The Relationship Between Achievement Motivation and Job Satisfaction

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DELCLARATION – PLAGIARISM

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DEDICATION

This treatise is dedicated to the two men in my life who inspire me daily:

- My husband, Millen Govender, who after everything still believes that I can walk on water... May he never find out that I can't.

- My dad, Collin Beekhan, who told me to "Reach Out"... And that is just what I did.

ABSTRACT

The purpose of this study was to investigate the relationship between achievement motivation and job satisfaction. The impact of demographic data (i.e. race, gender, age and tenure) on both achievement motivation and job satisfaction was also examined.

For the purpose of this study a quantitative, non-probability convenience sampling design was used. Data was collected by means of a biographical questionnaire, The Achievement Motivation Questionnaire and Warr, Cook and Wall's Job Satisfaction Questionnaire. Questionnaires were administered to 63 employees of a retail organisation. The respondents comprised of managers, cashiers, clerks and general assistants.

Results indicate that there is a positive relationship between the dimensions of job satisfaction and the dimensions of achievement motivation.

Goal directedness is not significantly different between the categories of age, tenure and gender but shows a significance difference amongst race groups with Blacks having the lowest mean score. Personal excellence is not significantly different between the categories of age, tenure, race and gender. Achievement motivation is not significantly different between the categories of age, tenure and gender but shows a

significance difference amongst race groups with Blacks having the lowest mean score.

Overall job satisfaction is not significantly different between the categories of age, tenure, race and gender. Intrinsic job satisfaction is not significantly different between the categories of age, tenure and gender but shows a significance difference amongst race groups with Blacks having the lowest mean score. Extrinsic job satisfaction is not significantly different between the categories of age, tenure, race and gender.

It is recommended that a proportionate stratified sample be utilised for future research.

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CHAPTER 1

INTRODUCTION

Why employees perform well in their jobs and what satisfies them at work have been questions that are continuously asked in organisational science (Janssen & Van Yperen, 2004).

Job satisfaction is one of the most important research topics in industrial psychology as it is a vital dimension of an individual's happiness at work (Warr, 2007). The relationship between job satisfaction and work performance has been widely researched and continues to be studied to this day (Judge, Thoresen, Bono & Patton, 2001). According to Meyer (1999) a large number of South Africans experience low levels of job satisfaction which contributes to lower levels of performance and the achievement of organisational goals. It is therefore understandable why research is focused on factors that can contribute to increasing the job satisfaction of individuals and thereby improving organisational goal attainment.

According to Sirota, Mischkind and Meltzer (2006), a need for achievement is necessary for employees to be satisfied at work. Achievement motivation refers to the magnitude of the individual's desire to excel, to succeed at challenging tasks and to do these tasks better than other individuals (Carrell, Elbert, Grobler,

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Hatfield & Warnich, 2006). Managers need to understand the behavior of their employees and how to motivate them so that they work efficiently.

1.1. MOTIVATION FOR THE STUDY

In South Africa, we have a diverse workforce and it is important for employers to be able to understand this heterogeneous workforce. Currently, rewards at work are becoming more customised to the individual employee (Robbins, Odendaal & Roodt, 2003). Thus it is vital for the employer to understand the relationship between achievement motivation and job satisfaction, with consideration of different demographic factors, in order to be able to identify the variables that influence their employees' satisfaction at work. The influence that demographic factors have on these constructs will also be determined in the current survey. If such relationships are explored through the proposed quantitative study the findings will aid employers to understand what motivates their workers and thus keep them satisfied at work.

South African organisations are faced with fierce international competition and are still coping with the organsiational changes brought about by globalisation (Butiendach & De Witte, 2005). Organisations are faced with continuous pressure to improve their performance and service delivery to be able to survive in this global arena. Consequently, employees are expected to work in a competitive, challenging and pressurised environment. With the current emphasis being placed on performance, efficiency and output, organisations run the risk of neglecting to

focus on their employees' job satisfaction. This can have negative implications for both the employee and the organisation as job satisfaction has been found to have a positive effect on employee life satisfaction, mental well-being and organisational commitment (Luthans, 2002; Grun, Hauser & Rhein, 2010; Yousef, 2002). Higher levels of job satisfaction have also been related to reduced rates of absenteeism and employee turnover (Slocum & Hellriegel, 2006; French, 2003).

According to Oosthuizen (2001), motivation is one of the key factors in getting employees to increase performance. He stated that in the competitive market of today it is imperative that organisations have positively motivated employees to increase productivity. Ströh (2001) outlined that some employees do not produce the quality of work or maintain a consistent level of work outputs, which they are capable of. This may be attributed to many factors, including a lack of achievement motivation. This could result in job satisfaction levels decreasing and both the organisation and employee suffering. If improving the employees' levels of achievement motivation will contribute to higher levels of job satisfaction, both the orgsanisation and employee will benefit.

Job satisfaction is thus a contributory factor to organisational success and research must be conducted on ways to improve the job satisfaction of employees. The current study aims to analyse the relationship of achievement motivation on job satisfaction. If there is a relationship between these two variables it can be concluded that by fostering a need for achievement in its employees, their levels of job satisfaction can be expected to increase.

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1.2. THE AIM OF THE STUDY

The aim of this survey is to determine whether a relationship exists between achievement motivation and job satisfaction. Furthermore, the influence of demographic data (i.e. race, gender, age and tenure) on both achievement motivation and job satisfaction will be determined.

The study will be conducted in three outlets of a leading retail chain in Durban, South Africa. The population for this study is all the employees of all 102 stores in KwaZulu Natal of a particular retail chain. These outlets were selected conveniently.It is evident that the retail industry is growing in South Africa, and is playing a vital part in South Africa's contribution and participation in the global economy (Ansley, 2005). Despite research being conducted on both achievement motivation and job satisfaction in the past, the study findings will be beneficial to the organisation in terms of employee development and retention. Research within service organisations has indicated that various demographic factors have an influence on work motivation and job satisfaction (Bezuidenhout, 2001). However limited research has been conducted to determine whether demographic factors have an influence on motivation and job satisfaction in the retail industry.

1.3. RESEARCH OBJECTIVES

In order to accomplish the aims of the current study, specific objectives were set:

1. To establish whether a relationship exists between the goal directedness dimension of achievement motivation and the respective demographic groups (age, race, gender and tenure).

2. To establish whether a relationship exists between the personal excellence dimension of achievement motivation and the respective demographic groups (age, race, gender and tenure).

3. To establish whether a relationship exists between achievement motivation and the respective demographic groups(age, race, gender and tenure).

4. To establish whether a relationship exists between the level of intrinsic job satisfaction and the respective demographic groups(age, tenure, race and gender).

5. To establish whether a relationship exists between the level of extrinsic job satisfaction and the respective demographic groups(age, tenure, race and gender).

6. To establish whether a relationship exists between the level of overall job satisfaction and the respective demographic groups (age, tenure, race and gender).

7. To establish whether a relationship exists between the dimensions of achievement motivation (goal directedness and personal excellence) and the dimensions of job satisfaction (intrinsic job satisfaction, extrinsic job satisfaction, overall job satisfaction)

1.4. RESEARCH HYPOTHESES

Welman and Kruger (2001) define a hypothesis as "a tentative assumption or preliminary statement about the relationship between two or more things that needs to be examined (p.11)"

The following hypotheses have been formulated to achieve these objectives:

Hypothesis 1

H0: There is no significant difference in the goal directedness dimension of achievement motivation among the respective demographic groups (age, tenure, race and gender).

H1: There is a significant difference in the goal directedness dimension of achievement motivation among the respective demographic groups (age, tenure, race and gender).

Hypothesis 2

H0: There is no significant difference in the personal excellence dimension of achievement motivation among the respective demographic groups (age, tenure, race and gender).

H1: There is a significant difference in the personal excellence dimension of achievement motivation among the respective demographic groups (age, tenure, race and gender).

Hypothesis 3

H0: There is no significant difference in achievement motivation among the respective demographic groups (age, tenure, race and gender).

H1: There is a significant difference in achievement motivation among the respective demographic groups (age, tenure, race and gender).

Hypothesis 4

H0: There is no significant difference in the level of intrinsic job satisfaction among the respective demographic groups (age, tenure, race and gender).

H1: There is a significant difference in the level of intrinsic job satisfaction among the respective demographic groups (age, tenure, race and gender).

Hypothesis 5

H0: There is no significant difference in the level of extrinsic job satisfaction among the respective demographic groups (age, tenure, race and gender).

H1: There is a significant difference in the level of extrinsic job satisfaction among the respective demographic groups (age, tenure, race and gender).

Hypothesis 6

H0: There is no significant difference in the level of overall job satisfaction among the respective demographic groups (age, tenure, race and gender).

H1: There is a significant difference in the level of extrinsic job satisfaction among the respective demographic groups (age, tenure, race and gender).

Hypothesis 7

H0: There is no significant relationship between the dimensions of achievement motivation (goal directedness and personal excellence) and the dimensions of job satisfaction (intrinsic job satisfaction, extrinsic job satisfaction, overall job satisfaction).

H1: There is a significant relationship between the dimensions of achievement motivation (goal directedness and personal excellence) and the dimensions of job

satisfaction (intrinsic job satisfaction, extrinsic job satisfaction, overall job satisfaction).

1.5. ETHICAL AND CONFIDENTIALITY CONSIDERATIONS

Ethical clearance to conduct the study was obtained from the Higher Degrees Committee of the Faculty of Humanities, Development and Social Science at the University of KwaZulu-Natal.

Respondents' participation in the survey was entirely voluntary. To ensure anonymity, the name of the company and the stores at which the research was conducted is not be included in the treatise. To further ensure anonymity, the questionnaires did not include any identification marks. Confidentiality of data collected was maintained by ensuring that only the researcher and supervisor had access to the completed questionnaires. Completed questionnaires are being stored in a secure filing cabinet and will be destroyed after five years.

1.6. OVERVIEW OF THE STUDY

To aid in the attainment of the objectives of the study, an overview of the literature on Achievement Motivation and Job Satisfaction is presented in Chapter Two and Chapter Three respectively. This literature is necessary to establish the link between theory and empirical research.

Chapter Four provides a discussion of the research methodology utilised to aid in the attainment of the objectives of the study. The design for the sample selection and size, research instruments used, procedures followed and the statistical techniques used to analyse the data is also highlighted.

In Chapter Five, the results that were obtained are presented and interpreted.

Chapter Six focuses on the discussion of the interpretation of the results that were obtained.

Chapter Seven provides a discussion on some recommendations based on the research and its findings. Recommendations for further research are also recommended.

1.7. CONCLUSION

The current study was contextualised in a South African perspective to highlight the importance of the study in the organisational world of today.

The central focus of the study is to examine the relationship between achievement motivation and job satisfaction. The background to the study together with its aims, objectives, hypotheses and ethical and confidentiality considerations were furnished in this chapter. The content of the subsequent chapters was outlined.

CHAPTER 2

ACHIEVEMENT MOTIVATION

2.1   INTRODUCTION

The relationship between an organisation and its employees is shaped by several factors, such as organisational culture and the employees work values (Nelson & Quick, 2002). One such factor is what motivates them to work and the rewards and fulfillment that they obtain from it. Managers need to understand the behaviour of their employees and how to motivate them so that they work willingly and efficiently.

This chapter serves as a foundation for the study in that it examines achievement motivation, a concept that is central to the current study and its findings. It reviews the meaning of motivation, various theories of motivation, achievement motivation theories, achievement motivation and the organisation and the individual determinants of achievement motivation.

2.2   DEFINITIONS OF MOTIVATION

The majority of employees are enthusiastic when they start work but in 85% of companies, employees' motivation levels decline significantly in the first six months (Sirota, Mischkind & Meltzer, 2006). Why some employees perform better than others is an issue that managers worldwide are concerned with. To

explain these differences, one concept that has captured the attention of both managers and researchers is that of motivation.

As a psychological construct motivation is defined in different ways by numerous authors. In the 1930's and 1940's, motivation was explained using drive theories, with an emphasis on biological factors such as instinct and arousal (Dunsmore & Goodson, 2006). In the 1940's Hull defined motivation as the drive to maintain physiological stability or homeostasis (Wiener, 1992). These drives direct the individual towards certain behaviour to ensure that homeostasis is maintained.

Field theories followed drive theories in the chronology of motivation studies (Dunsmore & Goodson, 2006). Field theorists postulate that individuals aim to maximise satisfaction and minimise dissatisfaction through rational choices of opportunity. Lewin was one of the most influential field theorists and he stated that motivation depends on the value that is placed on a goal and the probability of achieving that goal (Dunsmore & Goodson, 2006). He stated that the higher the value of the goal the stronger the level of motivation.

In the latter half of the 1950's the study of motivation was dominated by an emphasis on Achievement Theory (Dunsmore & Goodson, 2006). Atkinson stated that individuals were motivated to demonstrate ability, to improve their standard relative to others and to display a high standing relative to others (Atkinson, 1975).

The limited applicability of constructs such as drive, energy and goal achievements contributed to the search for a more comprehensive approach to motivation (Covington, 2000). The 1960's thus saw the development of cognitive theories of motivation which dominate the field to this day (Dunsmore & Goodson, 2006; Na, Hung & Chang, 2010). Cognitive theorists explain the transformation of motivation into behaviour as resulting from the influence of mental processes (Dunsmore & Goodson, 2006). Currently, motivation is regarded as a drive to achieve targets and the process to maintain that drive (Lee, 2010).

Over time, motivation has been defined in various ways. The definitions allude to the existence of the dimensions of intensity, directions and persistence. Motivation refers to the processes that result in an individual's intensity, direction and persistence towards achieving a goal (Robbins, Odendaal & Roodt, 2003). 'Intensity' refers to the efforts that an individual expends in terms of achieving the goal. 'Direction' refers to the way that the individual's effort is channeled. 'Persistence' refers to how long the individual can maintain the effort. How hard a person tries to achieve a goal (intensity) is futile unless it is channeled in a manner that will contribute towards goal attainment (direction). This effort needs to be maintained until the goal is achieved (persistence).

Essentially, the study of motivation is concerned with why people choose certain actions and behaviours over others and why they continue with this course of action despite being faced with obstacles and difficulties (Mullins, 2005). Nitin, Graysberg and Lee (2008) identified four drives that underlie motivation, which need to be satisfied for the employee to be motivated at work. These drives are:

1. The drive to acquire: Individuals are driven by the need to acquire physical goods as well as to improve the social status. This drive is fulfilled through rewards such as salaries and promotions.

2. The drive to bond: Individuals strive to feel a sense of belonging at work. This drive is satisfied through an organisational culture that promotes teamwork, collaboration and openness.

3. The drive to comprehend: Individuals are motivated by jobs that challenge them and enable them to grow and learn. Job design can fulfill this drive, in that jobs that are meaningful, interesting and challenging will motivate the individual.

4. The drive to defend: Individuals seek to create institutions that promote justice, have clear goals and allow the expression of ideas. Fulfilling this drive creates a sense of security. Fair, trustworthy, and transparent processes for performance management and resource allocation help to meet people's drive to defend.

Nitin, Graysberg and Lee (2008) state that these drives cannot be hierarchically arranged nor substituted for one another. To satisfy employees, all four drives must be addressed.

High levels of motivation contribute to improved levels of performance, greater organisational commitment, higher job satisfaction and reduced levels of labour turnover (Oshagbemi, 2003; Locke & Latham, 2004). Highly motivated employees aim to perform their jobs to the best of their abilities. They are interested in their work and come to work willingly and are eager to help their colleagues and contribute towards the goals of the organisation.

2.3   THEORIES OF MOTIVATION

Theories of motivation are primarily concerned with explanations of why people do what they do (Mullins, 2005). The ability to predict, understand and influence motivation in the workplace has increased due to the attention given to the various aspects of an employee's motivation from the many theories of motivation (Latham & Pinder, 2005). There are numerous theories which explain the nature of motivation. According to Udechukwu (2009) the study of motivation would be incomplete without mentioning process and content theories.

Process theories describe and analyse how behaviour is energised, directed, sustained and stopped by factors primarily external to the person (Gibson, Ivancevich, Donnely & Konopaske, 2006). Nel, Van Dyk, Haasbroek and Schultz

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(2004) state that process theories focus on the source of behaviour and the factors that affect the strength and direction of this behaviour. Process theories are referred to as the 'how of motivation' (Nel et al., 2004).

Content theories are referred to as the "why" of motivation as these theories focus on the factors within the person that energise, direct, sustain and stop behaviour (Gibson et al., 2006). Nel et al., (2004) state that content theories are centred around the needs and factors and motivate behaviour.

2.3.1   Process Theories

The process theories that will be discussed in this section are Vroom's Expectancy Theory and Adam's Equity Theory.

2.3.1.1 Vroom's Expectancy Theory

Vroom defined motivation as a process that controls the choices that people make. Most behaviours are regarded as being under the voluntary control of the person, and thus, are motivated (Miner, 2005).

