as respondents if they “work to live” not “live to work”. 89 of the respondents agreed or strongly agreed with the statement while 19 were unsure and 10 did not agree with the statement.

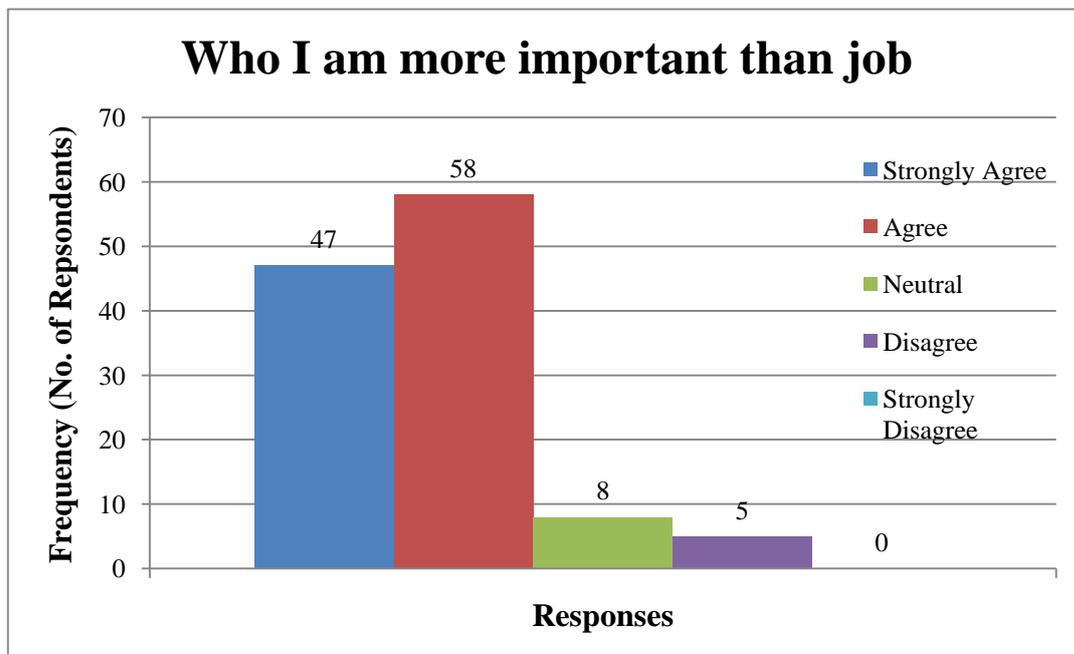


Figure 4.15: Q 10. Who I am is more important than my job.

Figure 4.15 show the results for Q. 10, which asked respondents to respond to the statement “Who I am is more important than my job”. 105 of the respondents agreed or strongly agreed with the statement while only five disagreed with it and another eight were neutral about it.

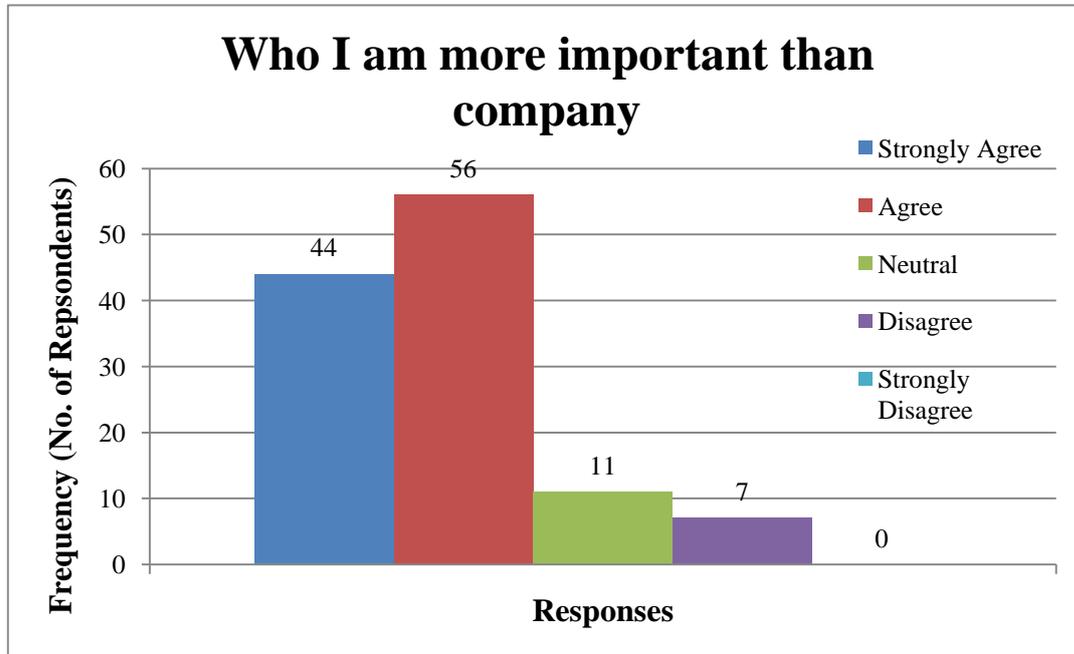


Figure 4.16: Q 11. Who I am is more important than the organization I work for.

Figure 4.16 shows the results of the responses for Q. 11 which asked respondents to respond to the statement “Who I am is more important the company I work for”. 100 of the respondents agreed or strongly agreed with the statement while 11 were neutral about it and another seven disagreed with the statement.

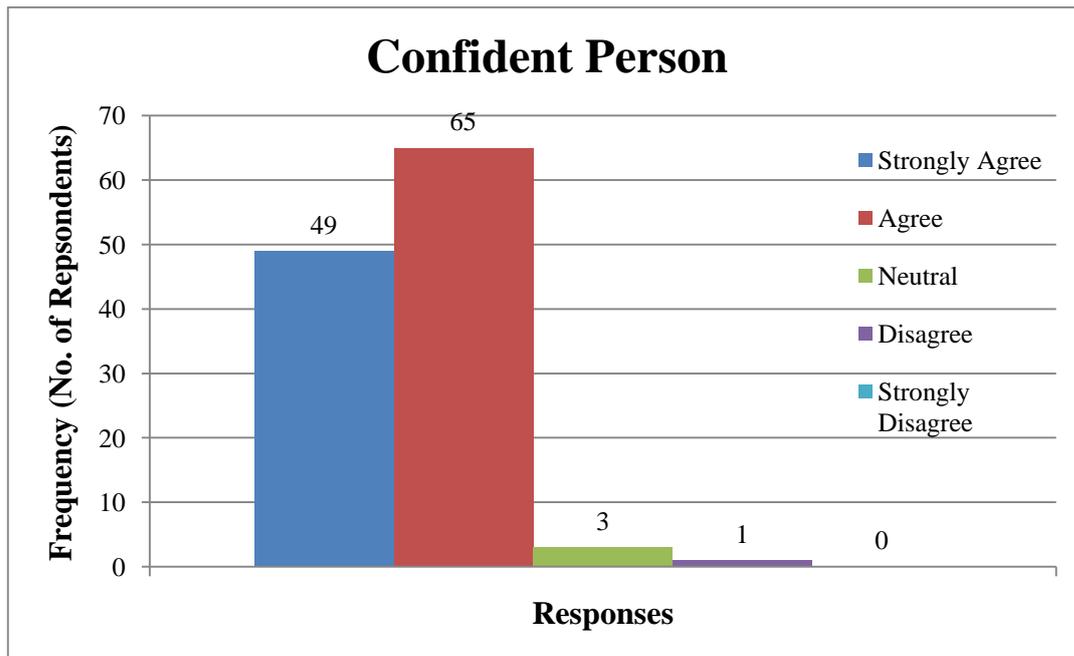


Figure 4.17: Q 12. I am a confident person.

Figure 4.17 shows the results for Q. 12, which asked respondents to respond to the statement, "I am a confident person". 124 of the respondents agreed or strongly agreed with the statements while one disagreed and three were neutral towards the statement.

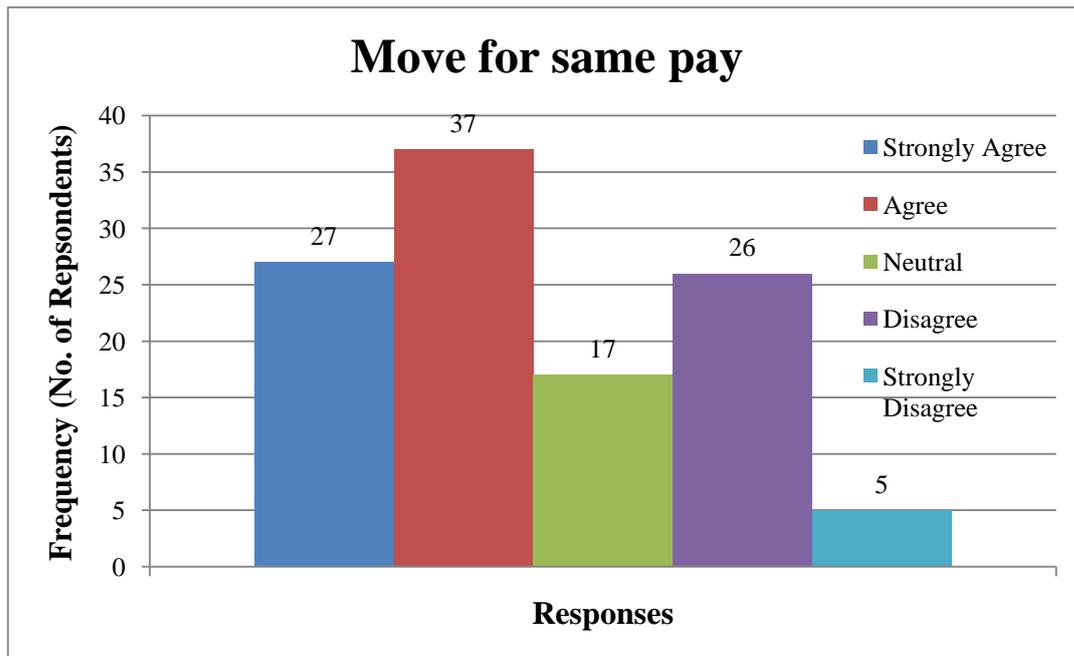


Figure 4.18: Q 13. I would gladly move, for the same salary, to a company that recognized me more.

Figure 4.18 shows the responses to Q. 13 that asked the respondents to respond to Q. 13 that asked if they would gladly move to another company for the same pay if they would get more recognition in the new organization. 64 of the respondents agreed with the statement, while 17 were neutral about it and 31 disagreed with it.

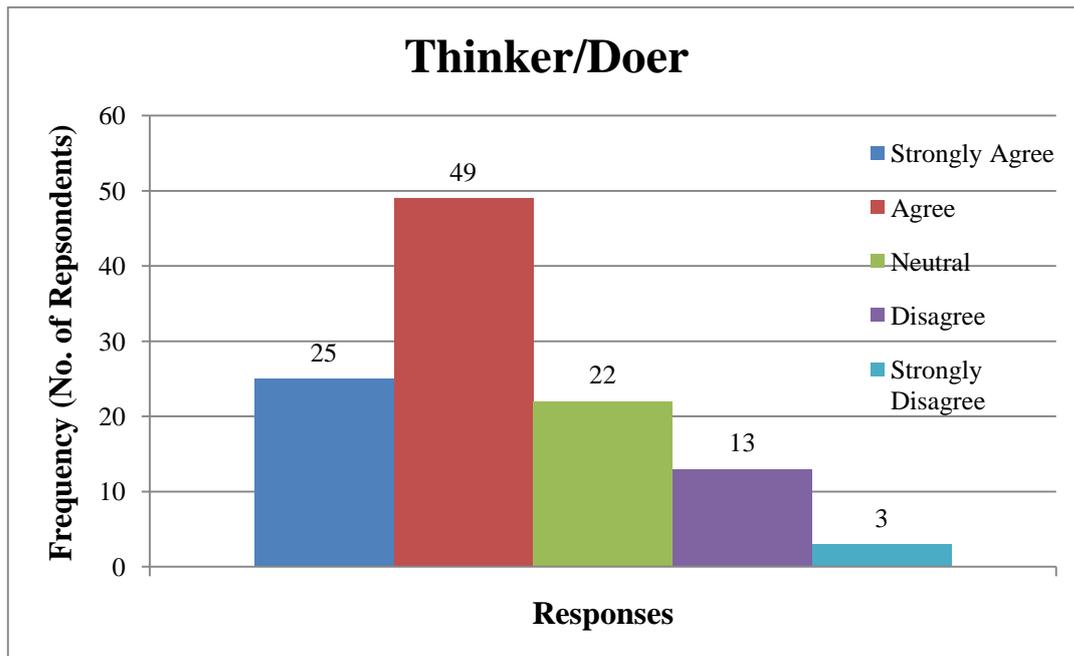


Figure 4.19: Q 14. My job requires me to be a thinking person rather than a doer.

Figure 4.19 shows the results for Q. 14 that asked the respondents to respond to statement “if they thought their jobs required them to be thinking persons rather than doers”. 74 of the respondents agreed or strongly agreed, 22 were neutral about it while 16 disagreed.

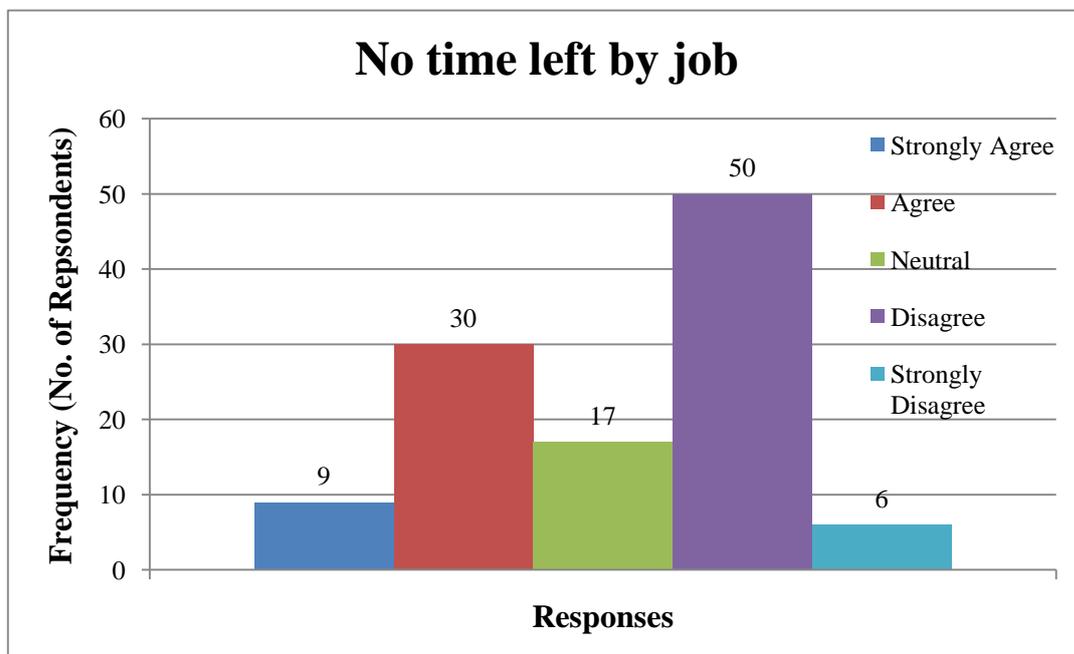


Figure 4.20: Q 15. My job requirements leave me with very little time for family.