Expectancy theory posits that strength of a tendency to act in a specific way is dependent on the strength of the belief that the action will be followed by a given outcome and it is further dependent on the attractiveness of the outcome to the individual (Robbins, Odendaal & Roodt, 2003). Basically, an individual will be

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motivated to exert high levels of effort if s/he believes that the effort will lead to specific outcomes that s/he finds desirable.

According to Pousa and Mathieu (2010), Vroom's Expectancy Theory states that people will be motivated towards a certain behaviour based on three factors. Firstly, the concept of 'expectancy' refers to the individual's belief that a specific level of effort will lead to a certain level of performance and reward (Nel et al., 2004). Secondly, the concept of 'instrumentality' or the perception that this level of performance will lead to a specific job-related outcome. The final concept is that of 'valence' or the degree of attractiveness of this job-related outcome (Gibson et al., 2006). Thus, Vroom's expectancy theory states that motivation is dependent on two factors, namely, that the individual should value the outcome highly and the individual should believe that the task to be attempted is attainable and that it will lead to the expected outcome (Robbins, Odendaal & Roodt, 2003).

The expectancy model does not include all the factors that organisations must influence in order to motivate employees (Carrell et al., 2006). Important factors that need to be considered are the relationship between management and employees and training and developmental opportunities for employees and how these impact motivation.

2.3.1.2 Adam's Equity Theory

The crux of Adam's Equity Theory is that employees make comparisons of their job inputs (effort, experience, education) and outcomes (salary, recognition) relative to others in similar work situations (Robbins, Odendaal &R oodt, 2003). This theory is based on the assumption that individuals, who work for an organisation in exchange for rewards, are motivated by the desire to be treated equitably at work (Gibson et al., 2006). Central to the theory is the individual's perception of equity and whether s/he believes that s/he is treated equitably or not and this is not necessarily the belief of others or the organisation.

According to Gibson et al., (2006), there are four key terms in this theory:

1. Person: This is the individual who perceives equity or inequity
2. Comparison Other: This is the individual/s used by Person as a comparison regarding inputs and outcomes
3. Inputs: The characteristics brought by Person to the work situation (e.g. age, race, skills, knowledge).
4. Outcomes: what Person receives from the job (recognition, pay).

Equity exists when employees perceive that their inputs relative to their outcomes are equivalent to those in similar situations (comparison others). Equity theory establishes that individuals are not solely motivated by their reward package but also how this compares to the packages of those in similar situations (Gibson et al., 2006).

2.3.2 Content Theories of Motivation

The content theories of motivation that will be discussed are Maslow's Hierarchy of Needs and McClelland's Theory of Motivation. McClelland's Theory will be discussed in Section 2.4 as it is a theory of achievement motivation.

A popular content theory of motivation is Herzbeg's Two-Factor Theory. This theory will be discussed in Chapter 3, as it is also classified as a theory of job satisfaction.

2.3.2.1 Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs is one of the most well-known theories of motivation. This theory postulates that when a need occurs, motivational tension develops in the individual. This tension then directs the individual towards satisfaction of the felt need (Hersey, Blanchard & Johnson 2001).

There are five needs that exist in an individual and these needs are arranged in a hierarchy. According to Maslow (1970) these needs are:

1. Physiological: The basic needs such as food and shelter

2. Safety: The need for security and protection such as a safe working environment and job security in terms of pay and benefits.

3. Social: The need for affection, acceptance and a sense of belonging.

4. Self-esteem: The need for respect and recognition from others and a need for a positive self-image.

5. Self-actualisation: The need to be what one is capable of being; to achieve one's highest potential and self-fulfilment.

Once physiological needs are satisfied, the safety need becomes a motivator. This includes job security and salary benefits. Thereafter the individual moves on to the satisfaction of social needs, where the employee strives to achieve social relationships inside and outside of the work situation. Motivation to achieve the need for self-esteem occurs once the individual has formed fulfilling relationships. Fulfilment of this need occurs through gaining the respect of peers, through job titles and status. The highest need is self-actualisation. According to Ramlall (2004), all human beings aspire towards a self-actualised state. Here, the individual seeks a fulfilling life in the organisation and society and seeks to be the best s/he can be in both these spheres (Maslow, 1970; Urwiler & Frolick, 2008).

Maslow separated the needs into higher and lower order needs, with physiological and safety needs classified as lower order and social, self-esteem and self-actualisation being classified as higher order needs (Ramlall, 2004). Higher order needs are satisfied internally whereas lower order needs are satisfied through things such as pay and tenure. Maslow suggested that satisfied needs are not motivators as they no longer drive behaviour and consequently as the lower order needs are satisfied, the higher order needs take over as the motivating force (Schiffman & Kanuk, 2000).

According to Trigg (2004) a key critique of Maslow's theory is that he focuses on the personal growth of the individual without emphasising the societal aspect of the self-actualisation need. Social connections are seen as vital in the lower order needs but are not included in the drive for self-actualisation. Post-modernists suggest that there are more accurate theories to explain the dynamics of motivation rather that Maslow's theory (Zalenski & Raspa, 2006).

Despite these criticisms, there is much support and a resurgence of interest in Maslow's theory (Latham & Pinder, 2005). Recent research has been published using Maslow's hierarchy of needs as a theoretical framework due to its applicability in a South African context (Oosthuizen & Ehlers, 2007). Research has supported Maslow's theory (Kluger & Tikchonsky, 2001; Robbins, Odendaal & Roodt, 2003). The hierarchy of needs retains significance for business as it is easy to understand and focuses on the significant role of intrinsic motivation amongst the workforce.

2.4. ACHIEVEMENT MOTIVATION THEORY

2.4.1. Origin of the Concept

Performance of individuals is often compared with other or against some standard in order for assessments. The concept of achievement motivation was first developed by Henry Murray (1938) in his early studies of personality. Murray developed a list of motives and manifests needs in his studies and one of these needs that he introduced into his classification system was the need for

achievement. Murray described this need as the desire to do something difficult as well and as quickly as possible (Murray, 1938).

The Murray Thematic Apperception Test (TAT) was initially utilised to measure the achievement motive and was further developed qualitatively and quantitatively by McClelland (Nelson & Quick, 2002).

2.4.2. Definition of Achievement Motivation

Achievement motivation is an integral part of everyday life, especially in the competitive world of work (Lim, 2009). The first definition of achievement motivation was provided by Atkinson in 1964 (Lee, 2010). Atkinson (1964) defined achievement motivation as the comparison of performance with others and certain standard activities. Atkinson and Feather (1966) thereafter defined achievement motivation as a combination of two personality variables, namely, the tendency to approach success and the tendency to avoid failure. According to McClelland, Atkinson, Clark and Lowell (1953) achievement motives are individual traits that have an impact on an individual's behaviour.

Achievement motivation can be defined as the individual's desire to achieve performance excellence and acquire mastery over the environment and/or others (Murray, 1938). Thus, achievement motivation comprises of two elements, namely, mastery and competition, encompassing both task and ego related dimensions (Lim, 2009). The mastery element describes the satisfaction gained

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from completing difficult and challenging tasks and the desire to achieve higher levels of expertise in terms of knowledge and skills. This describes the task-related dimension of achievement motivation. The competition element describes the aspiration to outperform others and be the best. This refers to the ego-related dimension of achievement motivation (Lim 2009).

2.4.3 McClelland's Theory of Motivation

David McClelland proposed a learned needs model of motivation that he believed to be rooted in culture (McClelland, Atkinson, Clark & Lowell, 1953). This model states that the level of an individual's motivation is a product of the strength of his/her need to perform according to some standard of excellence or to succeed in competitive circumstances (McClelland, 1976).

McClelland's Theory of Motivation is classified as a content motivation theory as it focuses on the needs that motivate the individual (Nel et al, 2004). McClelland's theory of achievement motivation focuses on three needs: power, affiliation and achievement (Somani, 2007).

The need for power is concerned with making an impact on others, the desire to be strong and influential, the desire to change people or events or the desire to make others behave in a manner that they would not have behaved otherwise (McClelland & Burnham, 2003). The need for affiliation can be defined as the

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desire to establish and maintain friendly and close interpersonal relationships (Robbins, Oodendaal & Roodt, 2003).

The need of achievement was the greatest concern for McClelland as he believed this need to be an integral part of success of an organisation because most organisations want their employees to achieve (Spreier, Fontaine & Malloy, 2006). The need for achievement essentially refers to the drive to excel or to succeed in accordance with set standards (Nelson & Quick, 2002). The need for achievement is regarded as a trait of the individual (Lim, 2009).

An individual with a high need for achievement aims to achieve excellence in performance and is persistent in terms of task completion (Nelson & Quick, 2002). High achievers enjoy competition and will persevere with tasks until success is attained. Thus, achievement motivation is an internal psychological drive that enables individuals to pursue work that they find valuable and drives them to attain their goals whilst simultaneously competing and comparing themselves with others (Lee, 2010).

In order to achieve challenging goals and increase the likelihood of success, individuals who are achievement motivated plan ahead as these individuals believe that success is a product of effort rather than ability (Duda & Nicholls, 1992). These individuals also tend to be competitive and experience high levels of

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satisfaction in outperforming others and thus they are more likely to worry about fear of failure (Duda & Nicholls, 1992).

McClelland's work dichotomises people into those with a high need for achievement and those with a fear of failure (Malott, 2005). High achievers are regarded as those who set realistic goals and work persistently to achieve these and out-perform their peers. They compete with standards of excellence and seek to attain feedback on their performance (Malott, 2005; Puca & Schmalt, 1999). In contrast, those with a fear of failure have the motive to avoid failure. They avoid performing with standards of excellence, avoid competition and do not enjoy receiving feedback on their performance. These individuals view an achievement setting as a threat and tend to avoid these situations (Lim, 2009).

According to Pettinger (2000), people with high needs for achievement are task-oriented rather than relationship oriented. They are more concerned with the completion of tasks than with establishing and maintaining relationships with others.

McClelland identified three main distinguishing characteristics of individuals with high need for achievement:-

1. Individuals high in achievement motivation prefer tasks which they can assume *personal responsibility* for. This allows them to experience personal satisfaction when the task has been successfully completed. In

other words, they accept personal responsibility for goal attainment (Meyer & Braxton, 2002).

2. Task balance is vital for individuals high in achievement motivation (Pettinger, 2000). In other words, they set goals that are *moderately challenging*. Tasks have to be difficult so that they can be challenging and rewarding and allow the individual to utilise his/her knowledge and expertise. Only then will satisfaction be experienced. On the other hand, tasks cannot be too difficult or impossible to achieve as this would reduce the individual's chance of success. According to Robbins, Oodendaal and Roodt (2003) high achievers perform optimally when they perceive the chance of success to be 50-50. They dislike gambling with high odds because satisfaction is not derived from random success. Furthermore, they dislike low odds because in these instances they are not challenging enough.

3. Individuals high in achievement motivation have a need for immediate feedback on their performance (Slocum & Hellriegel, 2009). Goals are important to them and they need to know whether they are performing well or not. This ensures that their success is validated as acknowledged and enables them to utilise this feedback in preparation for future tasks (Pettinger, 2000; Meyer & Braxton 2002).

One of the most interesting aspects of McClelland's work was his claim that the level of achievement in individuals was linked with economic and technological growth in society (Fincham & Rhodes, 2005). Children who are raised in cultures and families that promote achievement are more likely to engage in entrepreneurial activity in adult life.

McClelland adopted a critical view of achievement motivation and identified the downside of high achievers (Spreier, Fontaine & Malloy, 2006). These individuals displayed the tendencies to cheat and cut corners due to their fixation with achieving success.

According to Gibson et al. (2006), McClelland's work on achievement motivation was questioned because he utilised the projective TAT to assess motivation. Interpretation thereof is not significantly reliable or valid. While this criticism is valid, currently achievement motivation is accessed using standardised questionnaires, which have proven to be valid and reliable (Gibson et al., 2006).

According to Maree, Ebersohn and Vermaak (2008), achievement motivation theory needs to encompass social-cognitive theory in its explanations, particularly in a South African context. The influence of context on the development of the need for achievement cannot be ignored as socio-economic factors influence individuals' motivation orientations. The acquisition of achievement motivation is

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a difficult challenge facing disadvantaged South Africans who face unemployment. Thus, achievement motivation theory needs to include the impact of socio-economic-cultural context on individuals and how this context affects achievement motivation.

McClelland's claim that the need for achievement can be learned is regarded as being in conflict with vast amounts of literature stating that motives are acquired during childhood and are difficult or impossible to alter in adulthood (Gibson et al., 2006). His claim can be supported when the many training interventions to develop achievement motivation have been considered (Slocum & Hellriegel, 2009). Many organisations and training institutions have programmes in place designed to develop individuals' achievement motivation, thereby proving that this need can be altered in adulthood. McClelland himself identified the possibility of training people to develop higher needs for achievement and the steps through which this can be achieved (McClelland, 1962).

Despite these criticisms, McClelland's theory of motivation is one of the most prominent theories to understand the need for achievement and to better understand employees and how to develop them to perform optimally (Robbins, Odendaal & Roodt, 20003). Employees have been trained to develop and stimulate their achievement need. Many researchers have utilised McClelland's concepts to explore other achievement-related issues, for example women's achievement (Fincham & Rhodes, 2005). Researchers today are still using

McClelland's theory in understanding the dimensions of achievement motivation (Spreier, Fontaine & Malloy, 2006).

2.5. ACHIEVEMENT MOTIVATION AND THE ORGANISATION

People with high levels of achievement motivation, set themselves very high standards of performance. However, while they make excellent entrepreneurs, research has indicated that they do not make good managers (Fincham & Rhodes, 2005; Robbins, Odendaal & Roodt, 2003, McClelland & Burnham, 2003). This is because they feel that nobody can do the job as well as they can and they tend not to delegate tasks but rather to attempt to do it all themselves. According to Slocum and Hellriegel (2009), high achievers are usually very self-confident and they value their services highly. They are unlikely to remain very long in an organisation that does not pay them what they feel they deserve. When achievement motivation is in operation, individuals perform at outstanding levels when attempting challenging tasks. However, achievement motivation does not operate when individuals are attempting mundane, routine tasks (Slocum & Hellriegel, 2009).

Mullins (2005) states that research has indicated that individuals can be trained to develop greater levels of achievement motivation. This can be achieved by providing individuals with feedback on performance, emulating high achievers, attempting to modify self-image to view oneself as needing a challenge and thinking about oneself in more positive terms.

2.6. INDIVIDUAL DETERMINANTS OF ACHIEVEMENT MOTIVATION

Literature, as discussed in this section, has provided insight into understanding achievement motivation and how it is affected by demographic variables.

While achievement motivation is regarded as an individual personality trait, sufficient evidence indicates that it also varies across **race** (Greenberg & Baron, 1997). Erwee (1986) conducted a study on South African students and found the achievement motivation of Black students to be higher than their White counterparts. These findings have been contradicted by more recent research which indicates that white South Africans have a significantly higher level of achievement motivation than black South Africans (Meyer & Braxton, 2002; Terrel, Terrel & Miller, 1993). These finding support global knowledge in this regard (Maree, Ebersohn & Vermaak, 2008). Those living in previously disadvantaged communities more often need to deal with the negative effects of unemployment, lack of education and poverty as opposed to their white counterparts (Maree, Ebersohn & Vermaak, 2008). According to Meyer and Braxton (2002), this lower level of achievement motivation amongst Black South Africans is a contributory factor to lack of Black management representation in South African organisations. The development of a need for achievement is a challenging task for the majority of Black South Africans as unemployment is an omnipresent problem in South Africa. Research conducted by Maree, Ebersohn

and Vermaak (2008) indicates that Black South Africans would benefit from training in achievement motivation.

In a study conducted by Meyer and Braxton (2002), results showed no significant relationship to exist between achievement motivation and **gender** in the South Africa context. These finding confirm that of Thomson (1990) whereby results indicated no significant differences between achievement motivation and gender among South African students. Mahadea (1994) however found that males display a higher need for achievement than females. Traditionally, women in African countries were faced with role-conflict, whereby they were expected to be mothers and wives first and their careers should take second place to this (Salami, 2005). They then felt guilty when they were at work and thus were not as achievement oriented as the woman of today. Currently, females are increasingly entering the workforce and accepting the dual role of being a wife/mother and a career woman. They now feel a sense of belonging in the workplace and consequently, they experience similar levels of achievement motivation as their male counterparts. Kanfer and Ackerman (2000) and Tolbert and Moen (1998) found that women experience a higher need for achievement than men. Women are more inclined to task mastery than their male counterparts. However while women are focused on goal attainment, they are more likely to focus on inter-personal and social characteristics of the job. Women feel the need to work harder than men in order to achieve the same results.

While studies indicate that no significant relationship exists between achievement motivation and **age** (Meyer & Braxton, 2002; Bhargava & Kelkar, 2000; Jernigan, Beggs & Kohut, 2002), Schreuder & Theron (2001) and Tolbert and Moen (1998) state that younger individuals are more achievement-orientated that their older colleagues. Those who are younger, and most likely in the early career stages, are more focused on career establishment and achievement. This often entails competitive behaviour. Older employees are less concerned with competitive behaviour at work and are more focused on aspects such as meaningful tasks. This is confirmed by Oosthuizen (2001) who found that people under the age of forty experience higher levels of achievement motivation. A possible reason is that older employees have already satisfied their basic needs at work and have already pursued work achievements in their younger years (Kanfer & Ackerman, 2000). Older employees tend to be more focused on building a good community life, personal issues and preparing for retirement. Another reason why younger individuals are more focused on career achievement than their older counterparts is that South African organisations display the same trends with regards to age discrimination as British and American companies, prescribing to the belief that a younger worker is a more valued worker (Walburgh & Roodt, 2003).

Considering the above it seems rational to consider that less-tenured employees have a higher need for achievement than more tenured employees (Kanfer & Ackerman, 2000; Jernigan, Beggs & Kohut, 2002). According to Schreuder and Theron (2001) there is a negative relationship between achievement motivation

and **tenure**. Early career entrants enter the working world with the aim of progressing and achieving success in their jobs. This need for achievement starts to decline as the employees become more tenured due to several reasons, for example, lack of promotional opportunities, boredom and disillusionment with their careers. Those individuals in the mid-career stage deal with concerns of job-loss and obsolescence, while those in the late career stages grapple with issues of declining mental and physical ability. While those in the early stages of their career are focused on achievement, the individuals in the mid and late career stages are more concerned with job security, recognition and salary (Schreuder & Theron, 2001).

2.7. TECHNIQUES OF ASSESSING ACHIEVEMENT MOTIVATION

Gibson et al (2006) asserted that a crucial argument of McClelland's Theory of Motivation was that individuals differ in terms of their need for achievement and that these differences can be measured and assessed.

To assess individual differences in the need for achievement, the Thematic Apperception Test (TAT) was used (Gibson et al, 2006). Individuals are shown a number of pictures in which some activity is portrayed. The individuals are then asked to describe what is happening in the pictures, what the people are thinking and what events have led up to the activity in the picture. The responses provided by the individuals are used as a basis to analyse the strength of the individual's motivation (Mullins, 2005). Gregory (2004) states that interpretation of the TAT

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is based on strategies of unknown reliability and validity. Currently, achievement motivation is assessed using standardised questionnaires that have higher rates of reliability and validity than the TAT.

One such questionnaire used to assess achievement motivation is the Achievement Motivation Questionnaire developed by Pottas, Erwee, Boshoff and Lessing (1980). This is a standardised questionnaire that has been developed in South Africa. It is developed on the foundation of a multi-dimensional understanding of achievement motivation and provides reliable and valid assessments of respondents' need for achievement.

The measurement of achievement motivation (referred to as 'PM' in the questionnaire) is accomplished by means of two factors, goal-directedness and personal excellence, which are each comprised of three and two sub-factors respectively:

Goal Directedness (AA)

- Persistence (A)
- Awareness of Time (B)
- Action Orientation (C)

Personal Excellence (BB)

- Aspiration Level (D)
- Personal Causation (E)

The questionnaire consists of 84 forced choice items where each item describes two persons, A and B. One of the persons exhibits achievement oriented behaviour whereas the other exhibits the opposite. The respondent has to choose which person in each item best resembles him/her.

The **PM score** or the final score of the achievement motivation questionnaire is calculated by adding the scores of the two main factors (AA and BB) or by adding the scores of the five sub-factors (A, B, C, D and E). Individuals who obtain a high score can be described as individuals who aim to do their best in everything that they undertake. They formulate high personal standards of excellence relying on their own skills and abilities to achieve success. In order to ensure goal attainment they persist in the endeavours, are action-oriented and are aware of the necessity of effective time management.

The score for **Goal Directedness (AA)** factor is calculated by adding the scores of the first three sub-factors, A, B and C. A high score on this factor is indicative of individuals who are intent on achieving personal goals and persevere despite adversity. They are methodical and their behaviour is future oriented. They have a tendency to be industrious and action-oriented.

Individuals who obtain high scores on the Persistence (A) sub-factor tend to persevere in seeking solutions to problems despite adverse circumstances. Setbacks are perceived as a challenge and success is attributed to the utilisation of

one's own skills. These individuals also have a tendency to want to complete tasks and avoid delay.

High scorers on the Awareness of Time (B) sub-factor work according to specific time schedules and plan ahead. They display a need to have structure in their lives and prepare well in advance for any eventuality. Inefficient use of time results in feelings of guilt. They are concerned with the future and their precisely formulated plans for the future include definite career goals.

High scorers on the Action Orientation (C) sub-factor are active and energetic people. They constantly have much to do and want to utilise their time optimally. They cannot tolerate idleness and are not inclined to take extended rest breaks when completing a task.

The score for the **Personal Excellence (BB)** factor is calculated by adding the scores for the last two sub-factors (D and E). High scores on this factor are indicative of individuals who set high standards of personal excellence. These individuals depend on their own skills and abilities to achieve success. They take calculated risks and believe that unfavourable circumstances can be overcome through initiative.

When high scores are obtained on the Aspiration Level (D) sub-factor it can be interpreted as an inclination to take on demanding and challenging tasks even

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though failure is a possibility. They take calculated risks and prefer a challenge to certainty of success. High performance standards are set for themselves and they expect the same of others. They expend effort towards goal attainment and prefer managing their own enterprises rather than being a part of a large organisation.

High scorers on the Personal Causation (E) sub-factor trust in their own skills and abilities. They believe that control can be exercised over life events and the environment. They tend to believe that their actions are correct in most circumstances and that they will be able to execute a task to the best of their abilities. Situations requiring personal initiative are preferred. They are characterised by a motivation to achieve success rather than by a motivation to avoid failure.

2.8. CONCLUSION

This chapter has provided a review of literature related to achievement motivation. To understand achievement motivation, it is essential to understand the definition and theories of motivation in general and thereafter to look at achievement motivation specifically, that is, its definition, theories and research surrounding it.

In the following chapter, job satisfaction will be discussed.

CHAPTER 3

JOB SATISFACTION

3.1.   INTRODUCTION

A happy worker is regarded as a more efficient worker (Wright & Cropanzano, 2007). It is for this reason that job satisfaction is a widely researched topic in management studies and in industrial and organisational theory and practice. Yousef (2000) states that work is an integral component of people's lives therefore job satisfaction shows significant positive association with several variables, such as life satisfaction (Grun, Hauser &Rhein, 2010), mental and physical health (Luthans, 2002) and organisational commitment (Yousef, 2002).

This chapter reviews the definitions of job satisfaction, Herzberg's two-factor theory of job satisfaction, the impact of the organisation on job satisfaction, individual determinants of job satisfaction, the impact of job satisfaction on the employee and the organisation and lastly research relating to the relationship between achievement motivation and job satisfaction.

3.2.   DEFINITIONS OF JOB SATISFACTION

Job satisfaction has been linked with motivation and the terms have been confused (Mullins, 2005). Both motivation and job satisfaction can be viewed as an end effect or outcome. However, the concepts differ. Job satisfaction is more of

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an internal state or attitude while motivation is regarded as a drive to achieve

goals (Mullins, 2005).

Locke (1976) defines job satisfaction as a positive emotional state arising from an

appraisal of one's job. This definition by Locke (1976) is the most used research

definition of job satisfaction (Rehman & Waheed, 2011). Schneider and Snyder

(1975) define job satisfaction as a personal evaluation of components of a job or

the consequences that arise as a result of having a job. Henne and Locke (1985)

defined job satisfaction as a pleasurable or positive emotional state that one

derives from their job experience. According to Spector (1997) job satisfaction

can be considered an overall feeling about the job or as a combination of attitudes

about various facets of the job. George and Jones (1996) define job satisfaction as

a global feeling about one's job. Similarly, it can also be defined as a situation

when an employee begins to compare the actual job outcome to the desired job

outcome which is the result of an affectionate reaction to a given job situation

(Kusku, 2003).

Locke (1976) mentioned that common aspects of job satisfaction were work, pay,

promotions, recognition, benefits, working conditions and co-workers. Later

research indicated that that these aspects can be categorised as intrinsic and

extrinsic dimensions of job satisfaction. Hirschfield (2000) and Spector (1997)

state that extrinsic satisfaction refers to satisfaction gained from those aspects that

have little to do with job tasks or work content. Extrinsic satisfaction is obtained

from aspects such as pay, working conditions and co-workers. Intrinsic satisfaction refers to satisfaction gained from the job task itself such as, variety, autonomy.

Rothmann and Angelou (2000) state that job satisfaction is a complex variable and is influenced by both situational factors of the job environment and personal characteristics of the individual. Job satisfaction can be regarded as the extent to which people find fulfillment in their work (Slocum & Hellriegel, 2009). Job satisfaction is a product of people's perceptions and evaluations of their jobs. These perceptions are subjective and will be influenced by the person's unique circumstances (Sempane, Spieger & Roodt, 2002). People thus evaluate their jobs on the basis of what is important to them.

The various definitions of job satisfaction include some common features, namely it is an internal state or attitude that is unique to the individual that is influenced by the characteristics of the individual and the components of the job itself and it refers to positive feelings about one's job or the consequences arising from it.

3.3. HERZBERG'S TWO-FACTOR THEORY

Herzbrg's two-factor theory, developed in the 1950s, was unique in its time in that it was the first theory to distinguish between job satisfaction and dissatisfaction, stating that both these concepts were independent of each other (Dash & Singh, 2008). Herzberg proposed that employees' attitudes are an

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indication of their motivation to work (Tietjien & Myers, 1998). As a result of his investigation into the attitudes of employees, Herzberg developed two distinct sets of factors (Herzberg, Mausner & Snyderman, 1959). The two-factor model distinguishes between hygiene factors and motivator factors, which he identified as two separate dimensions of job satisfaction (Herzberg, 1968).

Hygiene factors, which refer to extrinsic factors, include topics such as salary, interpersonal relationships, technical supervision, company policy and administration, working conditions, status and job security (Dash & Singh, 2008). Herzberg maintained that hygiene factors could not motivate employees but rather helped minimise dissatisfaction levels (Herzberg, Mausner & Snyderman, 1959). These factors do not pertain to the actual job but rather relate to the context of the job. These factors do not result in satisfaction and do not directly affect a person's motivation to work but influence the extent of the person's discontent (Tietjien & Myers, 1998). The presence of good hygiene factors contribute to the employee being not dissatisfied but does not lead to satisfaction. Proper attention to the hygiene factors will most likely prevent dissatisfaction but will not lead to a positive attitude about work (Mullins, 2005). Hygiene factors are necessary to avoid bad feelings about work but the motivator factors are necessary to feel happy about work.

To motivate and satisfy employees the manager must give attention to the motivators as the presence of motivators tends to impact on job satisfaction

(Herzberg, Mausner, Peterson & Capwell, 1959). Motivators, which refer to intrinsic factors, include topics such as recognition, achievement, career advancement, responsibility and the work itself (Dash & Singh, 2004). These motivators are task-related and relate to the content of the job and what the employee does on the job. If these factors are present and are built into a job they lead to superior performance and effort on the part of the employee (Nelson & Quick, 2002). These factors directly influence the way that people feel about their jobs. The absence of these factors does not lead to dissatisfaction but rather to a lack of satisfaction. According to Herzberg, Mausner and Snyderman (1959) motivators cause happy feelings about one's job.

According to Herzberg et al. (1959) motivators contribute to positive job attitudes because they satisfy the employees' need for self-actualisation which is the individual's ultimate goal. The hygiene factors can be related to Maslow's lower-level needs (physiological, safety and social needs) and the motivators can be related to Maslow's higher-level needs (self-esteem and self-actualisation needs) (Mullins, 2005).

Herzberg's theory has been debated and a number of studies have sought to validate this theory but it has only received partial confirmation (Dash & Singh, 2008). A criticism of Herzberg's theory is that it oversimplifies work satisfaction in that there are certain job factors that are related to both job satisfaction and dissatisfaction (Abdullah, 2000). Job factors cannot be distinctly dichotomised as

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in the two-factor model. The results of a study by Phillipchuck and Whitaker (1996) differed from that of Herzberg in that it found that advancement and frequency had a higher frequency of dissatisfaction than satisfaction.

Latham and Pinder (2005) state that contradictions in research findings are a result of the lack of focus on context variables in Herzberg's research. The importance of context to motivation has been recognised in current research and key developments have been made in understanding how culture, job characteristics and person-organsiational fit influence job satisfaction (Latham & Pinder, 2005).

According to Blum and Naylor (1984, cited in Dash & Singh, 2008) a major criticism of Herzberg's theory is with regards to the assumptions made in the original study, where Herzberg conducted a study on 200 accountants and engineers. They were asked to describe moments when they felt satisfied with their jobs as well as moments when they felt dissatisfied. The study assumed that the respondents were honest and accurate about what makes them satisfied and dissatisfied. However Blum and Naylor (1984, cited in Dash & Singh, 2008) argue that people are likely to take credit for accomplishment and achievement and blame others for failure and unpleasantness and this therefore decreases the legitimacy of the theory.

According to Townsend, Sundelowitz and Stanz (2007) Herzberg's theory in its original form cannot be applied to the South African organisational environment

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of today which is governed by legislation focusing on racial and gender equity. However, Janse van Rensberg (2004) established a link between Herzberg's factors and the dimensions that South African organisations focus on.

Schemerhorn (1993) states that Herzberg's two-factor theory is useful for managers who want to gain insight into understanding job satisfaction. It helps managers understand that they should eliminate poor hygiene factors (sources of dissatisfaction) and ensure that motivators are built into the job in order to enhance job satisfaction. Despite limitations and criticisms Herzberg's theory has influenced researchers in the past and continues to do so presently due to its intuitive appeal and originality in classifying motivators and hygiene factors as independent from each other (Dash & Singh, 2008).

Herzberg's theory has been classified as both a motivation theory and a job satisfaction theory, and hence it is the theoretical underpinning of this study. It links the concepts of motivation and job satisfaction by examining the different motivators that have an effect on job satisfaction. Achievement motivation can be classified as a motivator that influences job satisfaction, which is the main aim of this study.

3.4.   THE EFFECT OF ORGANISATIONAL FACTORS ON JOB
        SATISFACTION

Organisational factors such as the job itself, pay/remuneration, supervision, co-
worker relationships and promotional opportunities impact the levels of job
satisfaction experienced by employees.

Robbins, Odendaal and Roodt (2003) state that job satisfaction is influenced by
components of the **job itself**, that is, "the extent to which the job provides the
individual with stimulating tasks, opportunities for learning and personal growth
and the chance to be responsible and accountable for results," (p.77).

Spinelli and Canavos (2000) state that employees experience higher levels of job
satisfaction when the work that they do comprises of mentally challenging tasks,
when adequate training is provided and when the job that the employee does can
contribute to opportunities for career advancement.

According to Skalli and Theodossiou (2008) job satisfaction is influenced by job
factors such as the level of personal control involved in one's jobs. Individuals are
more satisfied with jobs that allow them to make decisions and be accountable for
their work. Thus, job satisfaction arises from a variety of feelings related to the
characteristics of the job (Skalli & Theodossiou, 2008).

Research findings are mixed with regards to the impact of **remuneration** on job satisfaction. Barnes (2001) and Brainard (2005) found that there was no significant relationship between pay and job satisfaction. Employees can be well paid but may not be satisfied due to their dislike of other job aspects, for example, working hours. However, Parent (1999), Browns and Sessions (2003) and Oshagbemi (2000) found that employees' job satisfaction is likely to increase when their remuneration packages increase as well.

Employees regard their remuneration as an indication of their worth in the organisation. For pay to result in increased job satisfaction, employees must view this pay as equitable compared to those in similar positions in the organsiation (Gibson et al., 2006).

Pay as a factor influencing job satisfaction cannot be studied in isolation. Jones and Sloane (2007) found that pay alone does not impact job satisfaction and that working conditions and the job itself are more important determinants of job satisfaction.

Research has indicated that a positive relationship exists between **supervision** and job satisfaction (Peterson, Puia & Suess, 2003; Ekland & Hallberg, 2000; Koustelios, 2001; Munn, Barber & Fritz, 1996).

According to Gibbs (2001) supervisors who deliver constructive messages to employees about their work improve their self-esteem and self-efficacy. Rycraft (1994) states that supervisors provide employees with guidance and support with work-related tasks.

Madlock (2008) found that employees' job satisfaction is highest when they perceive their supervisors to be both task-oriented and relationship-oriented. Supervision cannot only be focused on task issues. The supervisor must indicate to the employee that s/he is also interested in maintaining a relationship with him/her. Madlock (2008) determined that supervisors with competent communication skills elicit higher levels of job satisfaction from their supervisees.

Employees' job satisfaction is influenced by the extent to which their **co-workers** are technically, emotionally and socially supportive (Robbins, Odendaal & Roodt, 2003). Employees whose co-workers are friendly, communicative and supportive experience higher levels of job satisfaction (McCloskey, 1999; Pratt, Broome, Kelber & Lostocco, 2000). Social support from co-workers contributes to increased levels of job satisfaction and decreased levels of job stress as it fosters a comfortable and constructive working environment for employees.