Figure 4.20 shows the results for Q. 15 which asked respondents to confirm if their jobs left them with little time for family. 56 of the respondents disagreed with the statement, while 39 agreed with it and a further 17 were neutral in response.

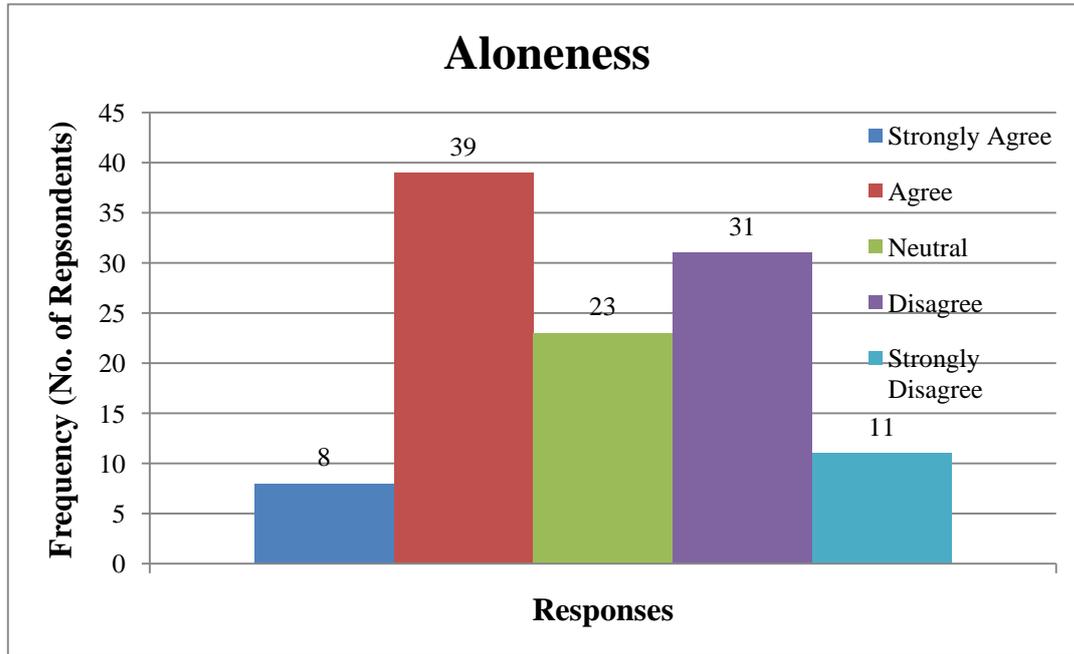


Figure 4.21: Q 16. Even though I work as part of a team, I experience a feeling of aloneness.

Figure 4.21 shows the results for Q. 16 which checked for feelings of aloneness even though working as part of a team. 47 of the respondents agreed with the statement while 42 disagreed with it and 23 were neutral about it.

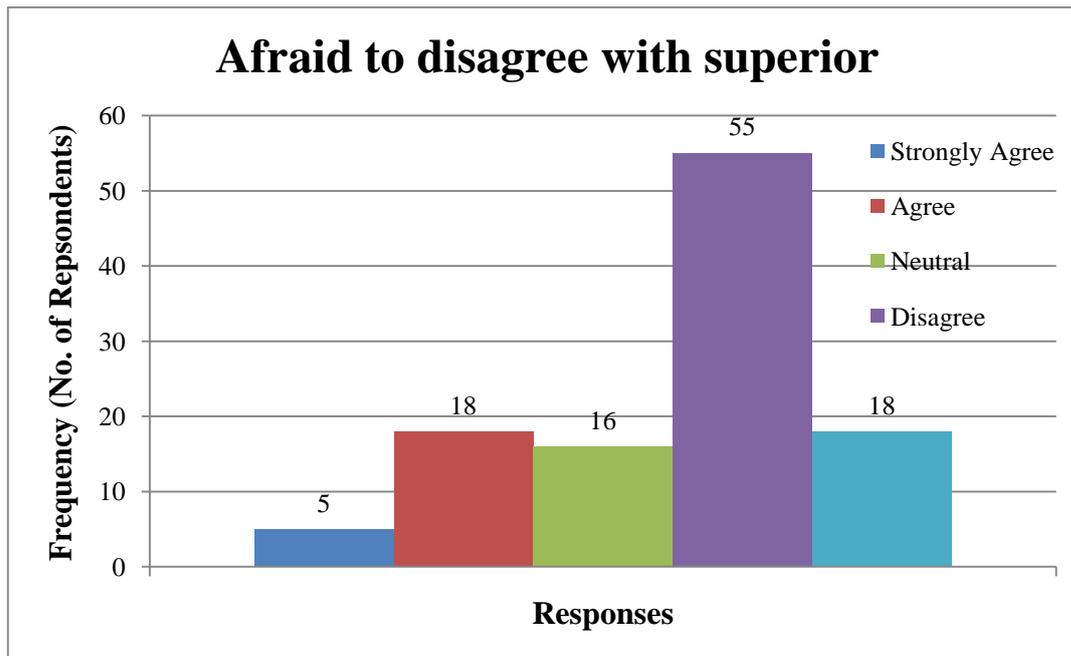


Figure 4.22: Q 17. I am afraid to disagree with my superior.

Figure 4.22 shows the responses to Q. 17, which asked respondents if they were afraid to disagree with their superiors. 23 of the respondents agree with the statement while 16 were neutral about it and a further 73 disagreed with the statement.

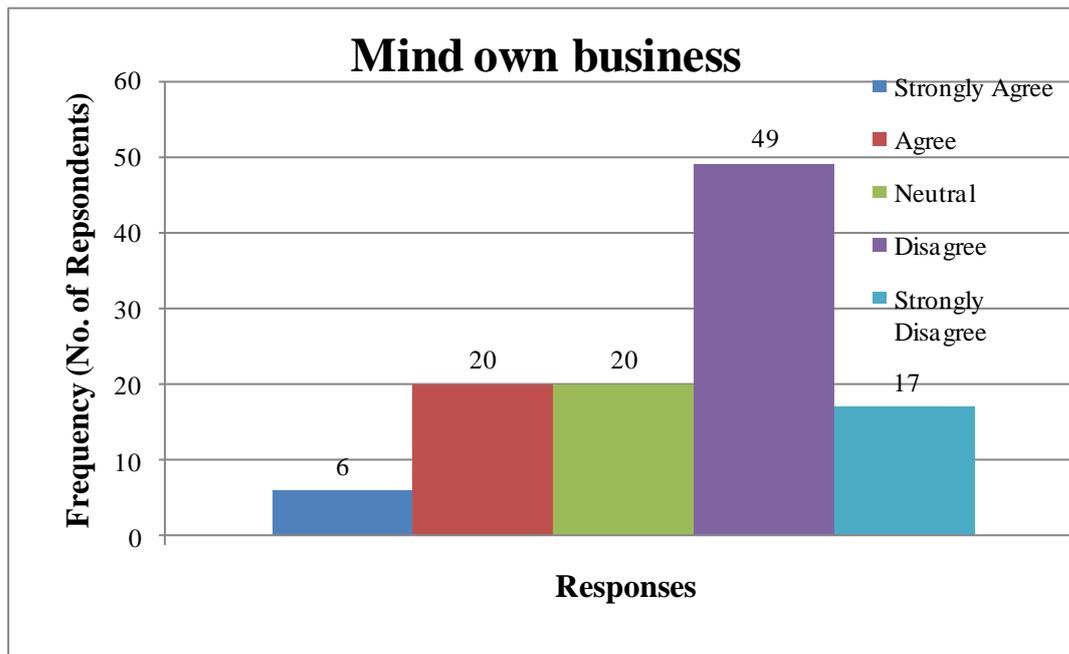


Figure 4.23: Q 18. I feel the best way to manage in my job is to mind my own business and do as I am told.

Figure 4.23 shows responses to Q. 18, which asked respondents to state if they felt that the best way to manage in their jobs was through minding their own business. 26 of the respondents agreed with the statement, while 20 were neutral about it and 63 disagreed with the statement.

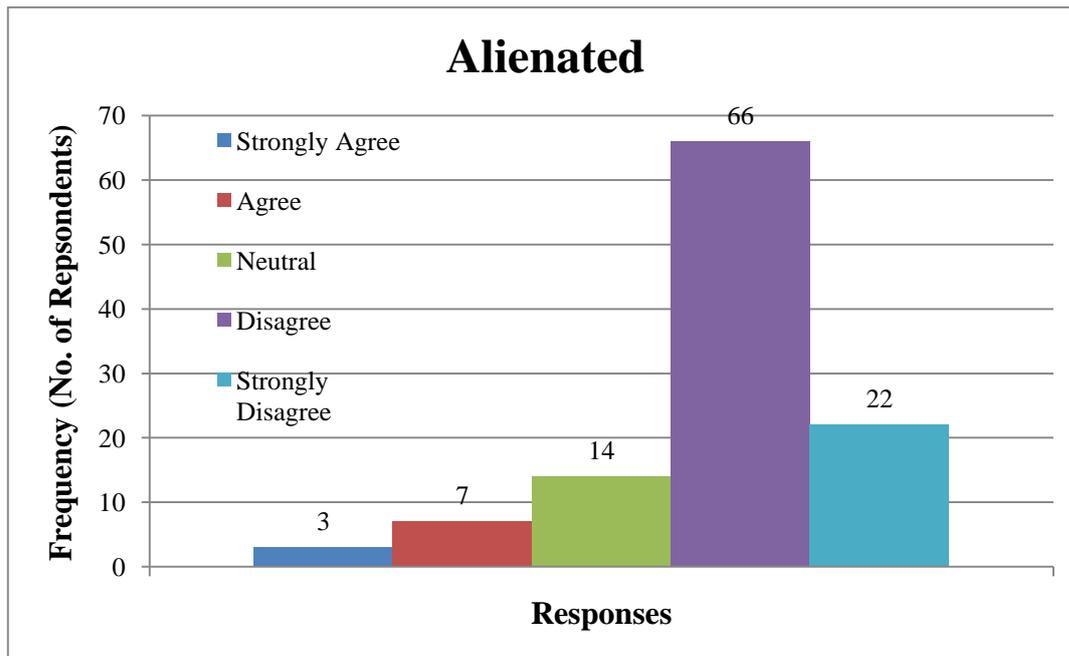


Figure 4.24: Q 19. My job makes me feel alienated from society.

Figure 4.24 shows responses to Q. 19, which asked respondents if they felt alienated form society. 10 of the respondents agreed, 14 were neutral and 88 disagreed with the statement.

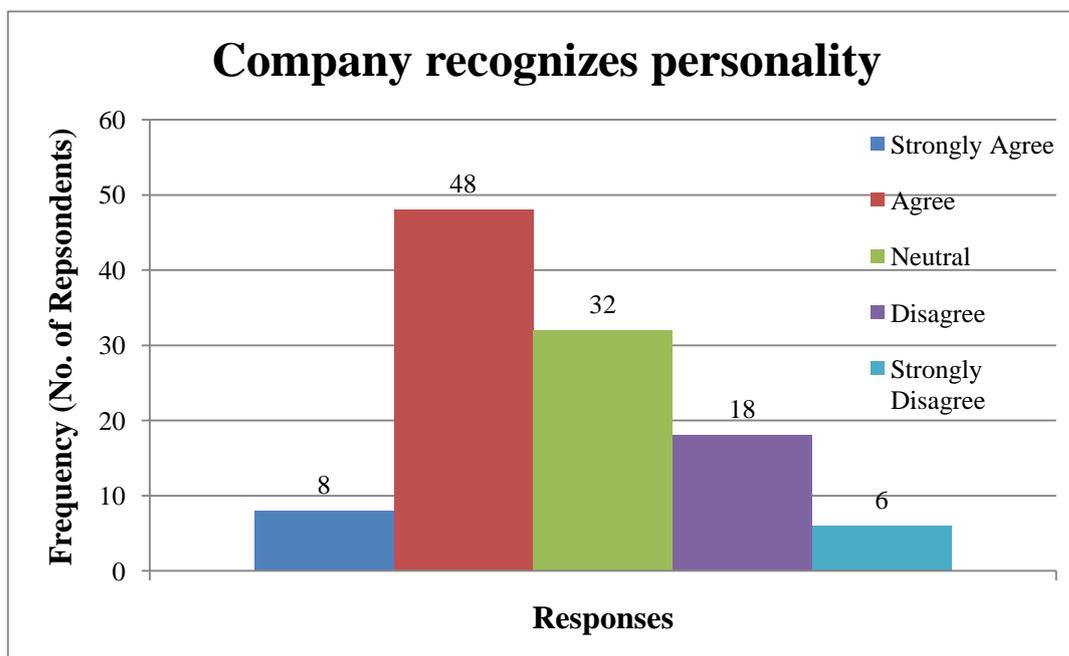


Figure 4.25: Q 20. My organization accepts my personality while encouraging me to be unique.

Figure 4.25 shows results for Q. 20, which asked respondents whether the organizations they worked for accepted their personality whilst encouraging them to be unique. 56 of the respondents agreed with the statement, 32 were neutral about it and 24 disagreed with it.

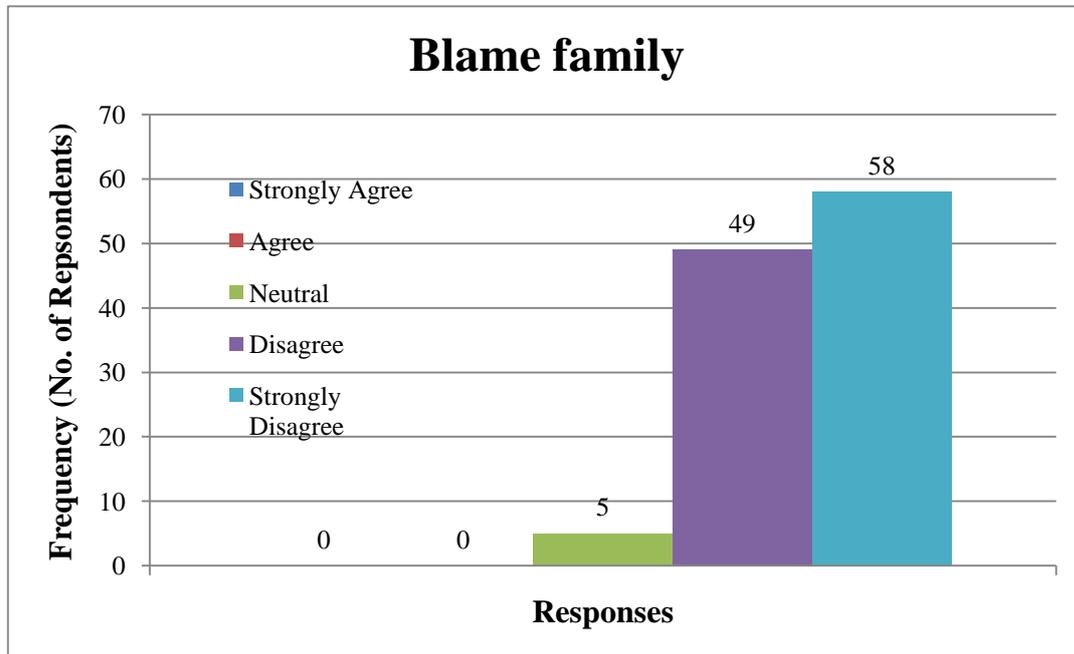


Figure 4.26: Q 21. I blame my family for the problems I have at work.

Figure 4.26 shows the responses for Q. 21, which asked respondents if they blamed their families for the problems they had at work. Only five of the respondents were neutral about the statement while remainder 107, disagreed with the statement.