The opportunity to grow and advance in an organisation is a primary concern for many employees and is an important determinant of job satisfaction. Employees seek opportunities for **promotion and advancement** in the organisation, both

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hierarchical progress and lateral movement (Robbins, Odendaal & Roodt, 2003). Studies have found that employees who believe that there are promotional opportunities available to them experience high levels of job satisfaction (Stalker, Mandell, Frensch, Harvey & Wright, 2007; Ellickson & Logsdon, 2002; Peterson, Puia & Suess, 2003). Employees aim to succeed in organisations. With promotions come better remuneration packages, increased recognition, more accountability and decision-making and a sense of personal accomplishment.

3.5. INDIVIDUAL DETERMINANTS OF JOB SATISFACTION

The characteristics of an individual impact the levels of job satisfaction that s/he experiences.

According to Friday, Moss and Friday (2004) research has yielded inconsistent results regarding the relationship between job satisfaction and **race**. Wharton (1993), Tuch and Martin (1991) and Clark (1996) found that White employees are more satisfied with their jobs than Black employees. Brenner and Furnstein (1984) and Jones, James, Bruni and Sell (1977) found that Black employees experience higher levels of job satisfaction than their White counterparts.

Bowen, Cattell and Distiller (2008) found no significant differences between Black and White employees with regards to job satisfaction. However, Buitendach and Rothmann (2009) found that Black employees experience lower levels of intrinsic job satisfaction than White employees. An assumption for this was that

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Black employees require more feedback and acknowledgement than their white counterparts but this needs to be investigated further (Buitendach & Rothmann, 2009).

Due to the inequities of the past, the majority of Black employees in South Africa find themselves in positions that are not conducive to job satisfaction (Ward & Kamsteeg, 2006). However, this is changing due to the emergence of democracy which has resulted in the world of work becoming increasingly equal as a result of legislation.

Friday, Moss and Friday (2004) suggest that race as a variable is not a sufficient predictor of job satisfaction and that other dimensions of racio-ethnicity will probably provide better insight into the differences in levels of job satisfaction amongst the various race groups.

Oshagbemi (2003) has studied the relationship between job satisfaction and **age** and has concluded that a significant relationship exists between job satisfaction and age however the nature of this relationship remains unresolved.

According to Yousef (2000) and Drafke and Kossen (2002) job satisfaction increases with age. Buitendach and Rothmann (2009) found that employees who are 55 years and older experience higher levels of extrinsic and intrinsic job satisfaction than younger age groups. A possible explanation for this is that job

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security increases with age and the older employees have accepted the realities of their jobs and work roles. Bowen, Cattell, Marks and Distiller (2009) found that younger employees are more likely to be harassed at work than older employees and this is a likely contributor to higher levels of job satisfaction amongst older employees.

Clark (1996) stated that a U-shaped relationship exists between age and job satisfaction. Higher levels of morale are generally present in younger employees. This declines as the years go by as middle-aged employees feel that they no longer have opportunities for growth and some feel that their expectations at work were not met. Job satisfaction levels increase as employees get older as they accept the reality of their job roles and become accustomed to their jobs. This U-shaped relationship between job satisfaction and age was confirmed by Buitendach and Rothmann (2009).

Studies investigating the relationship between job satisfaction and **gender** have yielded mixed findings. Some studies have found that women experience higher levels of job satisfaction than men (Clark, 1997; Bowen, Cattell & Distiller, 2008; McDuff, 2001). Other studies have found that men experience higher levels of job satisfaction than women (Forgionne & Peeters, 1982).

Men and women have different expectations of work and use different criteria in their assessment of work (Oshagbemi, 2003). Traditionally, a career was regarded

as a central component in the lives of men but this was not the case for women. This is now changing as women are increasingly joining the workforce (Balmforth & Gardner, 2006).

Donohue and Heywood (2004) and Buitendach and Rothmann (2009) found that no significant relationship exists between job satisfaction and gender. South Africa is a democratic country that promotes equality in terms of the educational and occupational opportunities available to men and women. If there is no discrimination between men and women in terms of opportunities and benefits at work, and given the equal opportunities that men and women are presented with today, there is no reason that they should differ in terms of levels of job satisfaction (Oshagbemi, 2003).

Ronen (1978, cited in Oshagbemi (2003)) stated that the relationship between job satisfaction and **tenure** is U-shaped, whereby satisfaction declines after the first years of working and stays this way for many years before it begins to increase. This is consistent with the findings of Clark (1996) who reported a similar relationship between job satisfaction and age. Generally career entrants are younger than those who have been in positions for longer. Employee expectations are high and idealistic at the time of career entry. When these expectations are not met, job satisfaction levels decline. As the individual spends more time in a position, s/he gains a realistic understanding of the job role and satisfaction increases.

Clark, Oswald and Warr (1996), Malik, Zaheer, Khan and Ahmad (2010) and Oshagbemi (2003) found that a positive relationship exists between job satisfaction and tenure. This can be attributed to the fact that longer tenure increases chances of promotions and employees with longer tenure feel more secure in their jobs.

3.6. THE EFFECT OF JOB SATISFCATION ON THE EMPLOYEE AND THE ORGANISATION

The level of job satisfaction experienced by the employee affects both the employee and the organisation.

According to Townsend, Sundelowitz and Stanz (2007) the majority of research on job satisfaction focused on the link between job satisfaction and **productivity**.

Research has indicated that while there is a positive relationship between job satisfaction and productivity, this relationship is not particularly strong (Kreitner & Kinicki, 2005; Ivancevich & Matteson, 2002).

A satisfied employee is not necessarily a productive employee as other variables need to be considered. However, there is research that has found that satisfied employees are more productive and creative in their organisations (Al-Hussami, 2008; Malik & Usman, 2011). This finding is in accordance with early human

relations theorists ((Likert, 1961; McGregor, 1960) who stated that employee job satisfaction is an integral component of achieving productivity. The extent to which employees are satisfied determines the degree to which they perform optimally (Whitman, Van Rooy & Viswesvaran, 2010).

Luthans (2002) states that employees who are more satisfied at work experience better **mental and physical heath**. People spend a large portion of their time at work therefore job satisfaction shows positive association with variables such as the health of the employee. A reason for this could be that employees who are satisfied at work generally experience lower levels of job stress which in turn contributes to better mental and physical well-being (Dollard, LaMontagne, Caulfield, Blewett & Shaw, 2007).

A number of studies support the view that **turnover** is inversely related to job satisfaction (Locke, 1976; Tett & Meyer, 2006; Lynn & Redman, 2005). Job satisfaction refers to the attitude that an individual has about his/her job. It results from the perceptions that individuals have about their jobs. This attitudinal nature of job satisfaction implies that an employee is more likely to stay in a satisfying job and leave a dissatisfying job (Malik & Usman, 2011). Generally employees have a low tendency to leave a job if they are happy and satisfied with their job and working environment.

Absenteeism refers to any unscheduled employee absence from work (Jones, Jones, Latrielle & Sloane, 2009). Studies have found an inverse relationship between job satisfaction and absenteeism (Vroom 1964; Clegg, 1983; Ybema, Smulder & Bongers, 2010). When employees are dissatisfied with their jobs, they may respond to this dissatisfaction by staying away from work. According to Steers and Rhodes (1978) job dissatisfaction lowers the motivation to attend work. What should be noted is that people who are dissatisfied at work have a list of possible reactions to this dissatisfaction and absenteeism is just one of the consequences of a dissatisfied employee.

3.7. RESEARCH ON THE RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND JOB SATISFACTION

It is often assumed that motivation and satisfaction are very similar if not synonymous terms, however, according to Hersey and Blanchard (1988), they are very different. Motivation is influenced by forward-looking perceptions regarding the relationship between performance and rewards, while satisfaction refers to people's feelings about the rewards they have received. Thus, satisfaction is seen as a consequence of past events while motivation is a consequence of employees' expectations about the future.

As stated earlier in this Chapter, Herzberg's two-factor theory is the theoretical underpinning of this study as it links achievement motivation and job satisfaction

by viewing achievement as a contributory factor in determining the level of job satisfaction experienced by an individual.

Sirota, Mischkind and Meltzer (2006), Thomason (2006) and Kreitner and Kinicki (2001) have found that a positive relationship exists between achievement motivation and job satisfaction. The theory of achievement motivation suggests that people who expect to attain success are highly motivated by the need to achieve. Actually, achievement-oriented behaviour is a critical factor that motivates individuals to succeed (Hsu, Chen, Yu & Lou, 2010). Individuals with a need for achievement are more likely to succeed in an organisation. With success, comes higher salaries, opportunities for promotion, recognition and success. This in turn, contributes to higher levels of job satisfaction (Slocum & Hellriegel, 2009). Shailaja (2011) states that achievement oriented individuals are more satisfied with their jobs than individuals who have a low need for achievement, primarily in the areas of salary, security and promotional policy. High achievers aim to succeed. In an organisational context, this means that they strive to achieve goals and fulfill their job responsibilities optimally. This behaviour is rewarded by employers as it contributes to organisational success and employee productivity. In turn, the employee is rewarded both intrinsically and extrinsically, thereby increasing the job satisfaction of the individual.

Achievement oriented individuals satisfy many needs through their work and through their relationship with the organisation. Achievement motivation theory

posits that people with a need for achievement seek challenging tasks. According to Du Plessis (2003) and Rothmann and Coetzer (2002) the extent to which people are motivated by challenging tasks impacts the level of job satisfaction that they experience.

Strydom and Meyer (2002) rated goal attainment as the most important source of job satisfaction. From this standpoint, it can be explained that achievement oriented individuals aim to achieve goals. This leads to higher self-esteem and these employees have a stronger belief in themselves and this encourages them to strive towards the attainment of organisational goals.

According to McClelland and Burnham (2003) achievement oriented people tend to be driven by a need for power. Many employees are motivated by opportunities to assume responsibility, exert authority and influence others. Hoole and Vermeulen (2003) found that the stronger the experience of authority and ability to influence others, namely power, the higher the level of job satisfaction experienced.

Needs theorists (Maslow, 1970) posit that self-actualisation is a dominant higher-order need that motivates people and influences their job satisfaction. Employees with a need for achievement experience higher levels of job satisfaction if they are presented with opportunities for training and development (Coster, 1992). Skill

and knowledge acquisition through training and development improves an employee's self-worth and satisfies his/her need for self-actualisation.

Pettinger (2000) states that high achievers seek out tasks that are challenging and interesting. Strydom and Meyer (2002) found that there is a positive relationship between achievement motivation and job satisfaction in terms of task enrichment. High achievers enjoy challenging tasks and when faced with these in their day-to-day work, they experience higher levels of job satisfaction. Critically, Shepard (1973) and Stinson and Johnson (1977) found that there is a negative relationship between task repetitiveness and job satisfaction, regardless of whether the individual had a need for achievement or not.

3.8. CONCLUSION

This chapter has reviewed the definition of job satisfaction and provided a critical analysis of Herzberg's two-factor theory of job satisfaction. The individual and organisational factors that influence job satisfaction were discussed. In terms of the consequences of job satisfaction various areas where research has been conducted has been referred to. The chapter concluded with a review of research surrounding the relationship between achievement motivation and job satisfaction.

In the following chapter the research methodology of the current study will be discussed.

CHAPTER 4

RESEARCH METHODOLOGY

4.1. INTRODUCTION

This chapter describes the procedures used in conducting the research study. The objectives of the study and the hypotheses will be described. Reference will be made to how the participants were selected and to the questionnaires and procedures used to gather the data. Ethical considerations and confidentiality issues will be raised. Finally, the statistical techniques utilised for analysis of the data will be reviewed.

4.2. AIM OF THE STUDY

The aim of this survey is to determine whether a relationship exists between achievement motivation and job satisfaction. Furthermore, the influence of demographic data (i.e. race, gender, age and tenure) on both achievement motivation and job satisfaction will be determined.

4.3. RESEARCH OBJECTIVES

The objectives of the study are as follows:

1. To establish whether a relationship exists between the goal directedness dimension of achievement motivation and the respective demographic groups (age, race, gender and tenure).

2. To establish whether a relationship exists between the personal excellence dimension of achievement motivation and the respective demographic groups (age, race, gender and tenure).

3. To establish whether a relationship exists between achievement motivation and the respective demographic groups (age, race, gender and tenure).

4. To establish whether a relationship exists between the level of intrinsic job satisfaction and the respective demographic groups (age, tenure, race and gender).

5. To establish whether a relationship exists between the level of extrinsic job satisfaction and the respective demographic groups (age, tenure, race and gender).

6. To establish whether a relationship exists between the level of overall job satisfaction and the respective demographic groups (age, tenure, race and gender).

7. To establish whether a relationship exists between the dimensions of achievement motivation (goal directedness and personal excellence) and the

dimensions of job satisfaction (intrinsic job satisfaction, extrinsic job satisfaction, overall job satisfaction)

4.4. RESEARCH HYPOTHESES

The following hypotheses have been formulated to achieve these objectives:

Hypothesis 1

H0: There is no significant difference in the goal directedness dimension of achievement motivation among the respective demographic groups (age, tenure, race and gender).

H1: There is a significant difference in the goal directedness dimension of achievement motivation among the respective demographic groups (age, tenure, race and gender).

Hypothesis 2

H0: There is no significant difference in the personal excellence dimension of achievement motivation among the respective demographic groups (age, tenure, race and gender).

H1: There is a significant difference in the personal excellence dimension of achievement motivation among the respective demographic groups (age, tenure, race and gender).

Hypothesis 3

H0: There is no significant difference in achievement motivation among the respective demographic groups (age, tenure, race and gender).

H1: There is a significant difference in achievement motivation among the respective demographic groups (age, tenure, race and gender).

Hypothesis 4

H0: There is no significant difference in the level of intrinsic job satisfaction among the respective demographic groups (age, tenure, race and gender).

H1: There is a significant difference in the level of intrinsic job satisfaction among the respective demographic groups (age, tenure, race and gender).

Hypothesis 5

H0: There is no significant difference in the level of extrinsic job satisfaction among the respective demographic groups (age, tenure, race and gender).`

H1: There is a significant difference in the level of extrinsic job satisfaction among the respective demographic groups (age, tenure, race and gender).

Hypothesis 6

H0: There is no significant difference in the level of overall job satisfaction among the respective demographic groups (age, tenure, race and gender).

H1: There is a significant difference in the level of extrinsic job satisfaction among the respective demographic groups (age, tenure, race and gender).

Hypothesis 7

H0: There is no significant relationship between the dimensions of achievement motivation (goal directedness and personal excellence) and the dimensions of job satisfaction (intrinsic job satisfaction, extrinsic job satisfaction, overall job satisfaction).

H1: There is a significant relationship between the dimensions of achievement motivation (goal directedness and personal excellence) and the dimensions of job satisfaction (intrinsic job satisfaction, extrinsic job satisfaction, overall job satisfaction).

4.5. RESEARCH DESIGN

Due to the descriptive nature of the study, a quantitative research design was used. Given that there was limited time available because the data had to be collected during the participants' working hours and on a specific date, the cross-sectional survey research technique was selected. In this way a considerable amount of data

could be obtained from a large number of employees in a relatively short period of time. It allowed for three measuring instruments to be administered in a single data collection session per branch. According to Welman and Kruger (2001) cross-sectional surveys are descriptive and are of low cost to the researcher. In this type of research design participants differ in the variable of interest but share some common characteristics, for example, belonging to one organisation. Researchers record the information that is present but do not manipulate the variables.

4.6. THE POPULATION

The population for this study is all the employees of all 102 stores in KwaZulu Natal of a particular retail chain.

4.7. SAMPLING TECHNIQUE AND SAMPLE

According to Welman and Kruger (2001) there are two types of sampling. Probability or random sampling is where individuals are selected randomly from the population, so that every individual has the same chance of being included in the sample. Non-probability or non-random sampling is where individuals are selected by the researcher to match a profile determined by the researcher.

For the purpose of the study a non-probability sampling design in the form of a convenience sampling method was utilised. According to Welman and Kruger (2001) "the advantage of non-probability samples is that they are less complicated

and more economical than probability samples," (p. 62). Convenience sampling involves collecting information of members of the population that are near and readily available for research purposes. According to Leedy (1993) a limitation of convenience sampling is that it is not necessarily representative of the population and therefore the results are not generalisable across populations.

The sample was obtained by contacting the Divisional HR Manager of the company who granted permission to conduct the study in three separate branches of the Company. The Divisional HR Manager stipulated which three stores were to be utilised for the purposes of the current study.

Branch one consists of 77 employees, branch two consists of 82 employees and branch three consists of 125 employees. The employees targeted in this study includes managers, cashiers, clerks and general assistants (n= 284).

All 284 employees were canvassed in this study. This was a stipulation from the Divisional HR Manager who stated that in the interest of fairness all employees must be invited to participate in the study and then it is the decision of the employee whether to participate or not.

A total of 63 employees participated in the study. The response rate for this study was twenty two percent (22%). The majority of the employees chose not to participate. Some of the reasons that they provided was that they were not fond of

answering questions about their jobs, that they do not trust people who ask

questions and that they did not see a benefit to filling out the questionnaire as they

would not be paid.

As stated earlier the sample of employees utilised in the study include branch

managers, assistant managers, supervisors, clerks, cashiers, and general assistants.

The sample is a heterogeneous one, comprising of Indians, Whites, Coloureds and

Blacks. The ages of the employees range from 18 years to 60 years. The sample

consisted males and females with varying periods of tenure, from 1 week to 40

years, thereby providing an appropriate sample with which to test the correlation

of biographical variables. In Chapter 5, frequency tables will be presented to

indicate the exact distribution of the demographic characteristics of the sample.

4.8.   RESEARCH INSTRUMENTS

This study is a quantitative one and data was collected through the administration

of three separate questionnaires integrated into a single questionnaire format

(Appendix 1). According to Dessler (2000) questionnaires are a quick and

efficient way to obtain information from individuals.

4.8.1. Biographical Questionnaire

A self-developed questionnaire was utilised to obtain demographic information

from the participants. Information obtained from this section revealed the

participants' age, race, gender and tenure.

4.8.2. The Achievement Motivation Questionnaire

The Achievement Motivation Questionnaire, compiled by Pottas, Erwee, Boshoff and Lessing (1980), was discussed in Section 2.6. and was used to measure the need for achievement.

The questionnaire consists of 84 forced choice items where each item describes two persons, A and B. One of the persons exhibits achievement oriented behaviour whereas the other exhibits the opposite. The respondent has to choose which person in each item best resembles him/her. For the purposes of the study, only the major subscales (Goal Directedness and Personal Excellence) and Total Achievement Motivation were analysed.

- **Psychometric Properties**

Norms for the questionnaire were established using the responses of Black and White respondents, making it culture appropriate for the South African population (Pottas et al., 1980).

In terms of construct validity, a factor analytic approach was used when constructing the instrument to ensure that achievement motivation is measured as accurately as possible. By extracting two main factors (goal directedness and personal excellence) as well as three sub-factors (persistence, awareness of time and action orientation) and two sub-factors (aspiration level and personal

causation) respectively, the construct of achievement motivation can be described in detail. Intercorrelation tests were done between the Achievement Motivation Questionnaire and Strumpfer's Autonomous and Social Achievement Values Scale and it was found that a high degree of similarity exists between them (Pottas et al., 1980). Internal consistency will be calculated during the statistical analyses of the results.

Reliability figures ranging from a low of 0.490 to as high as 0.922 on the Kuder-Richardson 20 formula have been noted on some of the factors and sub-factors on different samples based on race and language (Pottas et al., 1980). Spangenberg (1990) has commented on reliabilities for White and Black students (male and female) and white managers (male and female). Total Achievement Motivation score shows a reliability of between 0.89 and 0.98. Reliabilities are all above 0.70 for all scales except Personal Causation on which the co-efficients were variable (Spangenberg, 1990). Bothma and Schepers (1997) report a Cronbach's co-efficient alpha of .8504 for total achievement motivation.

The degree of relatedness between various factors and sub-factors reveals a consistent pattern for all groups investigated, namely Black and White university students, Black and White males and females, English and Afrikaans speaking Whites and white male managers (Spangenberg, 1990). Low inter-correlation co-efficients in the order of between $r = 0.0901$ to $r = 0.2576$ were obtained in all

cases between sub-factors Awareness of Time and Aspiration Level suggesting some sort of weakness in construction (Spangenberg, 1990).

On the other hand, high inter-correlation co-efficients of between $r = 0.9247$ to $r = 0.9407$ were obtained in all cases between Personal Excellence and Aspiration Level suggesting that these items measure what they purport to measure (Spangeberg, 1990).

The questionnaire is considered useful to the field and has been used in published studies (Van Rensburg & Raubenheimer, 1990; Schepers, 2007).

4.8.3. Warr, Cook and Wall's Job Satisfaction Scale

Warr, Cook and Wall (1979) developed a scale of 15 items to measure intrinsic and extrinsic job satisfaction and a single item to assess overall job satisfaction.

This is a 15-item scale which measures intrinsic job satisfaction, dealing with recognition, variety of work, responsibility, promotional prospects and opportunity to utilise abilities (items 2, 4, 6, 8, 10, 12 and 14) and extrinsic job satisfaction, dealing with issues such as rate of pay, co-workers and physical working conditions (items 1, 3, 5, 7, 9, 11, 13 and 15). There is a 16th question that measures overall job satisfaction. Responses to items are noted on a seven-point Likert scale, ranging from extremely dissatisfied to extremely dissatisfied.

- **Psychometric Properties**

Warr, Cook and Wall (1979) stated that in developing the afore-mentioned scale, two separate studies were conducted to allow for cross-validation evidence. The scale possesses face validity, in that the items deal directly with intrinsic, extrinsic and overall job satisfaction.

In terms of the psychometric properties of the questionnaire, correlation co-efficients range from 0.53 to 0.85 for the total job satisfaction measure (Question 16). Warr, Cook and Wall (1979) indicated that the test-retest correlation co-efficient for total job satisfaction was 0.63. According to Warr, Cook and Wall (1979), studies conducted by Baling & Jansems (1984) and Bluen (1986) indicate that this scale has successfully been utilised in the South African context. Internal consistency values ranged from 0.79 to 0.85 for intrinsic satisfaction, 0.74 to 0.78 for extrinsic satisfaction and 0.85 to 0.88 for total job satisfaction (Beekhan, Paruk, Patel & Ramgoon, 2008).

The internal reliability of the scale is well-established with a rank order correlation between item-whole values for each item in the scale averaging 0.95 across studies (Harris, Proudfoot, Jayasinghe, Holton, Powell, Amoroso, Bubner & Belby, 2007; Sibbald, Enzer, Cooper, Rout & Sutherland, 2000). The instrument was found to possess a dominant single factor explaining 75% of the variance and internal reliability was high (.86) enabling the determination of a composite inter-item reliability co-efficient (Hills, Joyce & Humphreys, 2012).

4.9.   DATA COLLECTION

An email was sent to the three stores informing the branch manager that the researcher will be visiting the store on a specific day and that all employees in the store are allowed to participate in the study. The branch manager of each store discussed the email with the employees to make them aware of the study and that they are invited to participate.

Each of the three stores was visited on a separate date. An email had been sent to the stores informing the employees of the study and those employees who were interested in participating had given their names to the branch manager of the store.

In each store the questionnaire was administrated in sessions of a maximum of 10 participants at a time in the canteen. The consent letter was read out and explained to the participants. The aim of each section of the questionnaire and the procedures for completion were carefully explained at the outset of each session.

Respondents were assured that the questionnaires were anonymous and that their confidentiality would be protected and that participation was voluntary and they could therefore also withdraw from participating in the study at any time. It was explained to them that they would not write their name on their questionnaire and that their names or their store would not be published in the research document.

They were informed that only the researcher and supervisor would have access to the questionnaires and that they would be securely kept and destroyed after five years.

4.10. DATA ANALYSIS

The research data was statistically analysed by means of the Statistical Package for Social Sciences (SPSS version 15.0 (SPSS Inc., Chicago, Illinois, USA)). The data analyses involved both descriptive and inferential statistics.

4.10.1. Descriptive Statistics

According to Larson and Farber (2003) descriptive statistics is the branch of statistics that involves the organisation, summarisation and display of data.

The **frequency** indicates the number of items in each group. Frequency tables arrange data for simple analysis indicating the distribution (Larson & Farber, 2003).

Analyses were conducted to investigate the central tendency of the data. The **mean** of the data set is the sum of the data entries divided by the number of entries (Larson & Farber, 2003).

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The **standard deviation** of any group of data portrays the spread of the data around the mean. It is a measure of the typical amount an entry deviates from the mean. The more the entries are spread out, the greater the standard deviation (Larson & Farber, 2003).

4.10.2. Inferential statistics

According to Larson and Farber (2003) inferential statistics is the branch of statistics that involves using a sample to draw conclusions about a population.

The **One-Sample Kolmogorov-Smirnov Test** was conducted to test for normality. Persistence, Action Orientation and Achievement Motivation do not follow a normal distribution.

A **correlation** describes a relationship between two variables without claiming that the change in one is the cause of the change in the other (Cohen &Swerdelik, 2002). For this exercise, the Pearson's Correlation coefficient was calculated on the dimensions that were normally distributed and the Spearman's Correlation was calculated for the dimensions that were not normally distributed.

According to Sekaran (2000) the Pearson's Product Moment Correlation Coefficient provides an indication of the scope to which the variables being

investigated are related to each other or not. Sekaran (2000) further states that it also indicates the directionality and strength of the relationship.

Larson and Farber (2003) state that the Spearman Rank Correlation Coefficient is a measure of the strength of the relationship between two variables and is calculated using the ranks of paired sample data entries. The Spearman Rank Correlation Coefficient can be used to describe the relationship between linear and non-linear data.

The results are depicted in a correlation matrix. To this extent the significance is also calculated for a two-tail test so as to determine whether it is significant at the 5% level or the 1% level.

The **t-Test** is used to determine if there is a significant difference between the populations of two independent samples (Larson & Farber, 2003). If the dimensions are not normally distributed then the **Mann-Whitney U-Test** is used. The Mann-Whitney U Test is used to compare differences between two independent groups when the dependent variable is either ordinal or interval but not normally distributed. It is the nonparametric alternative to the independent t-test.

Analysis of Variance ANOVA is used when more than two groups exist. It tests the null hypothesis that the means of several populations are equal (Sekaran,

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2000). Murphy and Davidshofer (2001) state that ANOVA provides statistical estimates of the variability in test scores associated with systematic differences in the ratings assigned and differences in the ratings obtained.

According to Larson and Farber (2003) if you cannot verify that the populations are normal you can still compare the distributions of three or more populations using the **Kruskal-Wallis Test**. This is a non-parametric test that can be used to determine whether three or more independent samples were selected from populations having the same distribution.

4.11. CONCLUSION

This chapter outlined the research design of the study. The objectives of the study and the hypotheses were described. Reference was made to how the participants were selected and to the questionnaires and procedures used to gather the data. Ethical considerations and confidentiality issues were raised. The research instruments were discussed. Finally, the statistical techniques utilised for analysis of the data were reviewed.

In the next chapter the research data will be presented.

CHAPTER 5

RESULTS

5.1. INTRODUCTION

An overview of the results obtained in the current study is presented in this chapter. This chapter outlines the demographic characteristics of the sample depicted in a graphical format. The descriptive and inferential statistics are presented thereafter with reference to the hypotheses testing.

5.2. DEMOGRAPHIC CHARACTERISTICS OF THE SAMPLE

The current study comprised a sample of 63 subjects (n=63). The data analysed is presented in the form of column charts. This is followed by a description of the most salient sample characteristics by means of frequencies and percentages.

Figure 1

Tenure Distribution of the Sample
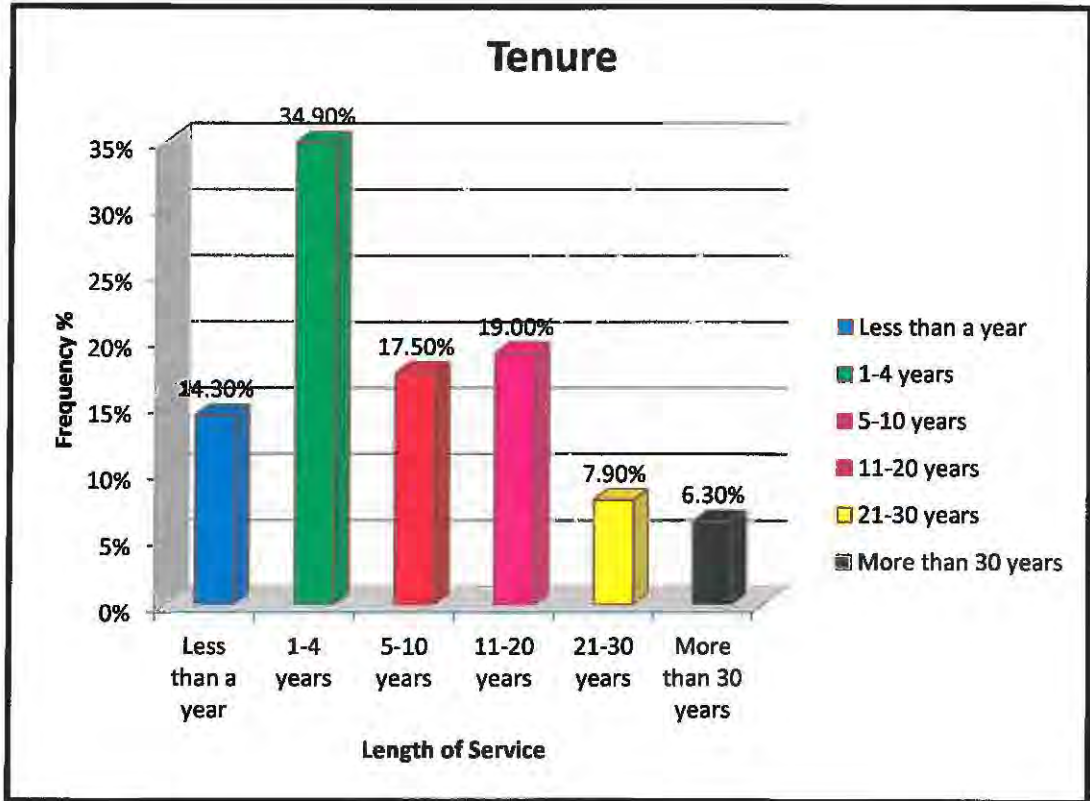
As indicated in Figure 1 the majority of respondents (count = 22 or 34.9%) fall in

the 1-4 years of service category. Twelve respondents (19%) fall in the 11-20

years of service category and this is closely followed by 11 respondents (17.5%)

who fall in the 5-10 years of service. Nine respondents (14.3%) had less than a

year of service and five respondents (7.9%) fell into the 21-30 years of service

category. The least amount of respondents (count = 4 or 6.3%) fell into the

category representing more than thirty years of service.

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Figure 2

Age Distribution of the Sample
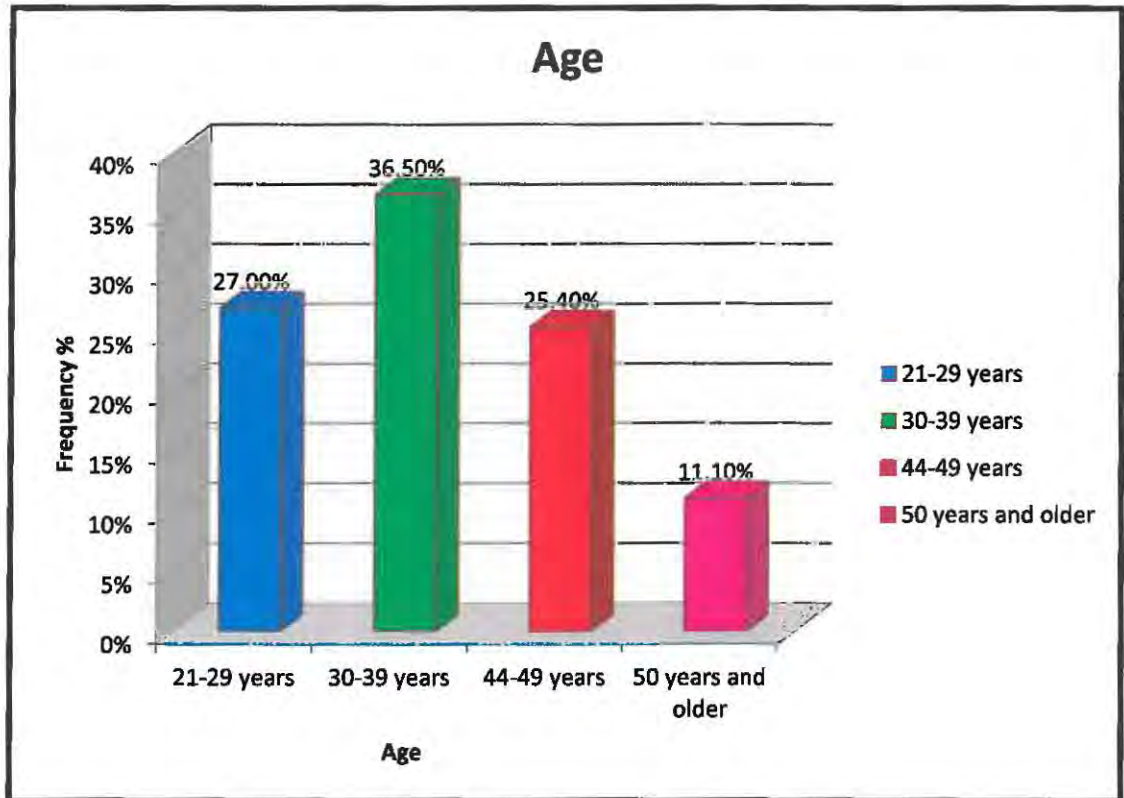
As indicated in Figure 2 the majority of respondents (count = 23 or 36.5%) fell

into the category of 30-39 years old. A total of 17 respondents (27%) fell into the

21-29 years category and 16 respondents (25.4%) can be categorised as 44-49

years old. The least amount of respondents (count = 7 or 11.1%) fell into the 50

years and older category.