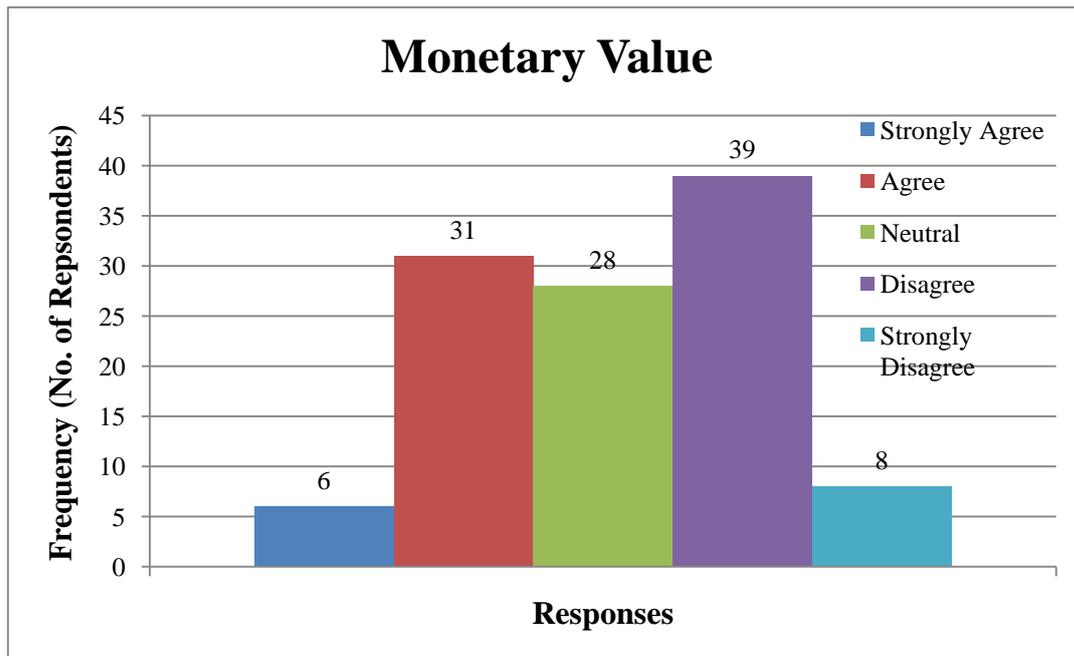


Figure 4.27: Q 22. My company values me only for the monetary value I give it.

Figure 4.27 shows the responses for Q. 22, which asked respondents if they felt that the companies they work for value them only for the monetary value they give them. 37 respondents agreed, 28 were neutral while 47 disagreed.

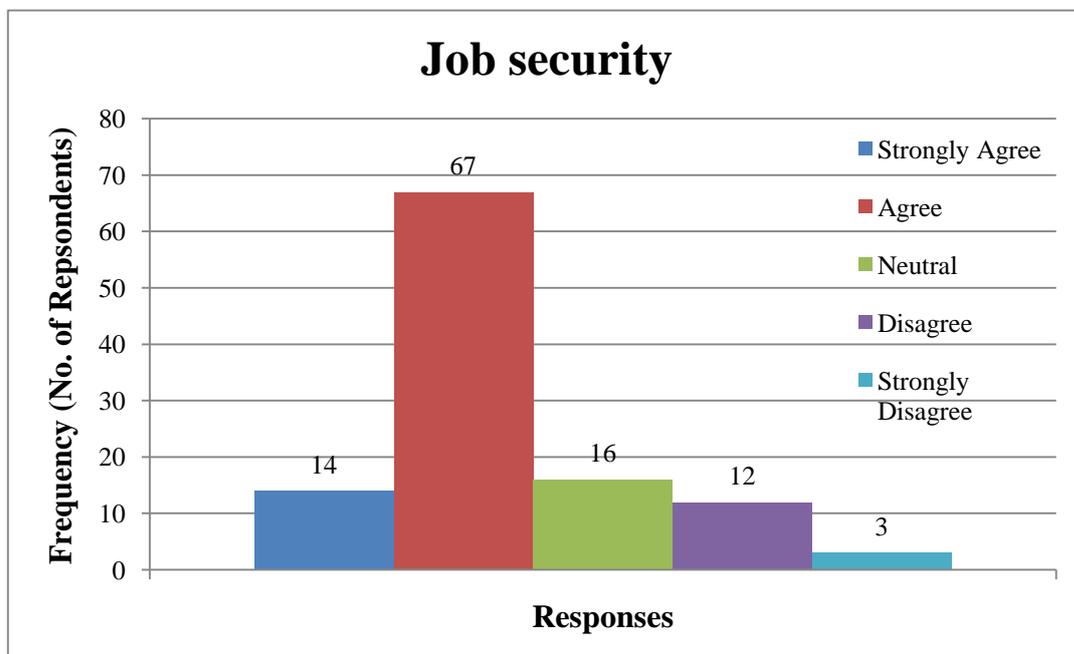


Figure 4.28: Q 23. My company provides me with job security.

Figure 4.28 shows the results for Q. 23, which asked respondents whether they felt the companies they worked for provided them with job security. 81 of the respondents agreed with the statement, 16 were neutral about it and 15 disagreed with the statement.

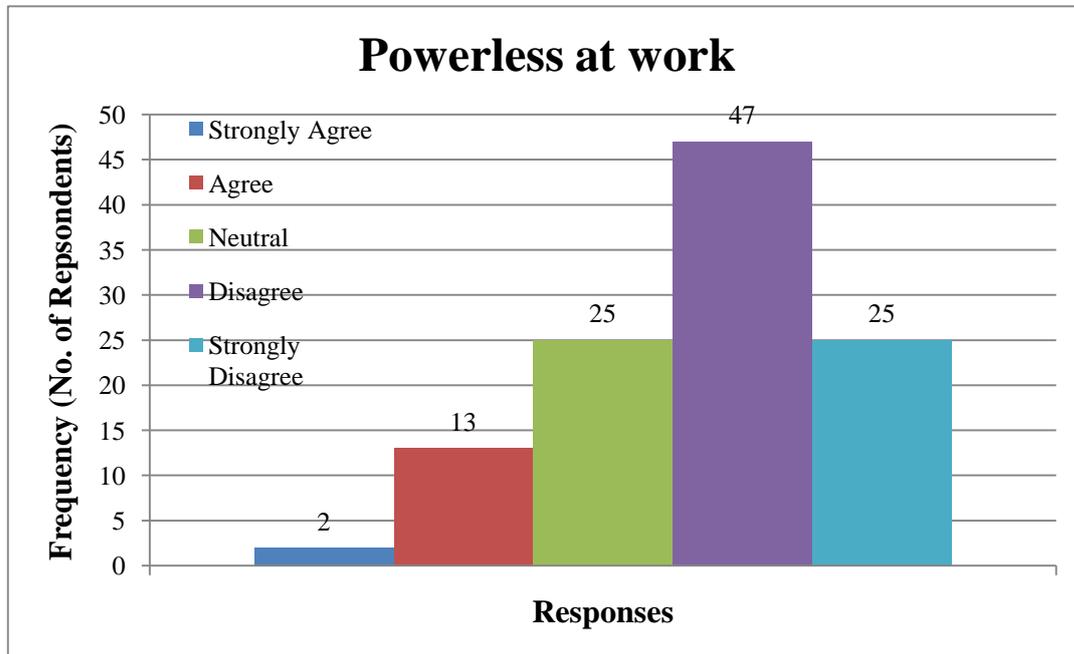


Figure 4.29: Q 24. I am powerless at work.

Figure 4.29 shows the responses to Q. 24 which as respondents whether they felt powerless at work. Only 15 of the respondents agreed with the statement while 25 were neutral and another 72 respondents disagreed with the statement.

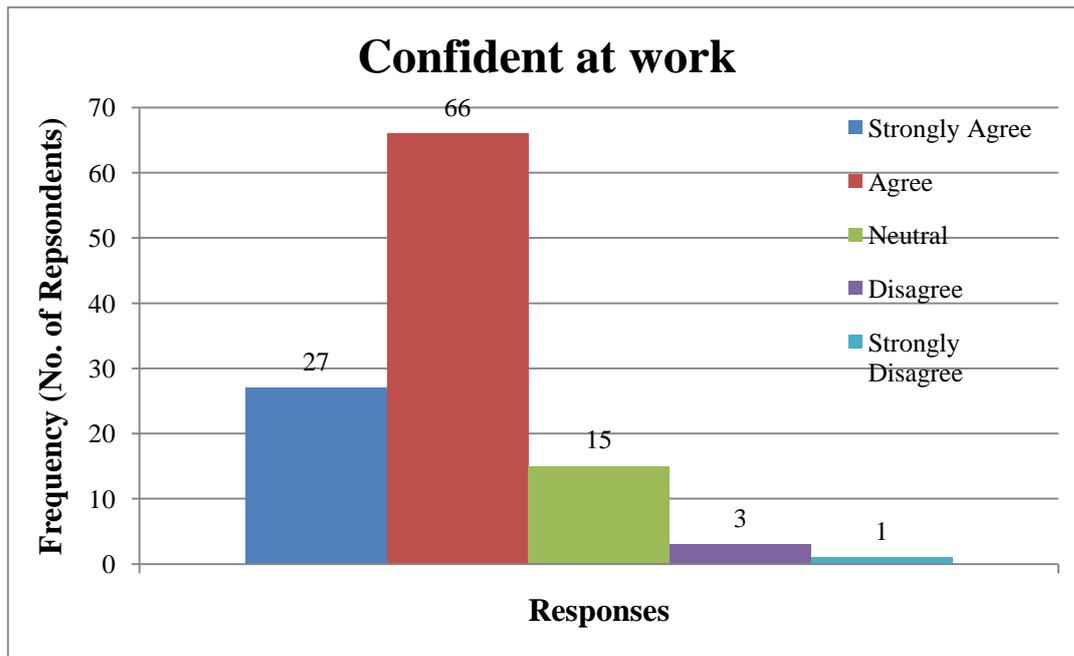


Figure 4.30: Q 25. I am confident at work.

Figure 4.30 shows the results of the question put to respondents on whether they were confident at work. 93 of the respondents agreed that they were confident while 15 were neutral about the statement and four disagreed with the statement.

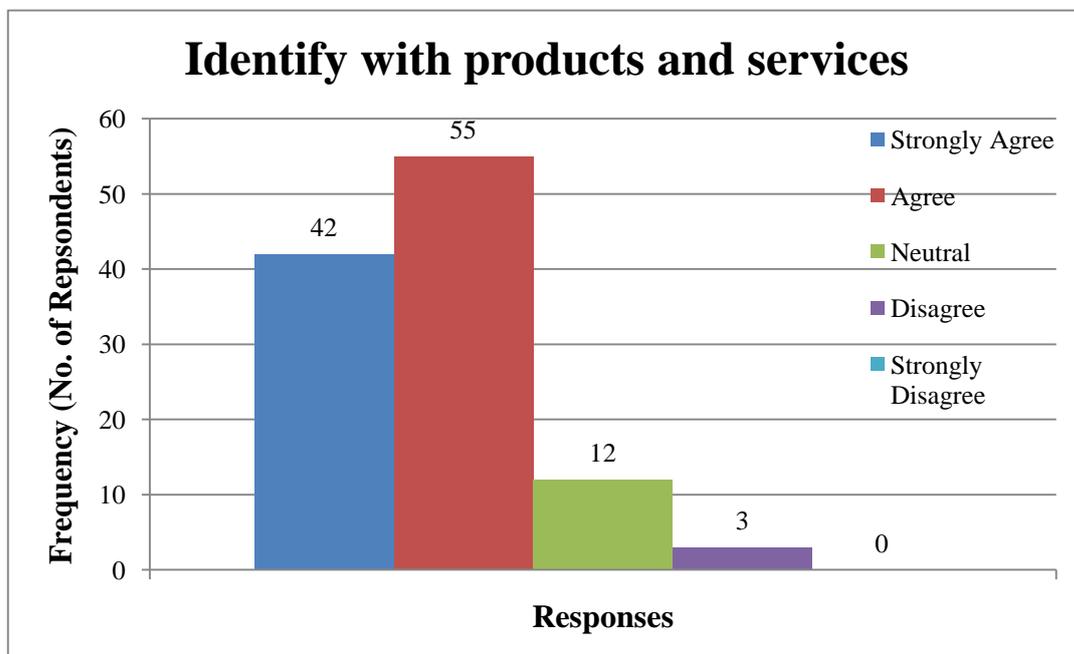


Figure 4.31: Q 26. I identify with the products or services we sell.

Figure 4.31 presents the results for Q. 26, which asked respondents if they agreed with the products or services they sell. 97 of the respondents agreed with the statement saying that they identify with the products and services they sell, 12 were neutral about the statement while three disagreed.

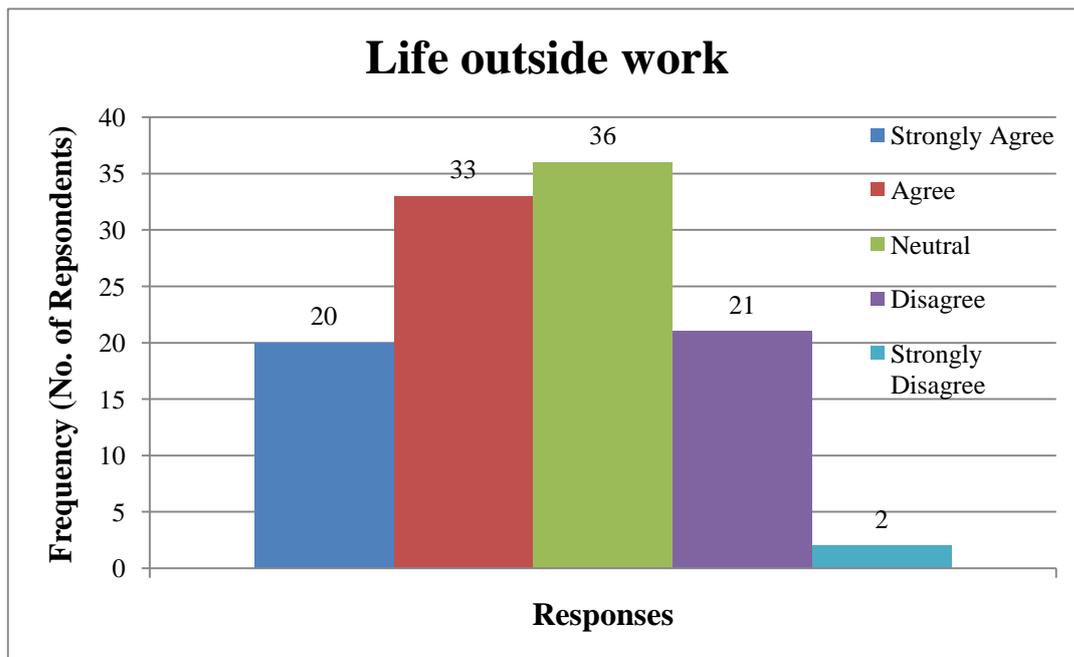


Figure 4.32: Q 27. My life outside work is more important than my life at work.

Figure 4.32 shows the results for Q. 27, which asked respondents to state if their life outside work is more important than their life at work. 53 of the respondents agreed with the statement, 36 were neutral about it while 23 disagreed with the statement.

4.3.2 Inferential Statistics

This section contains inferential statistics that aim at showing how the variables that were being investigated relate to one another.