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Figure 3

Race Distribution of the Sample
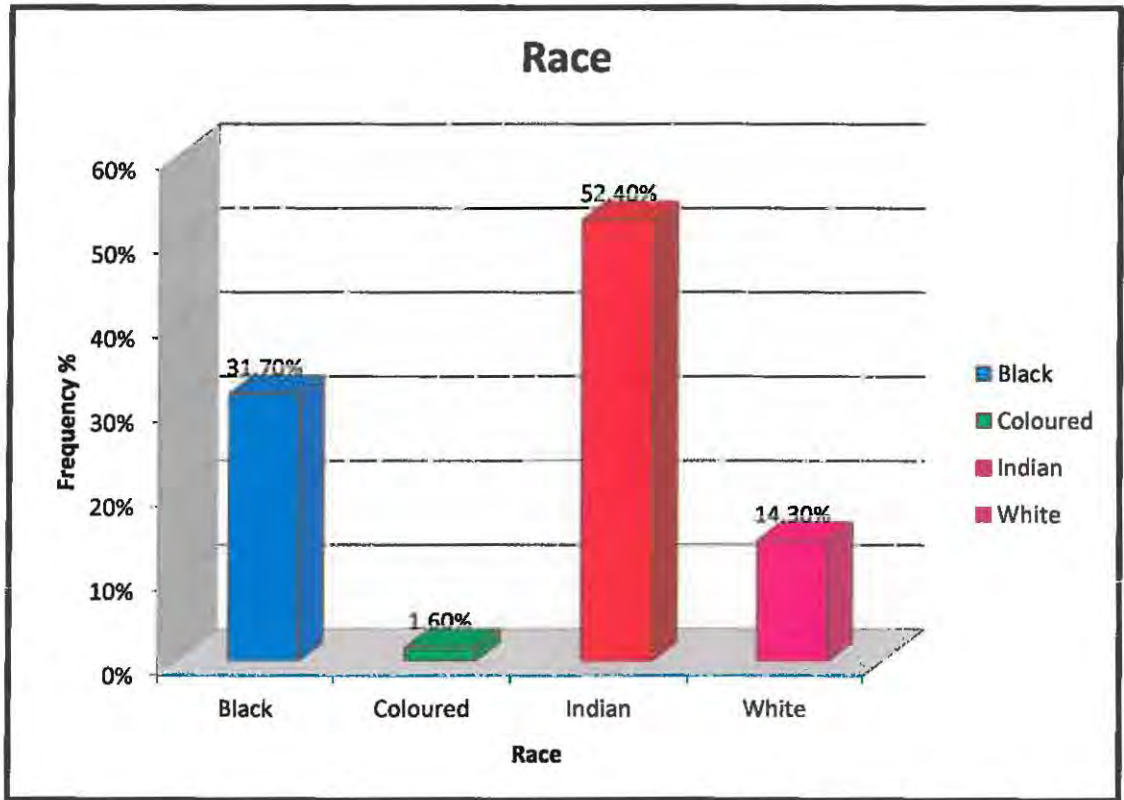
As indicated in Figure 3 the majority of the sample were Indian (count = 33 or

52.4%) followed by 20 respondents (31.7%) who were Black. Nine respondents

(14.3%) were White and 1 respondent (1.6%) was Coloured.

Figure 4

Gender Distribution of the Sample
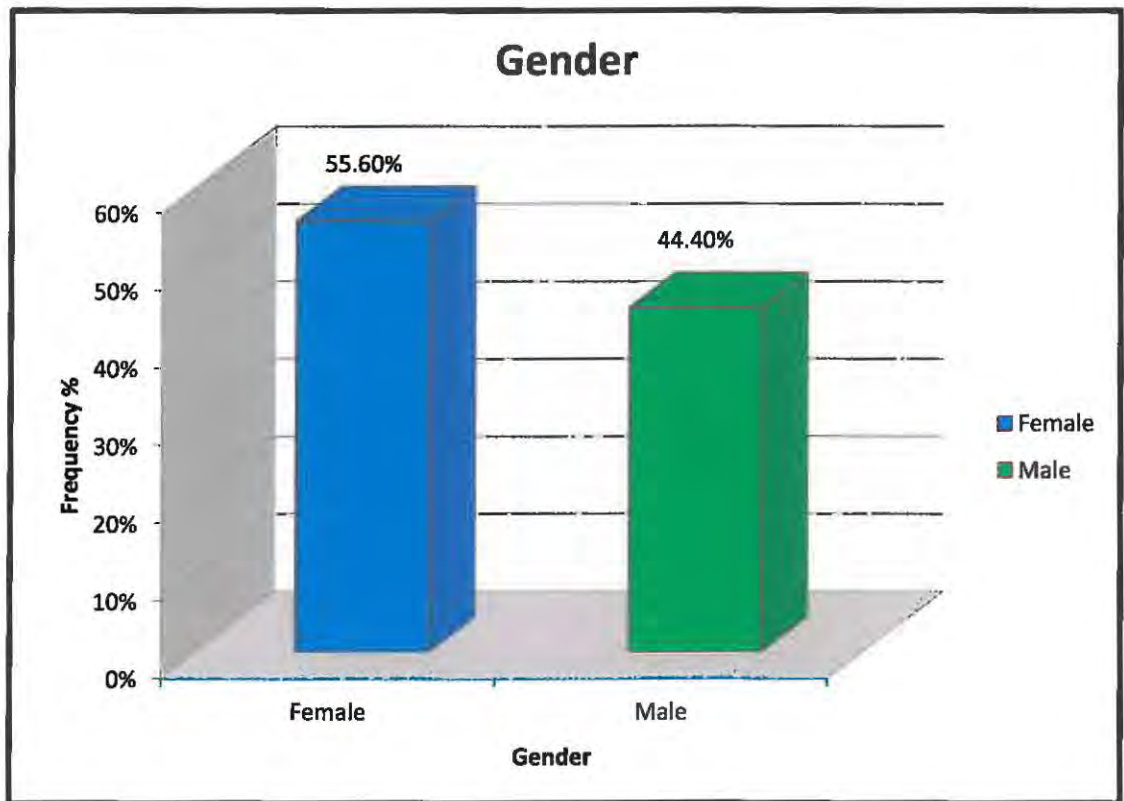
As indicated in Figure 4 the sample was representative of a larger number of female respondents than male respondents. The 35 female respondents comprised of 55.6% of the sample and the 28 male respondents comprised of 44.4% of the sample.

5.3. DESCRIPTIVE STATISTICS OF MEASURES

Descriptive statistics in the form of means and standard deviations for respondents were computed for the various dimensions of the Achievement Motivation Questionnaire and the Job Satisfaction Scale.

Table 1

Descriptive Statistics for the dimensions of Achievement Motivation : Total Scores

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis		Cronbach's Alpha	N of items
Persistance (A)	63	8	21	16.32	3.368	-0.44	0.25	-0.88	0.5	0.778	21
Awareness of Time (B)	63	7	20	14.68	3.368	-0.42	0.25	-0.82	0.5	0.737	20
Action Orientation (C)	63	1	9	6.52	2.187	-0.79	0.25	-0.25	0.5	0.747	9
Goal Directedness (AA)	63	21	49	37.52	7.656	-0.41	0.25	-1.03	0.5		
Aspiration Level (D)	63	2	21	11.91	4.617	-0.24	0.25	-0.49	0.5	0.832	21
Personal causation (E)	63	3	13	9.62	2.565	-0.46	0.25	-0.52	0.5	0.742	13
Personal Excellence (BB)	63	8	33	21.53	6.258	-0.26	0.25	-0.91	0.5		
Achievement Motivation (PM)	63	35	81	59.04	12.887	-0.41	0.25	-1.1	0.5		

The Cronbach's alpha was computed to determine reliability of the data for each dimension. As per Table 1 the Cronbach's alpha co-efficient for each dimension exceeded .7 indicating a high degree of internal consistency and stability. Cronbach's alpha could not be computed for Goal Directedness, Personal

Excellence and Achievement Motivation as these scores are calculated by adding the other sub-factors, as explained in Chapter 4.

The data presented in Table 1 reflects the mean, standard deviation, skewness and kurtosis as per the scoring guide in the test manual. However, in terms of interpretation, data had to be analysed according to the analysis procedure in the manual.

Table 2

Descriptive Statistics for the dimensions of Achievement Motivation

	N	Minimum	Maximum	Mean	Std. Deviation
Persistence	63	2.55	8.16	6.2277	1.70244
Goal Directedness	63	3.06	7.48	5.8309	1.30218
Awareness of time	63	1.53	7.65	5.2154	1.73732
Achievement Motivation	63	1.83	6.59	4.4663	1.37987
Aspiration level	63	-1.53	8.16	3.8225	2.43976
Personal Excellence	63	-0.51	5.87	3.1017	1.66351
Personal Causation	63	-1.02	4.08	2.381	1.39575
Action Orientation	63	-2.04	2.04	0.9475	1.11425

The means and standard deviations for the dimensions of achievement motivation are presented in Table 2. The means vary from 0.9475 to 6.2277 whilst the standard deviation shows a spread ranging from 1.11425 to 2.439. The means have been ranked in order of magnitude for the factors and dimensions.

The means of Persistence, Goal Directedness and Awareness of Time are above the standardised mean of 5 indicating that the respondents consider these factors and sub-factors as important. The spread on these scores is 1.70244, 1.30218 and 1.73732 respectively indicating that this is a smaller standard deviation than the standardised group (1.96).

The other factors and sub-factors have means of less than 5 indicating a low concern for achievement motivation. Action Orientation has the smallest mean score (0.9475) and the smallest spread (1.11425) indicating that the scores are grouped closer to the mean than the general population.

The standard deviations indicate the relative spread from the mean. In interpreting the results, the sub-factor Action Orientation is the most uniform amongst the members in the group (SD = 1.11425) and the sub-factor Aspiration Level has individuals scattered further from the mean (SD = 2.43976).

From the results it appears that the subjects are generally not achievement motivated, except in the dimensions of Persistance, Awareness of Time and Goal Directedness. Statistical tests must be employed to ascertain whether the differences in the dimensions are significant.

Table 3

Descriptive Statistics for the Dimensions of Job Satisfaction

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis		Cronbach's Alpha	N of items
JSExtrinsic	63	15	56	35.873	8.80889	-0.05	0.3	-0.29	0.6	0.579	7
JSIntinsic	63	7	47	28.571	9.30264	-0.23	0.3	-0.7	0.6	0.872	8
Total JS	63	1	7	4.83	1.651	-0.64	0.3	-0.58	0.6		

The Cronbach's alpha was computed to determine reliability of the data for each dimension. As per Table 2 the Cronbach's alpha co-efficient for intrinsic job satisfaction is .872 indicating a high degree of internal consistency and stability. The Cronbach's alpha co-efficient for extrinsic job satisfaction is relatively low. This could be due to the small sample size. Cronbach's alpha could not be computed for total job satisfaction as this dimension has only 1 item on the questionnaire.

The means and standard deviations for the dimensions of job satisfaction are presented in Table 3.

Extrinsic job satisfcation has a mean of 35.3968 and a standard deviation of 8.80889. When compared to the standardised mean of 37.99 and standard deviation of 8.36 it appears that the standardised population had higher levels of extrinsic satisfaction than the respondents in the current study. The standard deviations did not differ by much.

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Intrinsic job satisfcation has a mean of 28.5714 and a standrad deviation of 9.30264. When compared to the standradised mean of 32.61 and standard deviation of 8.25 it appears that the respondents of the current study experienced lower levels of intrinsic job satisfcation than the standardised population and the respondents were scattered further from the mean than the general population.

Overall job satisfaction has a mean of 4.83 and a standard deviation of 1.651. When compared to the standardised mean of 5.33 and standard deviation 1.44 it appears that the respondents of the current study experienced lower levels of overall job satisfcation than the standardised population.

5.4. THE RELATIONSHIP BETWEEN THE DIMENSIONS OF ACHIEVEMENT MOTIVATION AND THE VARIOUS DEMOGRAPHIC GROUPS

The testing of the hypotheses relating to the relationship between achievement motivation and the various groups are discussed in this section.

Hypothesis 1

There is no difference in the goal directedness dimension of achievement motivation among the respective demographic groups (age, tenure, race and gender).

Table 4

Analysis of Variance : Goal Directedness and Age

	N	Mean	Std. Deviation	F	p
21-29 years	17	6.1425	1.20838		
30-39 years	23	5.7527	1.2867		
44-49 years	16	5.878	1.31876	0.861	0.467
50 years and older	7	5.2235	1.57321		
Total	63	5.8309	1.30218		

Table 4 reflects that there is no significant mean difference in the Goal Directedness dimension of Achievement Motivation amongst the various age groups (F = 0.861, p>0.05).

In terms of age, the null hypothesis is supported for Hypothesis 1, as there is no significant relationship between goal directedness and age.

Table 5

Analysis of Variance : Goal Directedness and Tenure

	N	Mean	Std. Deviation	F	p
Less than a year	9	6.4626	0.84608		
1-4 years	22	6.1456	1.06956		
5-10 years	11	5.6432	1.55092		
11-20 years	12	5.4989	1.37464	1.771	0.133
21-30 years	5	4.6939	1.67756		
More than 30 years	4	5.6122	1.31		
Total	63	5.8309	1.30218		

In Table 5 the results of the ANOVA indicate that there is no significant mean difference in the Goal Directedness dimension of Achievement Motivation based on the different lengths of service groups ($F = 1.771$, $p > 0.05$).

In terms of tenure, the null hypothesis is supported for Hypothesis 1, as there is no significant relationship between goal directedness and tenure.

Table 6

Analysis of Variance : Goal Directedness and Race

	N	Mean	Std. Deviation	F	p
Black	20	5.102	1.24241		
Indian	33	6.1224	1.21304	4.931	.010*
White	9	6.2169	1.21188		
Total	62	5.807	1.2988		

* *p* <.05

In Table 6 the results of the ANOVA indicate that there is a significant mean difference in the Goal Directedness dimension of Achievement Motivation based on the various race groups (F = 4.931, p < 0.05) with Blacks having the lowest mean score followed by Whites and Indians.

In terms of race, the null hypothesis is rejected for Hypothesis 1, as there is a significant relationship between goal directedness and race.

Table 7

Independent Sample t-test – Gender and Goal Directedness

Female			Male			T	df	p
N	Mean	Std. Deviation	N	Mean	Std. Deviation			
35	6.0884	1.15405	28	5.509	1.42239	1.786	61	0.079

Table 7 reflects no significant difference in the Goal Directedness dimension of Achievement Motivation amongst males and females (t = 1.786, p > 0.05).

In terms of gender, the null hypothesis is supported for Hypothesis 1, as there is no significant relationship between goal directedness and gender.

In summary the null hypothesis (H0) for Hypothesis 1 is supported with regards to age, tenure and gender and not supported for race.

Hypothesis 2

There is no difference in the personal excellence dimension of achievement motivation among the respective demographic groups (age, tenure, race and gender).

Table 8

Analysis of Variance : Personal Excellence and Age

	N	Mean	Std. Deviation	F	P
21-29 years	17	3.5114	1.35147		
30-39 years	23	2.9392	1.65659		
44-49 years	16	3.0931	1.99975	0.569	0.638
50 years and older	7	2.6603	1.69124		
Total	63	3.1017	1.66351		

Table 8 reflects that there is no significant mean difference in the Personal Excellence dimension of Achievement Motivation amongst the various age groups (F = 0.569, p > 0.05).

In terms of age, the null hypothesis is supported for Hypothesis 2, as there is no significant relationship between personal excellence and age.

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Table 9

Analysis of Variance : Personal Excellence and Tenure

	N	Mean	Std. Deviation	F	P
Less than a year	9	4.2234	1.0133		
1-4 years	22	3.4787	1.42263		
5-10 years	11	2.7829	1.9808		
11-20 years	12	2.551	1.82342	2.174	0.07
21-30 years	5	1.9388	1.77291		
More than 30 years	4	2.4872	1.29031		
Total	63	3.1017	1.66351		

In Table 9 the results of the ANOVA indicate that there is no significant mean difference in the Personal Excellence dimension of Achievement Motivation based on the different lengths of service groups (F = 2.174, p > 0.05).

In terms of tenure, the null hypothesis is supported for Hypothesis 2, as there is no significant relationship between personal excellence and tenure.