4.3.2.1 Descending Means and Standard Deviations

Table 4.2 Descending means and standard deviations

Question	N	Mean	Standard Deviation
21. I blame my family for the problems I have at work	112	4.47	.584
19. My job makes me feel alienated from society	112	3.87	.895
4. I partly blame my job for the problems I am experiencing at home	118	3.77	.928
24. I am powerless at work	112	3.71	.999
5. I feel angry at work	118	3.58	1.089
17. I am afraid to disagree with my superior	112	3.56	1.080
18. I feel the best way to manage in my job is to mind my own business	112	3.46	1.114
7. I feel I have no control over my activities at work	118	3.25	1.093
15. My job requirements leave me with very little time for family	112	3.13	1.116
22. My company values me only for the monetary value I give it	112	3.11	1.060
16. Even though I work as part of a team I experience aloneness	112	2.98	1.147
20. My organization accepts my personality while encouraging me to be unique	112	2.70	1.003
8. I feel fulfilled with what I am doing at work	118	2.68	.986
27. My life outside work is more important than my life at work.	112	2.57	1.046
13. I would gladly move for the same salary to a company that recognised me more	112	2.51	1.215
2. My job offers me enough chance of advancement in life	118	2.34	.936
23. My company provides me with job security	112	2.31	.921
14. My job requires me to be a thinking person rather than a doer	112	2.29	1.026
9. I "Work to live" not "live to work"	118	2.12	.898
25. I am confident at work	112	1.97	.753
11. Who I am is more important than the organization I work for	118	1.84	.827

Question	N	Mean	Standard Deviation
26. I identify with the products or services that we sell	112	1.79	.740
10. Who I am is more important than my job	118	1.75	.762
6. I do not want to feel restricted by my employer	118	1.69	.745
3. I feel happiest when I am left to determine my own tasks	118	1.63	.664
12. I am a confident person	118	1.63	.582
1. A lifestyle that balances my career with family needs is important to me	118	1.34	.558
Valid N (listwise)	112		

Table 4.2 above presents the descending means and standard deviations of the analysed data.

4.3.2.2 Relationships between Key Variables in the Research

Table 4.3 Correlation between Q.10 and Q.11

		11. Who I am is more important than the organization I work for
10. Who I am is more important than my job	Pearson Correlation	.710(**)
	Sig. (2-tailed)	.000
	N	118

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.3 above represents a strong and positive correlation between the statements “Who I am is more important than my job” and “Who I am is more important than the company or organization I work for” ($r = 0.710$; $p < 0.01$).

Table 4.4 Correlation between Q.24 and Q.18

		18. I feel the best way to manage in my job is to mind my own business	
24. I am powerless at work	Pearson	.700(**)	
	Correlation		
	Sig. (2-tailed)		.000
	N		112

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.4 above shows that there exists a significantly strong positive relationship between feeling powerless at work and deciding to mind one's business so as to manage at work ($r = 0.700$; $p < 0.01$).

Table 4.5 Correlation between Q.17 and Q.18

		18. I feel the best way to manage in my job is to mind my own business	
17. I am afraid to disagree with my superior	Pearson	.616(**)	
	Correlation		
	Sig. (2-tailed)		.000
	N		112

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.5 above shows that there exists a moderate positive relationship between when an employee is afraid to disagree with his or her boss and minding his or her own business while at work ($r = 0.616$; $p < 0.01$).

Table 4.6 Correlation between Q.24 and Q.17

		17. I am afraid to disagree with my superior
24. I am powerless at work	Pearson	.584(**)
	Correlation	
	Sig. (2-tailed)	.000
	N	112

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.6 above shows that there also exists a moderate and positive correlation between feeling powerless at work and being afraid to disagree with one's boss ($r = 0.584$; $p < 0.01$).

Table 4.7 Correlation between Q.24 and Q.5

		5. I feel angry at work
24. I am powerless at work	Pearson	.573(**)
	Correlation	
	Sig. (2-tailed)	.000
	N	118

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.7 above shows the existence of a positive and moderate relationship between feeling powerless at work and feeling angry at work ($r = 0.573$; $p < 0.01$).

Table 4.8 Correlation between Q.16 and Q.5

		5. I feel angry at work	
16. Even though I work as part of a team I experience aloneness	Pearson	.511(**)	
	Correlation		
	Sig. (2-tailed)		.000
	N		112

** Correlation is significant at the 0.01 level (2-tailed).

The data gathered from the research also showed the existence of a moderate positive correlation between experiencing feelings of aloneness at work, and having feelings of anger at work ($r = 0.511$; $p < 0.01$).

Table 4.9 Correlation between Q.7 and Q.5

		5. I feel angry at work	
7. I feel I have no control over my activities at work	Pearson	.510(**)	
	Correlation		
	Sig. (2-tailed)		.000
	N		118

** Correlation is significant at the 0.01 level (2-tailed).

The data gathered from the survey indicated the presence of a moderate positive correlation between when one feels he or she has no control over what happens at work and having feelings of anger at work ($r = 0.510$; $p < 0.01$).

Table 4.10 Correlation between Q.24 and Q.19

		19. My job makes me feel alienated from society
24. I am powerless at work	Pearson	.470(**)
	Correlation	
	Sig. (2-tailed)	.000
	N	112

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.10 shows that there exists a moderate and positive correlation between feeling powerless at work and being alienated from society ($r = 0.470$; $p < 0.01$).

Table 4.11 Correlation between Q.19 and Q.13

		13. I would gladly move for same salary to a company that recognised me more
19. My job makes me feel alienated from society	Pearson	.345(**)
	Correlation	
	Sig. (2-tailed)	.000
	N	112

** Correlation is significant at the 0.01 level (2-tailed).

There exists a weak positive correlation between feeling alienated by one's job and being willing to move for the same pay to another company that will recognize one more ($r = 0.345$; $p < 0.01$).

Table 4.12 Correlation between Q.2 and Q.5

		5. I feel angry at work
2. My job offers me enough chance of advancement in life	Pearson	-.431(**)
	Correlation	
	Sig. (2-tailed)	.000
	N	118

** Correlation is significant at the 0.01 level (2-tailed).

The research carried out demonstrated that there exists a moderate negative correlation between whether the employee feels that the organization he or she is in provides him or her with a chance for advancement in career and life and feelings of anger at work ($r = -0.431$; $p < 0.01$).

Table 4.13 Correlation between Q.2 and Q.19

		19. My job makes me feel alienated from society
2. My job offers me enough chance of advancement in life	Pearson	-.354(**)
	Correlation	
	Sig. (2-tailed)	.000
	N	118

** Correlation is significant at the 0.01 level (2-tailed).

A weak negative correlation between advancement in life and feeling alienated was also observed from the research that was carried out ($r = -0.354$; $p < 0.01$).

Table 4.14 Correlation between Q.25 and Q.7

		7. I feel I have no control over my activities at work
25. I am confident at work	Pearson	-.303(**)
	Correlation	
	Sig. (2-tailed)	.002
	N	118

** Correlation is significant at the 0.01 level (2-tailed).

The correlation that exists between feeling confident at work and feeling that one had no control over work activities was found to be weak and negative in nature ($r = -0.303$; $p < 0.01$).

Table 4.15 Correlation between Q.12 and Q.17

		17. I am afraid to disagree with my superior
12. I am a confident person	Pearson	-.266(**)
	Correlation	
	Sig. (2-tailed)	.006
	N	112

** Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 4.15 above, there exists a weak negative correlation between being a confident person and being afraid to disagree with one's boss ($r = -0.266$; $p < 0.01$).

Table 4.16 Correlation between “age” and Q.5

	5. I feel angry at work
Age Pearson Correlation	-.229(**)
Sig. (2-tailed)	.009
N	118

** Correlation is significant at the 0.01 level (2-tailed).

A weak negative correlation between age and anger at work was also observed ($r = -0.229$; $p < 0.01$).

Table 4.17 Correlation between Q.24 and Q.12

	12. I am a confident person
24. I am powerless at work Pearson Correlation	-.246(**)
Sig. (2-tailed)	.009
N	111

** Correlation is significant at the 0.01 level (2-tailed).

There exists a weak negative correlation between feeling powerless at work and being a confident person ($r = -0.246$; $p < 0.01$).

4.3.2.3 Regression Analysis

Tables 4.18 to 4.25 show the results of regression analysis that was carried out on some of the variables investigated in the research.

Table 4.18 Regression analysis between Q.24 (independent) and Q.18 (dependent).

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.700(a)	.491	.486	.799

a Predictors: (Constant), Powerless

The results of the regression analysis show that about 49% of the variation that occurs in the dependant variable Q.18 “I feel the best way to manage in my job is to mind my own business and do as I am told” can be explained or attributed to the independent variable Q.24 “I am powerless at work”.

Table 4.19 Regression analysis between Q.17 (independent) and Q.18 (dependent)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.616(a)	.380	.374	.882

a Predictors: (Constant), Afraid to disagree with superior

The results of the regression analysis show that about 38% of the variation that occurs in the dependant variable Q.18 “I feel the best way to manage in my job is to mind my own business and do as I am told” can be explained or attributed to the independent variable Q.17 “I am afraid to disagree with my superior”.

Table 4.20 Regression analysis between Q.17 (dependent) and Q.24 (independent)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.584(a)	.341	.335	.881

a Predictors: (Constant), Powerless

The results of the regression analysis show that about 34% of the variation that occurs in the dependant variable Q.17 “I am afraid to disagree with my superior” can be explained or attributed to the independent variable Q.24 “I am powerless at work”.

Table 4.21 Regression analysis between Q.5 (dependent) and Q.24 (independent)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.573(a)	.328	.322	.889

a Predictors: (Constant), Powerless

The results of the regression analysis show that about 33% of the variance that occurs in the dependant variable Q.5 “I feel angry at work” can be explained or attributed to the independent variable Q.24 “I am powerless at work”.

Table 4.22 Regression analysis between Q.5 (dependent) and Q.16 (independent)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.511(a)	.261	.254	.932

a Predictors: (Constant), Aloneness

The results of the regression analysis show that about 26% of the variation that occurs in the dependant variable Q.5 “I feel angry at work” can be explained or attributed to the independent variable Q.16 “Even though I work as part of a team, I experience a feeling of aloneness”.

Table 4.23 Regression analysis between Q.5 (dependent) and Q.2 (independent)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.431(a)	.186	.179	.986

a Predictors: (Constant), Advancement in life

The results of the regression analysis show that about 19% of the variation that occurs in the dependant variable Q.5 “I feel angry at work” can be explained or attributed to the independent variable Q.2 “My job offers me enough chance of advancing in life and career”.

Table 4.24 Regression analysis between Q.5 (dependent) and Q.7 (independent)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.510(a)	.260	.254	.940

a Predictors: (Constant), No control

The results of the regression analysis show that about 26% of the variation that occurs in the dependant variable Q.5 “I feel angry at work” can be explained or attributed to the independent variable Q.7 “I feel I have no control over my activities at work”.

Table 4.25 Regression analysis between Q.19 (dependent) and Q.24 (independent)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.470(a)	.221	.214	.794

a Predictors: (Constant), Powerless

The results of the regression analysis show that about 22% of the variance that occurs in the dependant variable Q.19 “I feel alienated by my job” can be explained or attributed to the independent variable Q.24 “Feeling powerless at work”.

4.3.2.4 Cross-Tabulations

Tables 4.26 to 4.31 show the results of cross-tabulation analyses that were carried out on some of the variables investigated in the research.

Table 4.26 Cross tabulation between Q.1 and Q.15

		15. My job requirements leave me with very little time for family					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1. A lifestyle that balances my career with family needs is very important to me	Strongly Agree	8 (89%)	21 (70%)	13 (76%)	30 (60%)	6 (100%)	78 (69.6%)
	Agree	1 (11%)	8 (27%)	3 (18%)	18 (36%)	0 (0%)	30 (26.8%)
	Neutral	0 (0%)	1 (3%)	1 (6%)	2 (4%)	0 (0%)	4 (3.6%)
Total		9 (100%)	30 (100%)	17 (100%)	50 (100%)	6 (100%)	112 (100%)

Table 4.26 shows the result of the cross tabulation between Q.1 which stated, “A lifestyle that balances my career with family needs is very important to me” and Q.15 which stated, “My job requirements leave me with very little time for family”. A discussion of this result is set out in Chapter under section 5.4.1.

Table 4.27 Cross tabulation between Q.3 and Q.14

		14. My job requires me to be a thinking person rather than a doer					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
3. I feel happiest at work when I am left to determine my own tasks, schedules, and procedures	Strongly Agree	13 (52%)	18 (37%)	11 (50%)	8 (61.5%)	1 (33.3%)	51 (45.5%)
	Agree	12 (48%)	27 (55%)	10 (45.5%)	4 (30.8%)	0 (0%)	53 (47.3%)
	Neutral	0 (0%)	4 (8%)	0 (0%)	1 (7.7%)	1 (33.3%)	6 (5.4%)
	Disagree	0 (0%)	0 (0%)	1 (4.5%)	0 (0%)	1 (33.3%)	2 (1.8%)
Total		25 (100%)	49 (100%)	22 (100%)	13 (100%)	3 (100%)	112 (100%)

Table 4.27 shows the results for the cross tabulation between Q.3 which stated, “I feel happiest at work when I am left to determine my own tasks, schedules, and procedures” and Q.14 which stated, “My job requires me to be a thinking person rather than a doer”. Further discussions of this result are presented in Chapter 5 under heading 5.4.1.

Table 4.28 Cross tabulation between Q.6 and Q.7

		7. I feel I have no control over my activities at work					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
6. I do not want to feel restricted by my employer	Strongly Agree	4 (66.7%)	20 (62.5%)	10 (62.5%)	13 (23.6%)	4 (44.4%)	51 (43.2%)
	Agree	2 (33.7%)	11 (34.4%)	4 (25%)	36 (65.5%)	3 (33.3%)	56 (47.5%)
	Neutral	0 (0%)	1 (3.1%)	2 (12.5%)	4 (7.3%)	1 (11.1%)	8 (6.8%)
	Disagree	0 (0%)	0 (0%)	0 (0%)	2 (3.6%)	0 (0%)	2 (1.7%)
	Strongly Disagree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (11.1%)	1 (0.8%)
	Total	6 (100%)	32 (100%)	16 (100%)	55 (100%)	9 (100%)	118 (100%)

Table 4.28 shows the results of the cross tabulation between Q.6 which stated, “I do not want to feel restricted by my employer” and question Q.7 which stated, “I feel I have no control over my activities at work”. Further discussions of this result are presented in Chapter 5 under heading 5.4.1.

Table 4.29 Cross tabulation between Q.8 and Q.26

		26. I identify with the products and or services we sell				Total
		Strongly Agree	Agree	Neutral	Disagree	
8. I feel fulfilled with what I am currently doing at work	Strongly Agree	6 (14.3%)	2 (3.6%)	0 (0%)	0 (0%)	8 (7.1%)
	Agree	20 (47.6%)	23 (41.8%)	4 (33.3%)	2 (66.7%)	49 (43.8%)
	Neutral	10 (23.8%)	13 (23.6%)	3 (25%)	1 (33.3%)	27 (24.1%)
	Disagree	4 (9.5%)	16 (29.1%)	4 (33.3%)	0 (0%)	24 (21.4%)
	Strongly Disagree	2 (4.8%)	1 (1.8%)	1 (8.3%)	0 (0%)	4 (3.6%)
Total		42 (100%)	55 (100%)	12 (100%)	3 (100%)	112

Table 4.29 shows the results for the cross tabulation between Q.8 stated, “I feel fulfilled with what I am currently doing at work” and Q.26 which stated, “I identify with the products and or services we sell”. Further discussions on this result are presented in Chapter 5 under heading 5.4.1.