Table 10

Analysis of Variance : Personal Excellence and Race

	N	Mean	Std. Deviation	F	p
Black	20	2.3597	1.44988		
Indian	33	3.3859	1.62505		
White	9	3.5714	1.93441	2.988	0.058
Total	62	3.0818	1.6695		

In Table 10 the results of the ANOVA indicate that there is no significant mean difference in the Personal Excellence dimension of Achievement Motivation based on the various race groups (F = 2.988, p > 0.05).

In terms of race, the null hypothesis is supported for Hypothesis 2, as there is no significant relationship between personal excellence and race.

Table 11

Independent Sample t-test – Personal Excellence and Gender

Female			Male					
N	Mean	Std. Deviation	N	Mean	Std. Deviation	T	df	p
35	3.207	1.61137	28	2.9701	1.74712	0.559	61	0.579

Table 11 reflects no significant difference in the Personal Excellence dimension of Achievement Motivation amongst males and females (t = 0.559, p > 0.05).

In terms of gender, the null hypothesis is supported for Hypothesis 2, as there is no significant relationship between personal excellence and gender.

In summary the null hypothesis (H0) for Hypothesis 2 is supported with regards to age, tenure, gender and race.

Hypothesis 3

There is no difference in achievement motivation among the respective demographic groups (age, tenure, race and gender).

Table 12

Analysis of Variance : Achievement Motivation and Age

	N	Mean	Std. Deviation	F	p
21-29 years	17	4.8269	1.13938		
30-39 years	23	4.346	1.34279		
44-49 years	16	4.4855	1.58667	0.81	0.493
50 years and older	7	3.9419	1.60079		
Total	63	4.4663	1.37987		

Table 13

Kruskal Wallis Test Statistics: Age

Chi-Square	df	P
1.779	3	0.62

Tables 12 and 13 reflect that there is no significant mean difference in Achievement Motivation amongst the various age groups ($F = 0.81$, $p > 0.05$).

In terms of age, the null hypothesis is supported for Hypothesis 3, as there is no significant relationship between achievement motivation and age.

Table 14

Analysis of Variance : Achievement Motivation and Tenure

	N	Mean	Std. Deviation	F	P
Less than a year	9	5.343	0.69408		
1-4 years	22	4.8122	1.11139		
5-10 years	11	4.213	1.69637		
11-20 years	12	4.0249	1.47621	2.265	0.06
21-30 years	5	3.3163	1.6774		
More than 30 years	4	4.0497	1.20525		
Total	63	4.4663	1.37987		

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Table 15

Kruskal Wallis Test Statistics : Tenure

Chi-Square	df	P
8.279	5	0.142

In Tables 14 and 15 the results indicate that there is no significant mean difference in Achievement Motivation based on the different lengths of service groups (F = 2.265, p > 0.05).

In terms of tenure, the null hypothesis is supported for Hypothesis 3, as there is no significant relationship between achievement motivation and tenure.

Table 16

Analysis of Variance : Achievement Motivation and Race

	N	Mean	Std. Deviation	F	P
Black	20	3.7309	1.25262		
Indian	33	4.7542	1.30456	4.673	.013*
White	9	4.8942	1.44627		
Total	62	4.4444	1.38005		

* $p < .05$

Table 17
Kruskal Wallis Test Statistics : Race

Chi-Square	df	P
10.013	2	.007*

* $p < .05$

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Tables 16 and 17 indicate that there is a significant mean difference in Achievement Motivation based on the various race groups ($F = 4.673$, $p < 0.05$) with Blacks having the lowest mean score.

In terms of race, the null hypothesis is not supported for Hypothesis 3, as there is a significant relationship between achievement motivation and race.

Table 18

Independent Sample t-test : Achievement Motivation and Gender

	Female			Male				
N	Mean	Std. Deviation	N	Mean	Std. Deviation	T	df	p
35	4.6477	1.26201	28	4.2396	1.50689	1.304	61	0.197

Table 19

Mann-Whitney Test : Gender

Mann-Whitney U	Z	P
409.5	-1.115	0.265

Tables 18 and 19 reflect no significant difference in Achievement Motivation amongst males and females ($t = 1.304$, $p > 0.05$).

In summary the null hypothesis (H0) for Hypothesis 3 is supported with regards to age, tenure and gender and is not supported for race.

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5.5. THE RELATIONSHIP BETWEEN THE DIMENSIONS OF JOB SATISFACTION AND THE VARIOUS DEMOGRAPHIC GROUPS

The testing of the hypotheses relating to the relationship between job satisfaction and the various groups are discussed in this section.

Hypothesis 4

There is no difference in the level of intrinsic job satisfaction among the respective demographic groups (age, tenure, race and gender).

Table 20

Analysis of Variance : Intrinsic Job Satisfaction and Age

	N	Mean	Std. Deviation	F	p
21-29 years	17	30.7059	6.68735		
30-39 years	23	26	10.2691		
44-49 years	16	29.6875	9.08272	0.973	0.411
50 years and older	7	29.2857	11.8281		
Total	63	28.5714	9.30264		

Table 20 reflects that there is no significant mean difference in Intrinsic Job Satisfaction amongst the various age groups (F = 0.973, p>0.05).

In terms of age, the null hypothesis is supported for Hypothesis 4, as there is no significant relationship between intrinsic job satisfaction and age.

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Table 21

Analysis of Variance :Intrinsic Job Satisfaction and Tenure

	N	Mean	Std. Deviation	F	p
Less than a year	9	31	8.57321		
1-4 years	22	29.0455	8.24897		
5-10 years	11	25.5455	7.32617		
11-20 years	12	29.5833	12.1764	0.525	0.757
21-30 years	5	25.2	11.2339		
More than 30 years	4	30	12.1106		
Total	63	28.5714	9.30264		

In Table 21 the results of the ANOVA indicate that there is no significant mean difference in Intrinsic Motivation based on the different lengths of service groups ($F = 0.525$, $p > 0.05$).

In terms of tenure, the null hypothesis is supported for Hypothesis 4, as there is no significant relationship between intrinsic job satisfaction and tenure.

Table 22

Analysis of Variance : Intrinsic Satisfaction and Race

	N	Mean	Std. Deviation	F	p
Black	20	24.2	8.4952		
Indian	33	30.1818	8.90384	3.583	.034*
White	9	32.1111	10.4337		
Total	62	28.5323	9.37335		

* $p < .05$

In Table 22, the results of the ANOVA indicate that there is a significant mean difference in Intrinsic Satisfaction based on the various race groups (F = 3.583, p < 0.05) with Blacks having the lowest mean score followed by Indians and Whites.

In terms of age, the null hypothesis is not supported for Hypothesis 4, as there is a significant relationship between intrinsic job satisfaction and race.

Table 23

Independent Sample t-test : Intrinsic Satisfaction and Gender

Female			Male					
N	Mean	Std. Deviation	N	Mean	Std. Deviation	t	df	p
35	29.8	8.36941	28	27.0357	10.301	1.176	61	0.244

Table 23 reflects no significant difference in Intrinsic Satisfaction amongst males and females (t = 1.176, p > 0.05).

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In terms of gender, the null hypothesis is supported for Hypothesis 4, as there is no significant relationship between intrinsic job satisfaction and gender.

In summary the null hypothesis (H0) for Hypothesis 4 is supported with regards to age, tenure and gender and not supported with regards to race.

Hypothesis 5

There is no difference in the level of extrinsic job satisfaction among the respective demographic groups (age, tenure, race and gender).

Table 24

Analysis of Variance : Extrinsic Job Satisfaction and Age

	N	Mean	Std. Deviation	F	p
21-29 years	17	36.1765	7.66677		
30-39 years	23	34.3043	9.13253		
44-49 years	16	36.125	8.38153	0.496	0.687
50 years and older	7	35.4286	10.1136		
Total	63	35.3968	8.50908		

Table 24 reflects that there is no significant mean difference in Extrinsic Job Satisfaction amongst the various age groups (F = 0.496, p > 0.05).

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In terms of age, the null hypothesis is supported for Hypothesis 5, as there is no significant relationship between extrinsic job satisfaction and age.

Table 25

Analysis of Variance : Extrinsic Job Satisfaction and Tenure

	N	Mean	Std. Deviation	F	p
Less than a year	9	36.1111	7.78531		
1-4 years	22	36.1364	8.11991		
5-10 years	11	32.1818	7.65269		
11-20 years	12	36.8333	9.76853	0.876	0.503
21-30 years	5	31.2	7.04982		
More than 30 years	4	39.5	12.5831		
Total	63	35.3968	8.50908		

In Table 25 the results of the ANOVA indicate that there is no significant mean difference in Extrinsic Job Satisfaction based on the different lengths of service groups ($F = 0.876$, $p > 0.05$).

In terms of tenure, the null hypothesis is supported for Hypothesis 5, as there is no significant relationship between extrinsic job satisfaction and tenure.

Table 26

Analysis of Variance – Extrinsic Job Satisfaction and Race

	N	Mean	Std. Deviation	F	p
Black	20	32.5	7.17085		
Indian	33	36.4848	8.6354	1.792	0.176
White	9	37.1111	10.301		
Total	62	35.2903	8.53611		

In Table 26 the results of the ANOVA indicate that there is no significant mean difference in Extrinsic Job Satisfaction based on the various race groups (F = 1.792, p > 0.05).

In terms of race, the null hypothesis is supported for Hypothesis 5, as there is no significant relationship between extrinsic job satisfaction and race.

Table 27

Independent Sample t-test : Extrinsic Job Satisfaction and Gender

Female			Male					
N	Mean	Std. Deviation	N	Mean	Std. Deviation	t	df	p
35	36.6857	7.42718	28	33.7857	9.58918	1.031	61	0.307

Table 27 reflects no significant difference in Extrinsic Job Satisfaction amongst males and females (t = 1.031, p > 0.05).

In terms of gender, the null hypothesis is supported for Hypothesis 5, as there is no significant relationship between extrinsic job satisfaction and gender.

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In summary the null hypothesis (H0) for Hypothesis 5 is supported with regards to age, tenure, gender and race.

Hypothesis 6

There is no difference in the level of overall job satisfaction among the respective demographic groups (age, tenure, race and gender).

Table 28

Analysis of Variance : Overall Job Satisfaction and Age

	N	Mean	Std. Deviation	F	p
21-29 years	17	4.88	1.317		
30-39 years	23	4.87	1.866		
44-49 years	16	4.88	1.544	0.145	0.932
50 years and older	7	4.43	2.149		
Total	63	4.83	1.651		

Table 28 reflects that there is no significant mean difference in Overall Job Satisfaction amongst the various age groups (F = 0.145, p > 0.05).

In terms of age, the null hypothesis is supported for Hypothesis 6, as there is no significant relationship between overall job satisfaction and age.

Table 29

Analysis of Variance : Overall Job Satisfaction and Tenure

	N	Mean	Std. Deviation	F	p
Less than a year	9	4.78	1.202		
1-4 years	22	5.09	1.411		
5-10 years	11	4.64	1.748		
11-20 years	12	4.83	1.992	0.383	0.859
21-30 years	5	4	2.345		
More than 30 years	4	5	2.16		
Total	63	4.83	1.651		

In Table 29 the results of the ANOVA indicate that there is no significant mean difference in Overall Job Satisfaction based on the different lengths of service groups (F = 0.383, p > 0.05).

In terms of tenure, the null hypothesis is supported for Hypothesis 6, as there is no significant relationship between overall job satisfaction and tenure.

Table 30

Analysis of Variance : Overall Job Satisfaction and Race

	N	Mean	Std. Deviation	F	p
Black	20	4.3	1.949		
Indian	33	5.12	1.431	1.557	0.219
White	9	4.78	1.641		
Total	62	4.81	1.658		

In Table 30 the results of the ANOVA indicate that there is no significant mean difference in Overall Job Satisfaction based on the various race groups (F = 1.557, p > 0.05).

In terms of race, the null hypothesis is supported for Hypothesis 6, as there is no significant relationship between overall job satisfaction and race.

Table 31
Independent Sample t-test – Overall Job Satisfaction and Gender

Female			Male					
N	Mean	Std. Deviation	N	Mean	Std. Deviation	t	df	p
35	5.17	1.339	28	4.39	1.912	1.898	61	0.062

Table 31 reflects no significant difference in Overall Job Satisfaction amongst males and females (t = 1.898, p > 0.05).

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In terms of gender, the null hypothesis is supported for Hypothesis 6, as there is no significant relationship between overall job satisfaction and gender.

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In summary the null hypothesis (H0) for Hypothesis 6 is supported with regards to age, tenure, gender and race.

5.6. THE RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND JOB SATISFACTION

The testing of the hypothesis relating to the relationship between achievement motivation and job satisfaction is discussed in this section.

Hypothesis 7

There is no relationship between the dimensions of job satisfaction (intrinsic job satisfaction, extrinsic job satisfaction, overall job satisfaction) and the dimensions of achievement motivation (goal directedness and personal excellence).

Table 31

Inter-correlations between Job Satisfaction and Achievement Motivation

		Intrinsic job satisfaction	Extrinsic job satisfaction	Overall Job Satisfaction
Persistence	Spearman Correlation	.354**	0.24	.296*
	P	0.004	0.058	0.018
	N	63	63	63
Awareness of time	Pearson Correlation	.362**	.301*	.323**
	P	0.004	0.016	0.01
	N	63	63	63
Action Orientation	Spearman Correlation	0.205	0.162	.346**
	P	0.107	0.205	0.005
	N	63	63	63
Aspiration level	Pearson Correlation	.306*	0.137	.291*
	P	0.015	0.284	0.021
	N	63	63	63
Personal Causation	Pearson Correlation	.463**	.383**	.326**
	P	0	0.002	0.009
	N	63	63	63
Goal Directedness	Pearson Correlation	.374**	.285*	.371**
	P	0.003	0.024	0.003
	N	63	63	63
Personal Excellence	Pearson Correlation	.419**	.261*	.350**
	P	0.001	0.039	0.005
	N	63	63	63
Achievement Motivation	Spearman Correlation	.424**	.295*	.389**
	P	0.001	0.019	0.002
	N	63	63	63

* $p < .05$
** $p < .01$

The results from Table 31 indicate significant relationships between the dimensions of job satisfaction (intrinsic job satisfaction, extrinsic job satisfaction and overall job satisfaction) and the dimensions of dimensions of achievement motivation at the 95% level ($p < 0.05$).

There is a significant relationship between Goal Directedness and Intrinsic Job Satisfaction ($r = 0.374$, $p < 0.01$). There is a significant relationship between Goal Directedness and Extrinsic Job Satisfaction ($r = 0.285$, $p < 0.05$) and there is a significant relationship between Goal Directedness and Overall Job Satisfaction ($r = 0.371$, $p < 0.01$).

There is a significant relationship between Personal Excellence and Intrinsic Job Satisfaction ($r = 0.419$, $p < 0.01$). There is a significant relationship between Personal Excellence and Extrinsic Job Satisfaction ($r = 0.261$, $p < 0.05$) and there is a significant relationship between Personal Excellence and Overall Job Satisfaction ($r = 0.350$, $p < 0.01$).

There is a significant relationship between Achievement Motivation and Intrinsic Job Satisfaction ($r = 0.424$, $p < 0.01$). There is a significant relationship between Achievement Motivation and Extrinsic Job Satisfaction ($r = 0.295$, $p < 0.05$) and there is a significant relationship between Achievement Motivation and Overall Job Satisfaction ($r = 0.389$, $p < 0.01$).

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In terms of Hypothesis 7, the null hypothesis is not supported as there is a significant relationship between the dimensions of achievement motivation and the dimensions of job satisfaction.

5.7. CONCLUSION

The chapter presented the research results in tabular form. Statistically significant mean differences as per the hypotheses were identified and discussed. discussed in detail.

The next chapter will discuss the result that were presented in this chapter and will highlight other research conducted in the field with reference to the findings that became apparent from the research study.

CHAPTER 6

DISCUSSION OF RESULTS

6.1.   INTRODUCTION

In the previous chapter the results of the current research study were presented and interpreted in relation to the objectives and hypotheses outlined. This chapter focuses on the meaning of the interpretation of the research results in relation to relevant research findings.

6.2.   DEMOGRAPHIC INFORMATION ABOUT THE SAMPLE

The sample consisted of 63 employees of a retail organisation. The majority of the respondents were Indian (count = 33 or 52.4%) with the sample having more females than males (count = 35 or 55.6%). Most of the respondents fall into the 30-39 years age group (count = 23 or 36.5%) and the majority of respondents have 1-4 years of service with the company (count = 22 or 34.9%).

The fact that the majority of respondents were Indian can be attributed to the three selected stores being situated in predominantly Indian areas. The organisation as a whole has more female employees than males. The organisation has a high turnover as the majority of its employees are part-time workers. The majority of employees are within the organisation for less than five years as in this time they gain experience in a field and generally leave the Company for permanent employment elsewhere.

6.3. CENTRAL TENDENCY OF THE DATA

The means and standard deviations for the dimensions of Achievement Motivation and Job Satisfaction are discussed in this section.