Table 4.30 Cross tabulation between Q.13 and Q.22

		22. My company values me only for the monetary value I give it					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
13. I would gladly move, for the same salary, to a company that recognized me more	Strongly Agree	5 (83.3%)	8 (25.8%)	5 (17.9%)	7 (18%)	2 (25%)	27 (24.1%)
	Agree	1 (16.7%)	15 (48.4%)	5 (17.9%)	16 (41%)	0 (0%)	37 (33%)
	Neutral	0 (0%)	2 (6.4%)	10 (35.7%)	5 (12.8%)	0 (0%)	17 (15.2%)
	Disagree	0 (0%)	6 (19.4%)	7 (25%)	9 (23.1%)	4 (50%)	26 (23.2%)
	Strongly Disagree	0 (0%)	0 (0%)	1 (3.5%)	2 (5.1%)	2 (25%)	5 (4.5%)
Total		6 (100%)	31 (100%)	28 (100%)	39 (100%)	8 (100%)	112 (100%)

Table 4.30 shows the cross tabulation between Q.13, which stated, “I would gladly move, for the same salary, to a company that recognized me more” and Q.22 which stated, “My company values me only for the monetary value I give it”. Further discussions on this result are presented in Chapter 5 under heading 5.4.1.

Table 4.31 Cross tabulation between Q.19 and Q.27

		27. My life outside work is more important than my life at work					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
19. My job makes me feel alienated from society	Strongly Agree	1 (5%)	0 (0%)	1 (2.8%)	1 (4.8%)	0 (0%)	3 (2.7%)
	Agree	3 (15%)	1 (3%)	2 (5.55%)	1 (4.8%)	0 (0%)	7 (6.3%)
	Neutral	4 (20%)	5 (15.15%)	2 (5.55%)	2 (9.5%)	1 (50%)	14 (12.5%)
	Disagree	10 (50%)	22 (66.7%)	23 (63.9%)	11 (52.4%)	0 (0%)	66 (58.9%)
	Strongly Disagree	2 (10%)	5 (15.15%)	8 (22.2%)	6 (28.5%)	1 (50%)	22 (19.6%)
Total		20 (100%)	33 (100%)	36 (100%)	21 (100%)	2 (100%)	112 (100%)

Table 4.31 shows the results of the cross tabulation between Q.19 which stated, “My job makes me feel alienated from society”, and Q.27 which stated, “My life outside work is more important than my life at work”. Further discussions on this result are presented in Chapter 5 under heading 5.4.1.

4.4 Conclusion

This chapter has presented the findings of the research in respect of the research questions. The following chapter (chapter 5), discusses the results of the data presented in this chapter and shows the implications of these results to management in organizations.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.1 Introduction

This chapter presents a discussion of the data analysed in chapter 4. The results of the data analysis are checked against existing literature. This chapter also looks at whether the research has answered the research questions set out in chapter 1.

5.2 Interpreting the Descriptive Statistics

One of the strongly held views by respondents was that the majority of them considered themselves confident persons. As shown in Figure 4.17, 97% of the respondents chose the options strongly agree and agree in stating that they consider themselves confident persons. Only three individuals chose the neutral choice while one disagreed with the statement on being a confident person. As Lindenfield (1995) suggests, individuals must have self-esteem in order to be confident. Without it, they will be unable to succeed in their careers and unable to enjoy life to the fullest. Therefore, confidence is essential to any individual who wants to succeed at their career.

Figure 4.6 shows another of the widely held sentiments by respondents, which is that they preferred a lifestyle that enabled them to balance their careers as well as their family life. There were 96% of the respondents who held the same view (agreed or strongly agreed), preferring a lifestyle that balances work and family life, while only 4% were neutral. No respondents chose either disagree or strongly disagree showing the importance of this dimension to respondents. Schein (1993) suggests that the majority of workers seek work environments that will allow them to integrate their personal needs with those of their careers. He argues that if these individuals find that their present careers do not help them to have this work-life balance then, either they will move to another department within the organization that will give them this flexibility or they will leave the organization for another organization that supports their quest.

Respondents also strongly held to the view that they did not blame their families for the problems they had at work. As shown in Figure 4.26, 96% of the respondents disagreed or strongly disagreed that their families were to blame for the problems they were experiencing at work. The remaining respondents chose the neutral response. This makes sense when one imagines that an individual would prefer to blame the job for his or her problems rather than blame his or her family. This aligns with the work of Schein (1993) who argued that employees seek environments that balance between family life and work needs and if a particular job does not provide that balance, then the individual would be very quick to change the job rather than his or her family.

Figure 4.8 shows that 93% of the respondents who responded to Q.3 agreed or strongly agreed that they feel happiest at work when they are left to determine their own tasks, schedules, and procedures. The work of Drafke and Kossen (2002), and Levering (1988) suggests that when people are given freedom to determine their work goals and success criteria, it often leads to an increase in job satisfaction.

5.3 Interpreting the relationships between key variables in the research

The following section interprets the results of the data analysed in chapter 4 by use of correlation, regression and cross-tabulation techniques.

5.3.1 Correlation analyses

This section discusses and interprets the results of the correlation analyses that were carried out on some of the variables investigated in the research.

5.3.1.1 Correlation between Q.10 and Q.11

Table 4.3 shows that there exists a strong and positive correlation between Q.10 “Who I am is more important than my job” and Q.11 “Who I am is more important than the organization I work for” ($r = 0.710$; $p < 0.01$).

This correlation implies that the more strongly an employee feels that whom he/she is, is more important than his/her job, the more strongly that employee will feel that he/she is

more important that the organization or company that he/she works for. This has implications for management because the employee will put his/her own needs before those of the company.

5.3.1.2 Correlation between Q.24 and Q.18

Table 4.4 shows that there exists a strong positive correlation between Q.24 “I am powerless at work” and Q.18 “I feel the best way to manage in my job is mind my own business and do as I am told” ($r = 0.700$; $p < 0.01$).

This correlation means that as an employee experiences powerlessness in the workplace he/she will tend to mind his/her own business at the workplace and not get involved in any other activity at work other than what concerns his/her work directly. This may stem from the fact that the employee may feel he/she has no power to change or influence anything at the workplace and therefore all he/she should do is just focus on his/her own work to get by. This argument is supported by the work of Seeman (1959), Blauner (1964) and Ashforth (1989) who argue that when employees feel powerless (that they have little control over work activities) then they tend to just concern themselves with their work, do the bare minimum, and not get involved in other work activities.

5.3.1.3 Correlation between Q.17 and Q.18

Table 4.5 shows that there exists a moderate positive correlation between Q.17 “I am afraid to disagree with my superior” and Q.18 “I feel the best way to manage in my job is mind my own business and do as I am told” ($r = 0.616$; $p < 0.01$).

As seen previously in the discussion on the correlation between minding one’s own business and powerlessness, when an employee feels that he/she is not able to disagree with his/her boss without negative consequences, then the particular employee will tend to just mind his/her own business, do what he/she is told to do and not get involved in anything else at the workplace. Work done by Pearlin (1962), Robbins and Judge (2003) and by Kreitner and Kinicki (2008), suggests that when this happens then the employees start to exhibit negative Organizational Citizenship Behaviour that makes the organization underperform in relation to its objectives.

5.3.1.4 Correlation between Q.24 and Q.17

Table 4.6 shows that there exists a moderate and positive correlation between Q.24 “I am powerless at work” and Q.17 “I am afraid to disagree with my superior” ($r = 0.584$; $p < 0.01$).

This correlation implies that the more an employee feels powerless at the workplace, the more that particular employee will be afraid to disagree with his/her boss. Feelings of powerlessness at work make the employee lack confidence as a person and this in turn results in his/her inability to speak up and disagree with his or her boss (McMahon 2007).

5.3.1.5 Correlation between Q.24 and Q.5

Table 4.7 shows the existence of a positive and moderate relationship between Q.24 “I am powerless at work” and Q.5 “I feel angry at work” ($r = 0.573$; $p < 0.01$).

This relationship signifies that as the feelings of powerlessness at work increase, so will feelings of anger at work. The work of Seeman (1959), Erikson (1986), Schweitzer (1991) and Reiss (1997), demonstrated that feelings of powerlessness and anger at work show themselves together and indicate that an employee might be experiencing workplace alienation.

5.3.1.6 Correlation between experiencing Q.16 and Q.5

Table 4.8 shows the existence of a moderate positive correlation between Q.16 “Even though I work as part of a team, I experience a feeling of aloneness” and Q.5 “I feel angry at work” ($r = 0.511$; $p < 0.01$).

This relationship signifies that as an employee’s feeling of aloneness at the workplace increases, so will his/her anger at his/her work. The work of Seeman (1959), Erikson (1986), Schweitzer (1991) and Reiss (1997), showed that aloneness and anger at work are correlated.

5.3.1.7 Correlation between Q.7 and Q.5

Table 4.9 indicates the presence of a moderate positive correlation between Q.7 “I feel I have no control over my activities at work” and Q.5 “I feel angry at work” ($r = 0.510$; $p < 0.01$).

This relationship signifies that as an employee’s feelings of having no control over his/her work activities increases, so will his/her anger at the work he/she does. This relationship is supported by work done by Seeman (1959), Erikson (1986), Schweitzer (1991) and Reiss (1997), who all found that a feeling of a lack of control and anger were correlated.

5.3.1.8 Correlation between Q.24 and Q.19

Table 4.10 shows the existence of a moderate and positive correlation between Q.24 “I am powerless at work” and Q.19 “My job makes me feel alienated from society” ($r = 0.470$; $p < 0.01$).

This relationship implies that as one’s feelings of being powerless at work increase, so will his/her feelings of being alienated. In his discussion on alienation, Pearlin (1962) says feelings of alienation arise when individuals experience feelings of powerlessness over one's own affairs; when the individual gets a sense that the things that concern his/her activities at work are not within his/her control.

5.3.1.9 Correlation between Q.19 and Q.13

Table 4.11 shows the existence of a weak positive correlation between Q.19 “My job makes me feel alienated from society” and Q.13 “I would gladly move, for the same salary, to a company that recognized me more” ($r = 0.345$; $p < 0.01$).

This correlation implies that, as one’s feelings of alienation increase, so will the potential to move, for the same pay, to another company that will recognize him/her more. Vorhies (1991), Reiss (1997) and Cox (1998) argue that when an individual experiences alienation, then he/she feels dehumanized. The individual feels like a commodity recognized only for the value that it has to give, not for what it really is. Therefore, the individual ends up feeling devalued, unappreciated, emasculated and among others, used, and would thus be

very willing to move at the same pay to another organization for more recognition and appreciation.

5.3.1.10 Correlation between Q.2 and Q.5

Table 4.12 shows that there exists a moderate negative correlation between Q.2 “My job offers me enough chance of advancement in life” and Q.5 “I feel angry at work” ($r = -0.431$; $p < 0.01$).

This relationship means that if the employees feel that the organization they work for does not provide them with a chance to advance in career and life, then feelings of anger at work will increase.

A study carried out by Pearlin (1962) on nursing personnel in St. Elizabeth’s mental hospital in the District of Columbia U.S.A, revealed that when employees felt that their jobs did not offer them a fair chance at advancement in life or career, feelings of alienation resulted and among one of the causes of this alienation was being angry at work. Drafke and Kossen (2003), also argue that a fair chance at career advancement is one of the things that employees seek from their employers, which when not met results in job dissatisfaction.

5.3.1.11 Correlation between Q.2 and Q.19

Table 4.13 shows a weak negative correlation between Q.2 “My job offers me enough chance of advancement in life” and Q.19 “My job makes me feel alienated from society” ($r = -0.354$; $p < 0.01$).

This relationship means that as one’s feelings that the organization he/she works for will provide a fair chance at advancement in life and career increase, then feelings of alienation would in turn decrease. This finding is supported by the work of Pearlin (1962) as discussed above, who found a correlation between alienation and advancement in life.

5.3.1.12 Correlation between Q.25 and Q.7

Table 4.14 shows that there exists a weak and negative correlation between Q.25 “I am confident at work” and Q.7 “I feel I have no control over my activities at work” ($r = -0.303$; $p < 0.01$).

This relationship implies that as one’s confidence at work increases, it will result in a decrease in the individual’s feeling that he/she has no control over his/her work activities. This is supported by work done by Gist and Mitchell (1992), Bandura (1997) and McMahon (2007) who all suggested that as an individual’s confidence at work increases, then he/she would feel more inclined to take his/her own destiny into his/her own hands. The individual would want to be in control of his/her activities and become more proactive and less reactionary to things that happen at the workplace. This kind of employee would be willing to take initiative, would not be afraid of taking risks, and his/her performance would improve.

5.3.1.13 Correlation between Q12. and Q.17

Table 4.15 shows that there exists a weak negative correlation between Q12. “I am a confident person” and Q.17 “I am afraid to disagree with my superior” ($r = -0.266$; $p < 0.01$).

This relationship implies that as one’s confidence drops, his/her fear of disagreeing with his/her boss will increase. Lindenfield (1995), suggests that confident people have no problem being assertive both in asking for what they want and in saying no to what they do not want, as well as speaking up for others who are less confident than them. Confident people will have no fear to voice their opinions even if those opinions are not popular with the audience. As such, confident people will not be afraid to disagree with their bosses.

5.3.1.14 Correlation between “age” and Q.5

Table 4.16 shows that there exists a weak negative correlation between “age” and Q.5 “I feel angry at work” ($r = -0.229$; $p < 0.01$).

This correlation implies that as one gets older, feelings of anger at work should decrease. As discussed in chapter 2, Clark, et.al. (1996), found that job satisfaction tended to increase with age. They further argued that older workers usually have more life experience, which makes them better understand the needs that a job can or cannot satisfy, and that generally, they have a more practical view of life. This means that they will be slow in getting angry at their work and slow in quitting or leaving the organization if they are dissatisfied. This is in comparison to younger workers who have little or no job experience with which to evaluate and analyze the current job that they hold.

5.3.1.15 Correlation between Q.24 and Q.12

Table 4.17 shows the existence of a weak negative correlation between Q.24 “I am powerless at work” and Q.12 “I am a confident person” ($r = -0.246$; $p < 0.01$).

This means that as an individual experiences an increase in feelings of powerlessness at the work place, his/her confidence as a person will drop. Sturdy et al (2006) state that when an individual has confidence it also means that he/she has power, control and legitimacy over his/her environment. Their findings support the above correlation.

5.3.2 Regression Analysis

This section discusses and interprets the results of the regression analyses that were carried out on some of the variables investigated in the research.

5.3.2.1 Regression analysis between Q.24 (independent) and Q.18 (dependent).

Table 4.18 shows that about 49% of the variation that occurs in the dependant variable Q.18 “I feel the best way to manage in my job is to mind my own business and do as I am told” can be explained or attributed to the independent variable Q.24 “I am powerless at work”.

The implication of this for management is that if management empowers employees at the workplace by a factor of 100, such that they feel they have power to impact outcomes, then management should expect that there should be an almost 49% reduction in employees

choosing to mind their own business while at work. This will mean that the organization will have more employees taking initiatives and going beyond their prescribed tasks.

Management can empower employees by giving them more responsibilities. Nelson (2003) says that one way of doing this is giving employees increased autonomy and authority on the job; showing them that you trust them with the organization's resources to do the right thing and deliver results. This will lead to employees who stop being aloof and fearful of taking risks or facing new challenges (McMahon 2007).

Jones and George (2008) say that due to increased global competition whereby organizations are competing for the same spend with low cost foreign competitors, empowering employees is very crucial for any organization today. Jones and George (2008) suggest that employers should aim to work towards letting the employees know that they are free to go beyond their assigned job description to offer superior customer service. They add that employees should be discouraged from looking to their superiors for answers, and instead they should be encouraged to take the initiative to get the job done faster and better.

If employers do this, then they will have empowered their employees and they can expect them to become more involved in their jobs and to exhibit good organizational citizenship behaviour that goes beyond the call of duty, enabling the organization to outperform its competitors (Kreitner and Kinicki 2008).

5.3.2.2 Regression analysis between Q.17 (independent) and Q.18 (dependent)

Table 4.19 shows that about 38% of the variation that occurs in the dependant variable Q.18 "I feel the best way to manage in my job is to mind my own business and do as I am told" can be explained or attributed to the independent variable Q.17 "I am afraid to disagree with my superior".

Jones and George (2008), suggest that this type of behaviour where employees are not involved with other work activities and mind their own business also results in employees who shift the blame, avoid taking responsibility and refuse to cooperate with other team members. They add that this behaviour can arise from bad or poor supervision, whereby

the employees feel that their direct line manager is unfair towards them or favours other workmates.

This regression analysis result has some implications for management. It implies that if management encourages and fosters an environment in which juniors or subordinates feel confident to disagree with their superiors with no negative consequences by a factor of 100, then management can expect a reduction of about 38% in those employees who just mind their own business at work. This will mean that the employees become proactive, innovative and start taking the initiative to drive for results within the organization (Jones and George 2008). They will no longer be narrow minded, focusing only on their tasks but rather they will have a wider view of the whole organization's objectives and will work towards helping the organization achieve those objectives.

5.3.2.3 Regression analysis between Q.17 (dependent) and Q.24 (independent)

Table 4.20 shows that about 34% of the variation that occurs in the dependant variable Q.17 "I am afraid to disagree with my superior" can be explained or attributed to the independent variable Q.24 "I am powerless at work".

The implications for management here is that if management increases employee empowerment by a factor of 100, then it can expect the number of employees who are afraid to disagree with the superiors to drop by about 34%. The importance of having employees who are confident enough to disagree with their superiors is that it enables an organization to foster innovation and initiatives because the employees are confident enough to disagree with their bosses and try different methods of addressing the issues at hand (McMahon 2007).

5.3.2.4 Regression analysis between being Q.5 (dependent) and Q.24 (independent)

Table 4.21 shows that about 33% of the variance that occurs in the dependant variable Q.5 "I feel angry at work" can be explained or attributed to the independent variable Q.24 "I am powerless at work".

As shown previously, this outcome has an implication for management. If management empowers its employees by a factor of 100, then it can expect the number of employees who are angry at their job to decrease by 33%.

5.3.2.5 Regression analysis between Q.5 (dependent) and Q.16 (independent)

Table 4.22 shows that about 26% of the variation that occurs in the dependant variable Q.5 “I feel angry at work” can be explained or attributed to the independent variable Q.16 “Even though I work as part of a team I experience a feeling of aloneness”.

Again, the implication here for management is that if it reduces the feeling of aloneness in the workplace by a factor of 100, then employee anger in the workplace should reduce by 26%. As was discussed in chapter 2, employees seek work environments that provide social interactions (Drafke and Kossen 2002). Drafke and Kossen (2002) add that the social interactions may be there, but their quality might be poor resulting in an employee who is angry at his or her work.

According to Jones and George (2008), an angry employee is always worrying about something, gets irritated very easily, suffers nervousness, is aggressive, unable to communicate effectively and performs poorly at his/her tasks. This kind of employee costs the company in terms of lost business and poor performance. Therefore companies so work towards limiting anger in their employees.

5.3.2.6 Regression analysis between Q.5 (dependent) and Q.2 (independent)

Table 4.23 shows that about 19% of the variation that occurs in the dependant variable Q.5 “I feel angry at work” can be explained or attributed to the independent variable Q.2 “My job offers me enough chance of advancing in life”.

This implies that if management changed the perceptions of employees about advancement in career and life by a factor of 100 then, the anger of those employees at their work would reduce by 19%. As shown above in sub-section 5.3.2.5, an angry employee is not beneficial to an organization.

5.3.2.7 Regression analysis between Q.5 (dependent) and Q.7 (independent)

Table 4.24 shows that about 26% of the variation that occurs in the dependant variable Q.5 “I feel angry at work” can be explained or attributed to the independent variable Q.7 “I feel I have no control over my activities at work”.

Locke and Taylor (1990), also found that employees who were incapable of wielding control over their lives while at the workplace, are more prone to experiencing workplace stress and consequently more prone to have poor health. Work done by Long (1988) and Jackson (1983) indicated that intense job demands, little control and/or reduced decision making autonomy, results in job dissatisfaction, psychological stress and heart disease.

The implications for management here is that the levels of anger in employees can be reduced by 26% if management gives more control to employees by a factor of 100.

5.3.2.8 Regression analysis between Q.19 (dependent) and Q.24 (independent)

Table 4.25 shows that about 22% of the variance that occurs in the dependant variable Q.19 “My job makes me feel alienated from society” can be explained or attributed to the independent variable Q.24 “I am powerless at work”.

Alienation is a complex state, involving many feelings such as anger, emasculation, dehumanization, disempowerment, disenfranchisement, powerlessness, anger and dissatisfaction (Schweitzer 1991). Therefore, there cannot be one thing that management does to rid alienation from its employees. It has to be a holistic approach to the issue. Nevertheless, as the regression statistic indicates, a 22% reduction in feelings of alienation can be achieved if management empowers it employees by a factor of 100.

5.4 Answering the Research Questions

The following sections below answer the research questions and objectives that were set out in chapter 1.

5.4.1 Do Personal Aspirations Clash or Coalesce with Employer Requirements?

In order to answer this question, an analysis of the key components of the personal aspirations that were discussed in chapter 2, is required. These components are captured in the questionnaire in the following questions:

- Q1 - Balance between work and family life,
- Q3 – Goal determination,
- Q6 – Autonomy,
- Q8 – Fulfilment,
- Q13 – Recognition,
- Q19 – Alienation

To find out if these personal aspirations clash or coalesce with employer requirements, cross-tabulation needs to be done between various questions. The questions to which cross-tabulations were applied are as follows:

- Q1 cross-tabulated with Q15
- Q3 cross-tabulated with Q14
- Q6 cross-tabulated with Q7
- Q8 cross-tabulated with Q26
- Q13 cross-tabulated with Q22
- Q19 cross-tabulated with Q27.

Table 4.26 shows the cross-tabulation between Q1 and Q15. 96% of the respondents agreed or strongly agreed with the statement in Q.1 that a balance between work and life was important to them. Only four individuals representing 4% neither agreed nor disagreed with the statement. On the other hand, 50% of the respondents disagreed or strongly disagreed with the statement in Q.15 that their job requirements left them with very little for family. This analysis indicates that there is no clash between the personal aspiration of having a job that balances work and life outside work, with work requirements.

Table 4.27 shows the cross-tabulation between Q.3 and Q.14. The majority of the respondents (93%) agreed with the statement in Q.3 that they feel happiest at work when

they are left to determine own tasks, schedules, and procedures. On the other hand, 66% of the respondents also agreed with the statement in Q.14 that their jobs require them to be thinking individuals rather than doers indicating that there is no clash between work requirements and their personal aspirations.

Table 4.28 shows the cross-tabulation between Q.6 and Q.7, in which 90% of respondents agreed with the statement in Q.6 that they do not want to feel restricted by their employer while only 32% of the respondents agreed with the statement in Q.7 that they did not have control over their work activities indicating majority rejected this statement. This means that there is no clash between the personal aspiration of not wanting to be restricted by their employer and the employee exercising control over work activities.

As can be seen from the Table 4.29, which shows the cross-tabulation between Q.8 and Q.26, about 51% of the respondents agreed with the statement in Q.8 that they felt fulfilled with what they are currently doing at work. On the other hand, 87% of the respondents agreed with the statement in Q.26 that they identify with the products and/or the services their organization offers. This indicated that there was no clashing between the personal aspiration of fulfilment and the work requirement of loyalty.

Table 4.30 shows the cross-tabulation between Q.13 and Q.22, in which only 33% of the respondents agreed with the statement in Q.13 that they would gladly move, for the same pay, to another organization that recognized them more. At the same time, 57% of the respondents said that they felt that their organization only valued them for the monetary value that they contributed to it indicating a slight clash between the two items.

As can be seen from the Table 4.31 which shows the cross-tabulation between Q.19 and Q.27, 79% of the respondents disagreed with the statement in Q.19 that their job makes them feel alienated from society while 47% agreed with the statement in Q.27 that their life outside work was more important than their life at work. A substantial number (32%) held a neutral view on the last statement. The results seem inconclusive to make a firm case for either a clash or no clash.

5.4.2 Are employed people alienated from their families and society by their work?

Question 19 “My job makes me feel alienated” addressed the second research question.

As can be seen from Figure 4.24, 88 of the respondents representing 78.5%, disagreed with the sentiment that their jobs make them feel alienated. These results are in line with what has been discussed above and in the section on the relationship between key variables where correlations were presented. The analyses show that the majority of the employees surveyed were not experiencing alienation.

5.4.3 Does feeling alienated cause employees to move from one job to another?

Question 13, “I would gladly move, for the same salary, to a company that recognized me more”, addressed the third research question.

Vorhies (1991) and Reiss (1997) suggest that one of the facets of alienation is feeling dehumanized, devalued or not recognized for the worth that one believes he or she really has. The results in Figure 4.18 demonstrate that 57% of respondents would be willing to move to another company for the same pay if that company recognised him or her more. This result is also supported by the analysis of the correlation between feeling alienated and being willing to move for the same pay to a company that recognises one more, which is shown in Table 4.11. The results of the correlation show that there exists a weak positive correlation between feeling alienated by one’s job and being willing to move for the same pay to another company that will recognize one more ($r = 0.345$; $p < 0.01$). As discussed earlier in this chapter in section 5.3.1.9, the implication of this finding is that, as one’s feelings of alienation increase, so will the potential to move, for the same pay, to another company that will recognize him or her more.

5.4.4 Do employed people feel like they have lost control of their lives due to their work?

Question 7, “I feel I have no control over my activities at work” addressed the fourth research question.

The results in Figure 4.12 revealed that slightly over 64 individuals representing 54% of the respondents disagreed with the statement that they did not have control over their activities at work. Control is a key dimension of alienation as discussed by Reiss (1997), Cox (1998) Vorhies (1991), Pearlin (1962), Seeman (1959) and Erikson (1986). The results of this question agree with those of question 19 on alienation in which 79% of the

respondents disagreed with the statement that suggested that they were experiencing alienation.

5.4.5 Will employees move to another company that recognizes them more for the same pay?

Question 13 “I would gladly move, for the same salary, to a company that recognizes me more” addressed the fifth research question.

Figure 4.18 shows that 64 individuals representing 57% of the respondents indicated that they would gladly move for the same pay to another organization that recognized them more. This should not come as a surprise because lack of recognition is one of the key things that can cause job dissatisfaction and alienation as shown by research conducted by Nelson (2003) and by Drafke and Kossen (2002).

5.4.6 My job offers me enough chance of advancing in life.

Figure 4.7 gives the results for question 2 that stated, “My job offers me enough chance of advancing in life”. The results indicate that 62.7% of the respondents representing 74 individuals felt that their jobs gave them enough chance to advance in life/career. The advancement in life/career is a good measure of whether employees are experiencing alienation at the work place or not as evidenced by research carried out by Pearlin (1962). He argues that considering that top positions in an organization can only be held by a few people, then for employees to aspire to those positions above their rank it will produce either fulfilment or feelings of alienation pervaded by a feeling of powerlessness and an inability to control one’s future.

The results make sense in line with Pearlin’s (1962) argument when they are read together with the results of alienation discussed in section 5.4.2 and section 5.4.3. The results as to whether employees felt alienated by their job shown in Figure 4.42 revealed that 79% of the respondents disagreed with this sentiment further showing why they felt that their jobs offered them a chance at advancing in life. This is also supported by the weak negative correlation that exists between “My job offers me a chance to advance in life”, and “My job makes me feel alienated from society” ($r = -0.354$; $p < 0.01$) as shown in table 4.13.

5.5 Addressing the Research Objectives

- The first research objective was to identify if employees aspirations clash or merge with those of the employer and the outcomes. This objective was not conclusively met since the respondents agreed and disagreed with some of the key variables that are concerned with personal aspirations and work requirements.
- The second research objective was to investigate if employed people feel alienated from family and society by their work. This objective was met by looking at the responses for question 19, which indicated that respondents did not feel alienated.
- The third research objective was to find out if this alienation results in employees moving from one job to another. This objective was achieved by correlating question 19 and question 13. A weak but significant and positive correlation, was observed showing that there is a propensity for employees to move if they experience alienation.
- The fourth research objective was to identify if working people feel they have lost control of their lives due to their work. This objective was achieved by looking at the response for questions 4 and 5. In both questions, the majority of the respondents disagreed with the questions indicating that they had not lost control of their lives due to their work.
- The fifth research objective was to find out if employees would be willing to move to another company for the same pay if they felt that that company would recognize them more. This objective was fully met by looking at the response for question 13. Slightly over 50% of the respondents said they would move.

5.6 Conclusion

This chapter discusses the results of the data analysis that was carried out in chapter 4 and links the outcomes with existing literature. The analysis shows that employees want a lifestyle that balances their careers and family life and they want their organizations to recognize them more as well as give them more autonomy and responsibility. The findings

also indicate that employees are not alienated by their jobs. However, the findings also show that if variables such as a lack of recognition, a lack of advancement in life and career, a lack of control and feelings of powerlessness or anger at work are present, then alienation might arise. This has been shown by the correlations that have been analysed between alienation and these variables.

The following chapter (chapter 6) summarises the key findings of the research as well as suggesting recommendations for further research.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter provides a summary and review of the research that has been discussed in the preceding chapters. This chapter will focus on a review of the research process and recommendations, a look at whether the research objectives have been met, a look at some of the major findings of the research, recommendations that can be adopted by management in organizations and finally areas for further research.

6.2 Addressing the Problem Statement

The problem statement set out in 1.3 in Chapter 1 has fully been answered by looking at the analyses of the data when addressing the problem questions and objectives as discussed in 5.4 and 5.5 in chapter 5.

6.3 Major Findings of the Research

- The respondents indicated that they desire and value a lifestyle that balances career needs and family life.
- The respondents want and desire to feel that they have more value than their jobs or the organizations they work for. This is shown by the strong correlation between “Who I am is more important than my job” and “Who I am is more important than the company I work for”.
- The majority of the respondents want autonomy and freedom in the workplace. They do not want to feel restricted by their employers.
- A positive correlation exists between feeling powerless at work and minding one’s own business at work.

- A strong correlation exists between being afraid to disagree with one's boss and minding one's own business at work.
- The respondents feel happiest when they are left to determine their own tasks and goals.
- The majority of respondents felt that they "work to live" not "live to work".
- The majority of respondents did not feel that their job alienated them from society.
- The majority of respondents sampled identified with the products and services their organization offers.
- A negative correlation exists between career advancement and feeling alienated by one's job.
- A negative correlation exists between advancement in career and feeling angry at work.
- A negative correlation exists between being a confident person and being afraid to disagree with one's boss.
- A negative correlation exists between feeling confident at work and feeling that one has no control over work activities.
- A negative correlation exists between age and feelings of anger at work.

6.4 Recommendations

Based on the findings of the research, the following recommendations can be adopted by management in organizations:

- The research shows that there is a link between employees feeling powerless at work and them choosing to do just their bare minimum as stipulated by their job description. This results in the employees refusing to engage in good organizational citizenship behaviour, which is critical to an organization outperforming its

competitors. Managers should aim at empowering employees so that they can take matters into their own hands, become innovative and go beyond the call of duty. Empowerment can be achieved by giving employees more responsibilities and allowing them more authority on the job.

- Management in organizations should foster a culture that allows employees freedom to disagree with their bosses with no negative consequences. This will ensure that problems are solved faster and ideas generated quickly.
- Management should aim for work schedules that balance between work requirements and employee's family needs.

6.5 Limitations of the research

The following are the limitations of this research:

6.5.1 Sampling Technique

This research used a judgement-sampling technique, which is a form of purposive sampling that is non-probability in nature. Antonius (2003) writes that the outcomes of a study using non-probability sampling may be informative but not representative of the general population. Therefore, the findings of this research cannot be generalized to the population.

The recommendation here is that further research in this field should involve samples obtained through probability techniques.

6.5.2 Research Instrument

The research instrument used in this research was a Likert scale type of questionnaire. Due to the research instrument being standardized and inflexible in nature, the data gathered lacked variation and flexibility.

Further research can use an open-ended questionnaire that allows for flexible and varied data.

6.6 Further Research

- One of the key areas for further research is to look at the same research but include a control variable, which should be job satisfaction. The research should aim to find out how the statements that were put to the respondents correlate with job satisfaction.
- Future research should also aim at examining the causes of the correlations that were observed.
- The most strongly held sentiment by respondents was the desire to have a work environment that balanced work needs and family needs. Future studies should aim at finding out what the outcome of a work environment that provides balance between work and family needs verses one that does not, holds for an organization.
- Further research should aim at looking at looking at how the recent far-reaching changes in the workplace in the last two decades such as the knowledge economy, information technology and diversification in the workplace affect and influence some of the topics discussed herein such as job satisfaction, alienation and personal aspirations.

6.7 Conclusion

The research carried out met the research objectives and answered the research questions that were set out in chapter 1. The problem statement was addressed and the data gathered was reliable as shown by the reliability statistics that were calculated. The research has also provided recommendations based on the findings that can be adopted by management to ensure a harmony between employees' personal aspirations and work requirements.

REFERENCE LIST

- Allen, T. D. (2006) "Rewarding Good Citizens: The Relationship between Citizenship Behaviour, Gender, and Organizational Reward" *Journal of Applied Social Psychology* [online] 36, (1) 120-143. Available from <http://onlinelibrary.Wiley.com/doi/10.1111/j.0021-9029.2006.00006.x/pdf> [31/08/2010]
- American Association of Retired Persons (1995) *Valuing Older Workers: A Study of Costs and Productivity*. Washington, DC: AARP
- Antonius, R. (2003) *Interpreting Quantitative Data with SPSS*. London: Sage Publishers
- Arvey, D. A., Bouchard Jr. J. T., Segal, N. L., & Abraham, M. L. (1989) "Job Satisfaction: Environmental and Genetic Components" *Journal of Applied Psychology*, 187-192
- Ashforth, B. E. (1989) "The Experience of Powerlessness in Organizations" *Organizational Behavior And Human Decision Processes* [online] 43, (2) 207-242. Available from http://www.sciencedirect.com/science?ob=ArticleURL&udi=B6WP2-4CYG399-GG&_user=10&_coverDate=04%2F30%2F1989&_rdoc=1&_fmt=high&_orig=search&_origin=search&_sort=d&_docanchor=&view=c&_searchStrId=1492778816&_rerun [31/08/2010]
- Bandura, A. (1997) *Self Efficacy: The Exercise of Control*. New York: W H Freeman
- Bandura, A. (1977) "Self Efficacy: Towards a Unifying Theory of Behavioural Change" *Psychological Review* [online] 84 (2) 191-215. Available from http://www.science-direct.com/science?_ob=ArticleURL&_udi=B7MD9-4D6PW2T-1B&_user=2822922&coverDate=12%2F31%2F1978&_rdoc=1&_fmt=high&_orig=search&_origin=search&_sort=d&_docanchor=&view=c&_searchStrId=1468233947&_rerunOrigin=scholar.google&_acct=C000058881&_version=1&_urlVersion=0&_userid=2822922&_md5=a7b2d3cc0dabbceb19b11e2e360d964d&searchtype=a [02/09/2010]

Bakan, J. (2005) *The Corporation: The Pathological Pursuit of Profit and Power*. New York: Free Press

Blauner, R. (1964) *Alienation and Freedom*. Chicago: University of Chicago Press

Bolino, M. C. & Turnley, W. H. (2003) "Going the Extra Mile: Cultivating and Managing Employee Citizenship Behaviour" *Academy of Management Executive*, [online] 17, (3), 60-71. <http://web.ebscohost.com/ehost/detail?vid=1&hid=113&sid=2efcc68a-32fd-410d-b3187e9da115b997%40sessionmgr111&bdata=JnNpdGU9ZWhvc3QtG12ZQ%3d%3d#db=bth&AN=10954754> [31/08/2010]

Bryman, A. & Bell, E. (2007) *Business Research Methods*. 2nd ed. Oxford: Oxford University Press

Carsten, J. M. & Spector, P. E. (1987) "Unemployment, Job Satisfaction, and Employee Turnover: A Meta-Analytic Test of the Muchinsky Model." *Journal of Applied Psychology*, 72, 374-381.

Changing Minds Organization (2010) Types of Reliability. Available from http://changingminds.org/explanations/research/design/types_reliability.htm [10/09/2010]

Chiu, W., Chan, A., Snape, E. & Redman, T. (2001) "Age Stereotypes and Discriminatory Attitudes Towards Older Workers: An East-West Comparison" *Human Relations*, [online] 54, (5), 629-661. Available from <http://proquest.umi.com/pqdlink?vinst=PROD&fmt=6&startpage=1&ver=1&vname=PQD&RQT=309&did=93386964&exp=0902-2015&scaling=FULL&vtype=PQD&rqt=309&TS=1283502896&clientId=30060> [03/09/2010]

- Clark, A., Oswald, A. & Warr, P. (1996) "Is Job Satisfaction U-Shaped in Age?" *Journal of Occupational and Organizational Psychology*, [online] 1, (69), 57-81. Available from <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&hid=107&sid=0c154aea-44e2-4ea4-a144-d0f6dd4cac23%40sessionmgr113> [03/09/2010]
- Cotton, J. L. & Tuttle, J. M. (1986) "Employee Turnover: A Meta-Analysis and Review with Implications for Research" *The Academy of Management Review*, [online] 11, (1) 55-70. Available from <http://www.jstor.org/stable/258331.pdf> [31/08/2010]
- Cox, J. (1998) "An Introduction to Marx's Theory of Alienation" *International Socialism Quarterly Journal of the Socialist Workers Party (Britain)* [online] 78, 41-62. Available from <http://scholar.google.co.za/scholar?hl=en&q=An%20Introduction%20To%20Marx%27s%20Theory%20Of%20Alienation&um=1&ie=UTF-8&sa=N&tab=ws> [08/03/2010]
- Davies, D. R., Matthews, G. & Wong, C. S. K. (1991) "Ageing and Work" *International Review of Industrial and Organizational Psychology*, 6, 149-211
- Diefendorff, J., Brown, D., Kamin, A. & Lord, R. (2002) "Examining the Roles of Job Involvement and Work Centrality in Predicting Organizational Citizenship Behaviours and Job Performance" *Journal of Organizational Behaviour*, [online] 23 (1), 93-108. Available from <http://web.ebscohost.com/ehost/detail?vid=1&hid=113&sid=f072b9dc-6a87-486c-af72-61703e060d59%40sessionmgr110&bdata=JnNpdGU9ZWWhvc3QtbGl2ZQ%3d%3d#db=bth&AN=6292712> [31/08/2010]
- Drafke, W. M. & Kossen, S. (2002) *The Human Side of Organizations*. 8th ed. Upper Saddle River, New Jersey: Prentice hall
- Erikson, K. (1986) "On Work and Alienation" *American Sociological Review*, [online] 51, (1) 1-8. Available from <http://www.jstor.org/stable/2095474> [19/05/2010 08:37]

- Freeman, R. B. (1978) "Job Satisfaction as an Economic Variable" *American Economic Review*, [online] 68 (2) 135-141. Available from <http://www.jstor.org/stable/1816677> [24/08/2010 10:10]
- Fusillo, E. D. (1994) An Examination of Work Alienation and Job Satisfaction Among Public University Staff in Georgia. PhD. Dissertation Georgia State University Ann Arbor, Michigan: University Microfilms International [online] available from <http://proquest.Umi.com/pqdweb?index=33&sid=1&srchmode=1&vinst=PROD&fmt=14&startpage=1&clientid=30060&vname=PQD&RQT=309&did=741285471&scaling=FULL&ts=1282379594&vtype=PQD&rq=309&TS=1282379627&clientid=30060> [21st August 2010]
- Gist, M. E. & Mitchell, T. R. (1992) "Self-Efficacy: A Theoretical Analysis of Its Determinants and Malleability" *Academy of Management Review* [online] 17 (2) 183-211. Available from <http://www.jstor.org/stable/258770> [02/09/2010]
- Glover, I. (2001) 'Ageism without Frontiers'. In *Ageism in Work and Employment* eds. In. Glover & M. Branine, Aldershot England: Ashgate: 115-150
- Greene, K. (2003), "Older Workers Can Get a Raw Deal: Some Employers Admit To Promoting, Challenging Their Older Workers Less" *Wall Street Journal*, (Eastern Edition) [online] p. D. 2. Available from <http://proquest.umi.com/pqdlink?Index=79&did=322957031&SrchMode=3&sid=1&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1283504821&clientId=30060&aid=8> [03/09/2010]
- Gurchiek, K. (2005) "I Can't Make It to Work Today, Boss...Gotta Round Up My Ostriches'. Employees Call in 'Sick' With Livestock Problems, Wardrobe Worries" *HR Magazine* Mar. p. 30

- Hackett, R. D. & Guion, R. M. (1985) "A Reevaluation of the Absenteeism-Job Satisfaction Relationship" *Organizational Behavior and Human Decision Processes* 35, (3), 340-381
- Harris, J. & Brannick, J. (1999) *Finding and Keeping Great Employees*. New York: AMACOM
- Hulin, C. L., Roznowski, M. & Hachiya, T. (1985) "Alternative Opportunities and Withdrawal Decisions: Empirical and Theoretical Discrepancies and an Integration" *Psychological Bulletin*, 97, 233-250
- Jackson, S. E. (1983) "Participation in Decision Making as a Strategy for Reducing Job-Related Strain" *Journal of Applied Psychology*, 68, 3-19
- Johns, G. (2001) 'The Psychology of Lateness, Absenteeism, and Turnover'. In *Handbook of Industrial, Work, and Organizational Psychology* ed. by N. Anderson, D. S. Ones, H. Sinangil, & C. Viswesvaran Vol. 2 London: Sage: 232-252
- Jones, G. R. & George, J. M. (2008) *Contemporary Management*. 5th ed. New York: McGraw-Hill
- Karr, R. A. (1999) "Work Week: A Special News Report about Life on the Job- and Trends Taking Shape There" *The Wall Street Journal* Jun. 29: A1
- Kent, R. (2001) *Data Construction and Data Analysis for Survey Research*. Hampshire: Palgrave
- Koys, D. (2001) "The Effects of Employee Satisfaction, Organizational Citizenship Behavior, and Turnover on Organizational Effectiveness: A Unit-Level, Longitudinal Study" *Personnel Psychology*, [online] 54, (1), 101-114. Available from <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&hid=113&sid=27624bac-a1c0-4e76-86b1-59c639179557%40sessionmgr111> [31/08/2010]

- Kreitner, R. & Kinicki, A. (2008) *Organizational Behaviour*. 8th ed. New York: McGraw-Hill Irwin
- Lee, T. M., Sablinski, C. J., Burton, J. P. & Holtom, C. B. (2004) "The Effects of Job Embeddedness on Organizational Citizenship, Job Performance, Volitional Absences, and Voluntary Turnover" *Academy of Management Journal*, [online] 47, (5), 711-722. Available from <http://www.jstor.org/stable/20159613> [31/08/2010]
- Levering, R. (1988) *A Great Place to Work: What Makes Some Employers So Good (and Most So Bad)*. New York: Random House
- Lind, D. A., Marchal, W. G. & Wathen, S. A. (2008) *Statistical Techniques in Business and Economics with Global Data Sets*. 13th ed. New York: McGraw-Hill Irwin
- Lindenfield, G. (1995) "Super Confidence at Work" *Executive Development* [online] 18 (3) 9-11. Available from <http://proquest.umi.com/pqdlink?Ver=1&Exp=09-20-2015&FMT=7&DID=8985989&RQT=309&cfc=1> [02/09/2010]
- Locke, E. A. (1985) 'The Nature and Causes of Job Satisfaction'. In *Handbook of Industrial and Organizational Psychology* ed. by M. D. Dunnette Chicago: Rand McNally: 1331
- Locke, E. A. & Taylor, M. S. (1990) 'Stress, Coping and the Meaning of Work'. In *The Meaning of Work* ed. by Nord, W. and Brief, A. P. New York: Health
- Long, B. C. (1988) "Stress Management for School Personnel: Stress Inoculation Training and Exercise" *Psychology in the Schools*, 25, 314-324
- Mannheim, K. (1940) *Man and Society in an Age of Reconstruction*. New York: Harcourt, Brace

- McEvoy, G.M. & Cascio, W. F. (1989) “Cumulative Evidence of the Relationship Between Employee Age and Job Performance” *Journal of Applied Psychology* [online] 74, (1), 11-17. Available from http://www.sciencedirect.com/science?ob=ArticleURL& udi=B6WY3-46X478W-27& user=2822922& coverDate=02%2F28%2F1989& rdoc=2& fmt=high& orig=browse& origin=browse& zone=rslt_list_item& srch=doc-info%28%23toc%237175%231989%23999259998%23345885%23FLP%23display%23Volume%29& cdi=7175& sort=d& docanchor=&view=c& ct=24& acct=C000058881& version=1& urlVersion=0& userid=2822922& md5=98f668b6609c328803f52e48d5fd3353&searchtype=a [03/09/2010]
- McMahon, G. (2007) “Confidence at Work” *Training Journal* [online] 11, 54-57. Available from <http://server11.web-mania.com/users/gladeana/pdf/ConfidenceatWork.pdf> [14/09 /2010]
- McShane, S. L. (1984) “Job Satisfaction and Absenteeism”. *Canadian Journal of Administrative Sciences* [online] 1, (1) 61-77. Available from <http://onlinelibrary.wiley.com/doi/10.1111/j.1936-4490.1984.tb00721.x/pdf> [31/08/2010]
- Morris, T. (1995) “Employee Satisfaction: Maximizing the Return on Human Capital” *CMA- The Management Accounting Magazine* Dec. 15 – 18
- Nelson, B. (2003) “What Do Employees Want? (Rewarding Employees)” *ABA Bank Marketing*, [http://www.thefreelibrary.com/What do employees want? \(Rewarding Employees\).-a098566572](http://www.thefreelibrary.com/What+do+employees+want%3F(Rewarding+Employees).-a098566572) [September 01 2010]
- Ollman, B. (1971) *Alienation: Marx’s Conception of Man in Capitalist Society*. Cambridge, England: Cambridge University Press
- Oxford English Dictionary (1989) 2nd ed. Definition of alienation. Available from http://dictionary.oed.com/cgi/entry/50005656?single=1&query_type=word&query_word=alienation&first=1&max_to_show=10concept of alienation was popularized [30/03/2010]

- Pearlin, L. (1962) "Alienation from Work: A Study of Nursing Personnel" *American Sociological Review*, [online] 27, (3) 314-326. Available from <http://www.jstor.org/stable/2089793> [08/03/2010 09:27]
- Podsakoff, N. P., LePine, J. A. & LePine, M.A. (2007) "Differential Challenge Stressor – Hindrance Stressor Relationships with Job Attitudes, Turnover Intentions, Turnover, and Withdrawal Behaviour: A Meta-Analysis" *Journal of Applied Psychology*, 92, 438–454
- Podsakoff, N. P., Mackenzie, S., Paine, J. & Bachrach, D. (2000) "Organizational Citizenship Behaviors: A Critical Review of the Theoretical and Empirical Literature and Suggestions for Future Research" *Journal of Management*, [online] 26 (3), 513-563. Available from <http://web.ebscohost.com/ehost/detail?vid=1&hid=113&sid=f072b9dc-6a87-486c-af72-61703e060d59%40sessionmgr110&bdata=JnNpdGU9ZWWhvc3QtbGl2ZQ%3d%3d#db=bth&AN=6292712> [02/09/2010]
- Polchin, R. (2002) Calculating Attrition Costs. Available from <http://www.icmi.com/Resources/QueueTips/2005/March/Calculating-Attrition-Costs.aspx> [02/09/2010]
- Powell, N. G. & Butterfield, D. A. (2003) "Gender, Gender Identity and Aspirations to Top Management" *Women in Management Review* 18 (1/2) 88-99. Available from <http://www.emeraldinsight.com/journals.htm?issn=0964-9425&volume=18&issue=1/2&articleid=1412258&show=html> [08/03/2010]
- Psycho Bosses from Hell. *Fortune*, October 18, 1993 pp 128-129
- Reiss, E. (1997) *Marx: A Clear Guide*. London: Pluto Press
- Rhodes, S., R. (1983) "Age-Related Differences in Work Attitudes and Behavior: A Review and Conceptual Analysis" *Psychological Bulletin*, [online] 93, (2), 328–367. Available from <http://74.125.155.132/scholar?q=cache:BV4cRHZsozoJ:scholar.google.com/&hl=en&assdt=2000> [03/09/2010]

- Robbins, S. P. & Judge, T. A. (2007) *Organizational Behaviour*. 12th ed. Upper saddle River, New Jersey: Pearson Prentice Hall
- Robbins, S. P. & Judge, T. A. (2003) *Organizational Behaviour*. 10th ed. Upper saddle River, New Jersey: Pearson Prentice Hall
- Rose, D. & Sullivan, O. (1996) *Introducing Data Analysis for Social Scientists*. 2nd ed. Buckingham: Open University Press
- Rubin, M. I. & Berlew, E. D. (1984) "The Power Failure in Organizations" [online] 38 (1) 34-38 *Training and Development Journal*, Available from <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&hid=111&sid=6600b487-486a-4741-841d-c68500fe27bf%40sessionmgr112> [17/08/2010]
- Saunders, M., Lewis P., & Thornhill, A. (2003) *Research Methods for Business Students*. 3rd ed. Edinburgh Gate: Pearson Education Limited, Prentice Hall Financial Times
- Schein, E. H. (1993) *Career Anchors: Discovering Your Real Values*. Rev. ed. San Diego: Pfeiffer & Company
- Schleicher, D., Watt, J. & Greguras, G. (2004) "Reexamining the Job Satisfaction-Performance Relationship: The Complexity of Attitudes" *Journal of Applied Psychology*, 89, (1), 165-177. Available from <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&hid=110&sid=8b619b31-b357-436c-8c24-c5ba7bd69de5%40sessionmgr112> [02/09/2010]
- Schweitzer, D. (1991) "Marxist Theories of Alienation and Reification: The Response to Capitalism, State Socialism and the Advent of Post-Modernity" *The International Journal of Sociology and Social Policy* 11, 6-8, 27-53. Available from <http://proquest.umi.com/pqdweb?index=0&did=1123508&SrchMode=1&sid=1&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1282642032&clientId=30060> [08/03/2010]

- Scott, K. & Taylor, G. (1985) “An Examination of Conflicting Findings on the Relationship between Job Satisfaction and Absenteeism: A Meta-Analysis” *Academy of Management Journal*, [online] 28, (3), 599-612. Available from <http://www.Jstor.org/stable/256116> [17/08/2010]
- Seeman, M. (1959) “On the Meaning of Alienation” *American Sociological Review*, [online] 24, (6) 783-791. Available from <http://www.jstor.org/stable/2088565> [08/03/2010 08:40]
- Sekaran, U. (2003) *Research Methods for Business: A Skill Building Approach*. 4th ed. New York: John Wiley & Sons Inc.
- Sekaran, U. & Bougie, R. (2009) *Research Methods for Business: A Skill Building Approach*. 5th ed. New York: John Wiley & Sons Inc.
- Statistics South Africa (2007) *Labor Force Community Survey – Gender and Industry by Population Group for Person Weighted, ETH: EThekweni Metropolitan Municipality*. Pretoria: Statssa
- Steel, R. P. & Rentsch, J. R. (1995) “Influence of Cumulation Strategies on the Long-Range Prediction of Absenteeism” *Academy of Management Journal*, [online] 38, (6), 1616-1634 Available from <http://www.jstor.org/stable/256846> [02/09/2010]
- Stein, J. (2009) “Shaq vs. Joel” *Time Magazine* [online] 174, (10). Available from <http://web.ebscohost.com/ehost/detail?vid=1&hid=111&sid=360c8912-3698-41ffb4d8-6d3ea895b25%40sessionmgr104&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=a9h&AN=44096168> [02/09/2010]

- Sturdy, A., Brocklehurst M., Winstanley, D. & Littlejohns, M. (2006) "Management as a (Self) Confidence Trick: Management Ideas, Education and Identity Work" *Organization* [online] 13, (6) 841-860. Available from <http://proquest.umi.com/pqdlink?Ver=1&Exp=09-20-2015&FMT=7&DID=1175520131&RQT=309> [02/09/2010]
- Sweeney, P. D., McFarlin, D. B. & Inderrieden, E. J. (1990) "Using Relative Deprivation Theory to Explain Satisfaction with Income and Pay Level: A Multistudy Examination" *The Academy of Management Journal* [online] 33, (2) 423-436. Available from <http://www.jstor.org/stable/256332> [08/03/2010]
- Taylor, D. & Edge, D. (1997) "Personal Development Plans: Unlocking the Future" *Career Development International*, [online] 2, (1), 21-23. Available from <http://proquest.umi.com/pqdlink?Ver=1&Exp=09-20-2015&FMT=7&DID=86920775&RQT=309&cfc=1> [08/03/2010]
- Trochim, W. M. K. (2006) Types of Reliability. Available from <http://www.socialresearchmethods.net/kb/reotypes.php> [11/09/2010]
- US Legal (2010) Definition of Ballot Stuffing Law and Legal Definition. Available from <http://definitions.uslegal.com/b/ballot-stuffing/> [07/09/2010]
- Vorhies, F. (1991) *Comprehending Karl Marx*. Kenwyn South Africa: Juta and Co, Ltd
- Waldman, D. A. & Avolio, B. J. (1993) 'Aging and Work Performance in Perspective: Contextual and Developmental Considerations'. In *Research in Personnel and Human Resources Management* ed. Rowland K. M., and Ferris G. R. By Vol. 11 Greenwich, CT: JAI Press: 133-162

- Wanous, J.P., Poland T. D., Premack, S. L. & Davis, K. S. (1992) “The Effects of Met Expectations on Newcomer Attitudes and Behaviours: A Review and Meta-Analysis” *Journal of Applied Psychology*, [online] 77, (3) 288-297. Available from <http://web.ebscohost.com/ehost/results?vid=3&hid=108&sid=16d62247-dc37-4829-b27e-2dd1840ec2f6%40sessionmgr104&bquery=%28the+effects+of+met+expectations+on+newcomer+attitudes+AND+behaviour%29&bdata=JmRiPWJ0aCZ0eXBIPtAmc2l0ZT1laG9zdC1saXZl> [08/03/2010 08:40]
- Wilk, L. A. & Redmon, K. W. (1998) “The Effects of Feedback and Goal Setting on the Productivity and Satisfaction of University Admissions Staff” *Journal of Organizational Behaviour and Management* 18, (1) 45-65. Available from <http://proquest.umi.com/pqdlink?index=3&did=22078010&SrchMode=3&sid=1&Fmt=2&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1282898657&clientId=30060&aid=1> [08/03/2010]
- Wrenn, A. K. & Maurer, J. T. (2004) “Beliefs about Older Workers’ Learning and Development Behaviour in Relation to Beliefs about Malleability of Skills, Age – Related Decline and Control” *Journal of Applied Social Psychology* [online] 34, (2), 223-242. Available from <http://onlinelibrary.wiley.com/doi/10.1111/j.1559-1816.2004.tb02546.x/pdf> [03/09/2010]
- Zapf, D. & Dormann, C. (2001) “Job Satisfaction: A Meta Analysis of Stabilities” *Journal of Organizational Behaviour* [online] 22, (5) 483-504. Available from <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&hid=108&sid=23ea71eb-ed8b-4ca2-a6d3-fd944c83aafc%40sessionmgr112> [08/03/2010]

APPENDICES

Appendix 1



University of Kwazulu -Natal

Research Office

Govan Mbeki Centre

Westville Campus

University Road

Chiltern Hills

Westville

3629

South Africa

Tel No: +27312603587

Fax No: +27312602384

E-mail: naidoos4@ukzn.ac.za

23 April 2010

Mr M M Mutuku

Unit 3 Woodhall Estates

24 Kings Avenue

Berea West

3629 WESTVILLE

Dear Mr Mutuku

PROTOCOL: Personal Aspirations and employment requirements: Coalescing, Clashing and Outcomes

ETHICAL APPROVAL NUMBER: HSS/0200/2010 M: Faculty of Management Studies

In response to your application for submission of updated questionnaire dated 21 April 2010, Student Number: **208518008** the Humanities & Social Sciences Ethics Committee has considered the abovementioned application and the protocol has been given **FULL APPROVAL**.

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Steve Collings (Chair)

HUMANITIES & SOCIAL SCIENCES ETHICS COMMITTEE

SC/sn

cc: Dr M Challenor (Supervisor)

cc: Ms C Haddon

Dear respondent,

I, (Martin Maina Mutuku), am an MBA student, at the Graduate School of Business of the University of KwaZulu-Natal. You are invited to participate in a research project entitled:

**PERSONAL ASPIRATIONS AND EMPLOYMENT REQUIREMENTS:
COALESCING, CLASHING AND OUTCOMES**

The aim of this study is to identify whether employees' personal aspirations interfere or clash with the work requirements set out by the employer and how this impacts staff retention and turnover.

Through your participation I hope to understand whether employees end up feeling alienated from themselves and their families by their jobs and how this affects them. The results of the questionnaire survey are intended to contribute to wider research which has already been carried out on Karl Marx's theory of Alienation and how it impacts work performance.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor on the numbers listed above.

The survey should take you about 10 minutes to complete. I hope you will take the time to complete this survey.

Yours sincerely,

Martin Maina Mutuku.

(Researcher)

UNIVERSITY OF KWAZULU-NATAL

GRADUATE SCHOOL OF BUSINESS

MASTERS OF BUSINESS ADMINISTRATION DEGREE Research Project

Researcher: MARTIN MAINA MUTUKU (0798140784)

Supervisor: MARTIN ROBIN CHALLENOR (031-2608104)

Research Office: Ms P. Ximba 031-2603587

CONSENT

I hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

If you consent to taking part in this survey please click on the **I ACCEPT** button and you will be directed to the questionnaire and if you do not accept to take part please click on the **I DO NOT ACCEPT BUTTON** and you will be exited from this survey.

QUESTIONNAIRE

PERSONAL PARTICULARS

(Please tick or fill in only one box/space against the correct response).

Age

Gender

Male Female

Your level of education

Matric Diploma Bachelors Masters Doctorate

How many dependants do you have? (Please indicate the number below).

What level are you in your organization?

How many years have you been in your current position? (Please indicate the number below).

How many years have you been in the company you work for now? (Please indicate by filling in the number of years).

How many years did you spend in the previous company that employed you? (Please indicate by filling in the number of years).

PERSONAL ASPIRATIONS SECTION

(Please respond by indicating if you agree or disagree with the statements below. Please choose only one response per statement).

STATEMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. A lifestyle that balances my career with family needs is very important to me.					
2. My job offers me enough chance of advancing in life.					
3. I feel happiest at work when I am left to determine my own tasks, schedules and procedures.					
4. I partly blame my job for the problems I am experiencing at home.					
5. I feel angry at work.					
6. I don't want to feel restricted by my employer.					
7. I feel I have no control over my activities at work.					
8. I feel fulfilled with what I am currently doing at work.					
9. I 'work to live' not 'live to work'.					
10. Who I am is more important than my job.					

11. Who I am is more important than the organization I work for.					
12. I am a confident person.					

WORK REQUIREMENTS SECTION

(Please respond by indicating if you agree or disagree with the statements below. Please choose only one response per statement).

STATEMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13. I would gladly move, for the same salary, to a company that recognized me more.					
14. My job requires me to be a thinking person rather than a doer.					
15. My job requirements leave me with very little time for family.					
16. Even though I work as part of a team I experience a feeling of aloneness.					
17. I am afraid to disagree with my superior.					
18. I feel the best way to manage in my job is to mind my own business and do as I am told.					

19. My job makes me feel alienated from society.					
20. My organization accepts my personality while encouraging me to be unique.					
21. I blame my family for the problems I have at work.					
22. My company values me only for the monetary value I give it.					
23. My company provides me with job security.					
24. I am powerless at work.					
25. I am confident at work.					
26. I identify with the products or services we sell.					
27. My life outside work is more important than my life at work.					

END.

Thank you for taking the time to participate in this survey.

Turnitin Originality Report

Dissertation by Martin Mutuku



From Dissertation (MBA Dissertation)

- Processed on 12-11-10 10:53 AM CAT
- ID: 124803067
- Word Count: 23520

Similarity Index

14%

Similarity by Source

Internet Sources:

8%

Publications:

1%

Student Papers:

13%

sources:

- 1 < 1% match (Internet from 6/4/09)
http://eprints.utm.my/5523/1/zurainismail05_KSRITOS.pdf
- 2 < 1% match (student papers from 03/17/09)
[Submitted to Sim University on 2009-03-17](#)
- 3 < 1% match (student papers from 08/10/08)
[Submitted to Colorado Technical University Online on 2008-08-10](#)
- 4 < 1% match (student papers from 11/11/09)
[Submitted to Grand Canyon University on 2009-11-11](#)
- 5 < 1% match (student papers from 11/18/09)
[Submitted to University of Malaya on 2009-11-18](#)
- 6 < 1% match (Internet from 11/20/09)
<http://www.provost.iastate.edu/reports/universitylife2007/UniversityLifeSurvey2009FINALREPORT.pdf>
- 7 < 1% match (Internet from 11/18/09)
http://dspace.hh.se/dspace/bitstream/2082/3066/1/thesis_Xuan%20and%20Yuanyuan.pdf
- 8 < 1% match (student papers from 07/02/07)
[Submitted to University Center Cesar Ritz on 2007-07-02](#)
- 9 < 1% match (student papers from 12/03/10)
[Submitted to Multimedia University on 2010-12-03](#)
- 10 < 1% match (student papers from 05/10/07)
[Submitted to University of Newcastle on 2007-05-10](#)
- 11 < 1% match (student papers from 08/29/07)