In terms of Achievement Motivation the results in Table 2 indicate that the employees scored highest in Persistence (M = 6.23), Goal Directedness (M = 5.83) and Awareness of Time (M= 5.22. The spread on these scores is 1.70244, 1.30218 and 1.73732 respectively indicating that this is a smaller standard deviation than the standardised group (1.96). Individuals who obtain high scores on the Persistence factor tend to persevere in seeking solutions to problems despite adverse circumstances. Goal directed individuals are intent on achieving personal goals and persevere despite adversity. Individuals who score highly on Awareness of Time work according to planned schedules and plan in advance.

These means are higher than the standardised mean of 5 but fall into the "Average" catergory. Means of 7 and higher indicate a "High" ranking of achievement motivation whilst means of 4–6 indicate an "Average" ranking. Means of 2-3 are indicative of a "Low" ranking whilst a mean of 1 is regarded as "Very Low" (Pottas et al., 1980).

The respondents scored average on Achievement Motivation (M = 4.47).

The other factors and sub-factors were ranked as "Low" with Action Orientation ranked as "Very Low" (M = 0.95). The standard deviation for Action Orientation 1.11425 which was the lowest standard deviation indicating a close grouping of the scores.

The standard deviations indicate the relative spread from the mean. In interpreting the results, the sub-factor Action Orientation is the most uniform amongst the members in the group (SD = 1.11) and the sub-factor Aspiration Level has individuals scattered further from the mean (SD = 2.44). Individuals high in action orientation are constantly active and try to make the most of their time. These indiviudals do not display these charcteristics.

From the results it appears that the subjects are generally not achievement motivated, except in the dimensions of Persistance, Awareness of Time and Goal Directedness. Statistical tests must be employed to ascertain whether the differences in the dimensions are significant.

In terms of Job Satisfaction the results in Table 3 indicate that the respondents do not display high levels of intrinsic job satisfaction (M = 28.75; SD = 9.30), extrinsic job satisfaction (M = 35.40; SD = 8.51) or overall job satisfaction (M = 4.83; SD = 1.65). As discussed in Section 5.3. the means for the dimensions of job satisfaction were all lower than the standardised means for each dimension indicating that the respondents displayed low levels of job satisfaction.

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6.4. ACHIEVEMENT MOTIVATION AMONGST THE VARIOUS DEMOGRAPHIC GROUPS

The findings of the current study indicate that there is no significant difference between goal directedness and **age**; personal excellence and **age** and achievement motivation and **age**.

These findings were expected and are supported by other studies that found no significant relationship between achievement motivation and age (Meyer & Braxton, 2002; Bhargava & Kelkar, 2000; Jernigan, Beggs & Kohut, 2002). These studies have found that in the working world of today levels of achievement motivation do not differ amongst the age groups as the world of work is changing. It is no longer the case where young employees have to work for years before they can become managers. Age is not a factor in determining career succession and young employees can have higher job statuses than their older counterparts. If age is not used as a discriminatory factor in determining pay, recognition and job titles, it is likely that age will not affect the achievement motivation of employees according to age groups. Older employees also are studying further and have a chance at promotions and bettering themselves and their achievement motivation levels are no less than younger employees.

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Studies by Oosthuizen (2001) and Kanfer and Ackerman (2000) stated that older employees are less achievement motivated than their younger counterparts as the older employees have already pursued work achievements in their younger years. While this contradicts the findings of this study it is understandable when one looks at the organisation in which the study was conducted. This organisation provides training and promotional opportunities to all employees regardless of age. A management development programme is in place where staff can train to become managers (as per conversation with the Divisional HR Manager). This programme does not favour younger employees and hence, older employees also need to constantly pursue work achievements and challenging tasks and will constantly compete with their peers regardless of age in order to progress in the organisation.

It can be concluded that if an organisation does not display age discriminative behaviour, it is highly unlikely that the levels of achievement motivation will differ amongst the various age groups. It is recommended that future research examines the relationship between achievement motivation and the various age groups in organisations that run graduate programmes where young graduates are afforded the opportunity to "fast-track" their career in the organisation and the influence that this has on the levels of achievement motivation on the older employees who did not have access to this.

The findings of the current study found no significant differences between goal directedness and the various **tenure** groups; personal excellence and the various **tenure** groups and achievement motivation and the various **tenure** groups.

These findings are in contrast to the findings of Walburgh and Roodt (2003) who found that less-tenured individuals are more focused on achievement motivation because South African organisations display the same discrimination trends as British and American companies, prescribing to the belief that a less-tenured worker is a more valued worker considering that those who have just begun their careers are more likely to expend effort in order to impress their superiors. Kanfer and Ackerman (2000) and Schrueder and Theron (2001) support Walburgh and Roodt (2003) by stating that career entrants have the highest levels of achievement motivation and these levels start to decline as they become more tenured due to boredom, lack of career growth and a focus on other areas such as job security and salary.

The findings that there is no relationship between the dimensions of achievement and the various tenure groups is an unexpected finding in relation to results reported by the researchers above. However, it is not unexpected when one looks at the organisation in which the study was conducted. A possible explanation for the findings of the current study is that the organisation in which the study was conducted does not favour less-tenured employees nor does it favour those with many years of service (as per conversation with the Divisional HR Manager).

Promotions and merit increases are based on the employees' performance. An employee who has recently joined the company has as much of a chance of promotion as one who has been in the company for several years. Training opportunities are afforded equally to all employees therefore all employees will benefit from achievement oriented behaviour as it will increase their chances of success within the company.

As in the case of age, it can be concluded that if an organisation does not reward or favour employees based on tenure, it is unlikely that the levels of achievement motivation will differ amongst the various age groups. It is a possibility that more tenured employees might display achievement oriented behaviour if they believe that they their experience makes them more employable and will aid them in career growth in other organisations. This is an area for future research.

The findings of the current study found no significant differences between goal directedness and the **gender** groups; personal excellence and the **gender** groups and achievement motivation and the **gender** groups.

These findings are in support of the research findings of Thomas (1990) and Meyer and Braxton (2002) namely, that there is no significant relationship between achievement motivation and gender.

Traditionally women were faced with work-family role conflict between their roles at home (mother, wife) and their roles at work (Frye & Breaugh, 2004). They felt guilty to be at work after being socialised to believe that a woman's sole responsibility is to care for her family. Horner (1972) coined the phrase 'fear of success' to describe the concept of women being afraid to succeed at work and display achievement oriented behaviour in an organisation because they expected negative consequences such as social rejection and/or feelings of being unfeminine. Traditionally men displayed more achievement oriented behaviour as they were socialised into the role of a career man who needs to succeed and provide for his family.

This traditional concept has changed with women entering the working world and reaching high levels of success in organisations around the world (Gani & Ara, 2010). Women have career aspirations that equal or better their male counterparts and are as likely as men to display achievement oriented behaviour in their pursuit of career progression. They are afforded equal opportunities for promotions, recognition and higher remuneration packages. It is understandable that there is no difference amongst the gender groups regarding achievement motivation levels as they are ideally regarded as equal in the organisational world and if they complete challenging tasks and strive to achieve in an organisational context their chances for success are equal to their male counterparts.

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This is obviously dependent on the ideology that a female prescribes to as much as the ideology of the organisation. One can conclude that in order for there to be no difference in the levels of achievement motivation between men and women, the organisation must treat both groups equally and the female employee must believe that she belongs in the workplace and that she has an equal chance of success as her male counterparts (Gani & Ara, 2010). Research relating to work-family conflict experienced by females can shed further insight into this.

The findings of the current study indicate that there is no significant difference between personal excellence and the **race** groups. Significant differences were however found between goal directedness and the various **race** groups and achievement motivation and the various **race** groups.

For goal-directedness and achievement motivation, it was found that Blacks experience lower levels of achievement motivation than their White counterparts. These findings were confirmed by Meyer and Braxton (2002), Terrel, Terrel and Miller (1993) and Maree, Ebersohn and Vermaak (2008). While South African organisations, in theory, do not discriminate on the basis of race and career and educational opportunities are equally afforded to all racial groups, those living in previously disadvantaged communities still face the negative effects of unemployment, lack of education and poverty, unlike the majority of their White counterparts. According to Meyer and Braxton (2002) the lower level of

achievement motivation amongst Black South Africans contributes to the lack of Black management representation in South African organisations.

Maree, Ebersohn and Vermaak (2008) provide an explanation for the lower levels of achievement motivation experienced by Black South Africans which supports global knowledge in this regard. The majority of Blacks face unemployment and poverty and consequently achievement motivation is not a primary concern for them. They do not believe that will be likely to be presented with opportunities for organisational success and do not display the achievement oriented behaviour displayed by Whites. Until the majority of the black population believes that they have equal opportunities and can focus more on their careers than their socio-economic concerns, their achievement motivation levels are unlikely to be on the same level as Whites or Indians.

Taking the above factors into consideration it is understandable that although the current organisation does not discriminate on the basis of race the socio-economic context of Black South Africans needs to change in order for them to focus on achievement motivation. A limitation of the study is that the Achievement Motivation Questionnaire does not include questions that examine socio-economic constraints faced by the respondents. Maree, Ebersohn and Vermaak (2008) have found that black South Africans would benefit from training in achievement motivation. A recommendation is that future research looks at implementing this training in this organisation and the effects thereof.

6.5. JOB SATISFACTION AMONGST THE VARIOUS DEMOGRAPHIC GROUPS

The findings of the current study indicate that there is no significant difference between overall job satisfaction and **age**, intrinsic job satisfaction and **age** and extrinsic job satisfaction and **age**.

These findings support the findings of Bernal, Snyder and McDaniel (1998) and Jung and Moon (2007) that state that there is no relationship between job satisfaction and age. A study by Ghazzawi (2011) found that there are no differences in overall job satisfaction, extrinsic job satisfaction and intrinsic job satisfaction amongst various age groups.

The findings of the study are in contrast to the majority of research findings which state that there is a positive linear relationship between job satisfaction and age (Yousef, 2000; Drafke and Kossen, 2002; Lahoud, 2006). The findings of this study are also in contrast to several studies that have found a U-shaped relationship to exist between job satisfaction and age (Clark, 1996; Buitendach & Rothmann, 2009; Hunter, 2007; Clark, Oswald &Warr, 1996), who found that higher levels of morale are generally present in younger employees. This declines as the years go by as middle-aged employees feel that they no longer have opportunities for growth and some feel that their expectations at work were

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not met. Job satisfaction levels increase as employees get older as they accept the reality of their job roles and become accustomed to their jobs.

A possible explanation for the findings of the current study is that the respondents understand that the company does not discriminate on the basis of age. Middle-aged employees are afforded opportunities to become trainee managers and merit increases are given to all employees regardless of their ages. Praise, recognition, responsibility, job security and other such aspects of the working relationship are not determined by the age of the employee. It is also likely that due to the organisation being a very stable company, employees both young and old are content with their job security (as per conversation with Divisional HR Manager).

It can be concluded that if an organisation does not discriminate on the basis of age, there should be no difference between the levels of job satisfaction experienced by the various age groups. The organisation in which the study was conducted has a comprehensive induction programme and this might contribute to all employees understanding and accepting the realities of their roles as well as the ideology of the company and understanding that there is no bias based on age.

The findings of the current study indicate that there is no significant difference between overall job satisfaction and **tenure**, intrinsic job satisfaction and **tenure** and extrinsic job satisfaction and **tenure**.

The findings of this study with regards to job satisfaction and tenure is confirmed by Gupta (2009) however the majority of research has found a positive relationship between job satisfaction and tenure (Clark, Oswald and Warr, 1996; Malik & Usman, 2011; Oshagbemi, 2003). This can be attributed to the fact that longer tenure increases chances of promotions and employees with longer tenure feel more secure in their jobs.

A possible explanation for the findings of the study is due to the fact that elements affecting job satisfaction (pay, co-worker relationships, supervision, recognition) are uniform across the various length of service groups. There should not be a difference in levels of jobs satisfaction based on length of service as all employees in the company are afforded equal opportunities regardless of length of service. Gupta (2009) found that when organisations do not have programmes where more tenured employees are rewarded with better benefits, there is most likely no relationship between job satisfaction and tenure.

Certain organisations have long-service reward programmes in place whereby more tenured employees are rewarded with more flexible working hours, more leave and increased recognition in the form of long-service certificates. It is

recommended that the relationship between job satisfaction and various tenure groups be investigated in such an organisation where tenure affects the benefits received by the employee.

The findings of the current study indicate that there is no significant difference between overall job satisfaction and **gender**, intrinsic job satisfaction and **gender** and extrinsic job satisfaction and **gender**.

These findings are in support of the findings by Donohue and Heywood (2004) and Buitendach and Rothmann (2009), who found that no significant relationship exists between job satisfaction and gender. South Africa is a democratic country that promotes equality in terms of the educational and occupational opportunities available to men and women. It can be concluded that if there is no discrimination between men and women in terms of opportunities and benefits at work, and given the equal opportunities that men and women are presented with today, there is no reason that they should differ in terms of levels of job satisfaction (Oshagbemi, 2003). In the company where the current study was conducted, men and women are equally represented amongst various job levels including management. There is no gender discrimination with regards to benefit packages and career opportunities so there should not be any reason for the levels of job satisfaction to differ.

As with achievement motivation, if a female believes that she is treated equally at work and if she believes that she has a right to be in the working world, then the traditional idea that women belong at home with their families will not influence the levels of job satisfaction experienced. The effect of work-family conflict as an influencing variable on the relationship between job satisfaction and gender groups should be investigated in future research.

The findings of the current study indicate that there is no significant difference between overall job satisfaction and the various **race** groups and extrinsic job satisfaction and the various **race** groups. There is a significant difference between intrinsic job satisfaction and the various **race** groups.

The findings of the current study found significant differences between intrinsic job satisfaction and the various race groups, with Blacks experiencing the lowest levels of intrinsic job satisfaction. This finding is in support of the findings of Buitendach and Rothmann (2009) who found that Black employees experience lower levels of intrinsic job satisfaction that White employees. An assumption for this was that Black employees require more feedback and acknowledgement than their White counterparts but this needs to be investigated further (Buitendach & Rothmann, 2009). Due to the inequities of the past, the majority of Black employees in South Africa find themselves in positions that are not conducive to job satisfaction (Ward & Kamsteeg, 2006). They might require more acknowledgement and information due to perceptions that they are not as

good as their Indian and White counterparts due to historical imbalances. This can be aided by providing adequate training to the employees in their job so that they are aware that they are meeting company expectations without necessarily receiving feedback from their supervisors. The current organisation can benefit from these findings by implementing manager training that focuses on giving feedback and acknowledgement to staff in order to improve levels of intrinsic job satisfaction.

South Africa is a democratic society that is moving forward from the inequities of the past and with time it is likely that it will result in improvement in the levels of job satisfaction experienced by Blacks.

Bowen, Cattell and Distiller (2008) found no significant differences between Black and White employees with regards to job satisfaction. This is consistent with the findings of the current study regarding overall job satisfaction and extrinsic job satisfaction. Extrinsic job satisfaction encompasses aspects such as physical working conditions, superiors, salary and hours of work. It stands to reason that the various race groups do not differ in these aspects as these are governed by labour legislation that ensures the equitable treatment of all employees regardless of race.

6.6. ACHIEVEMENT MOTIVATION AND JOB SATISFACTION

The results of the study indicate that there is a significant relationship between the dimensions of job satisfaction and the dimensions of achievement motivation.

This finding is in support of findings by Sirota, Mischkind and Meltzer (2006), Kreitner and Kinicki (2001) and Thomason (2006) who found that a need for achievement motivation contributes to higher levels of job satisfaction in employees. Employees who have higher levels of achievement motivation strive to achieve high standards of personal excellence and attempt to master challenging tasks. If their work environment affords them the opportunity to assume personal responsibility for success, set goals that are challenging and achievable and they receive feedback on their performance, they are more inclined to be satisfied with their working environment.

Hsu et al. (2010) states that achievement motivated behaviour is critical to an employee's drive to succeed in an organisational context. Achievement motivated employees are more likely to succeed in an organisation by ensuring task mastery and completion. With this success comes better pay, more recognition and increased job security. These are critical contributory factors to job satisfaction and therefore it is understandable that achievement oriented individuals will experience higher levels of job satisfaction if the success they attain is accompanied by better pay etc.

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For achievement motivated individuals to be satisfied at work they need to be satisfied with their remuneration package. According to Slocum and Hellriegel (2009) high achievers are self-confident and value their services highly. They are likely to be unsatisfied in an organisation that does not pay them well. Shailaja (2011) states that achievement oriented individuals are more satisfied in the areas of salary, security and promotional policy. This is evident in the organisation in which the study was conducted whereby higher achievers are awarded with promotional opportunities which come with better salaries. Employees who aim to achieve in this organisation are easily promoted as there are several new branches that open every year as well as the management programme that employees can join (as per conversation with Divisional HR Manager). Once they are promoted they become proficient in their line of work, and in many instances, this is a scarce and valued skill. This then contributes to their job security as they are aware that they will be difficult to replace.

Employees with a need for achievement strive towards goal attainment. Once this is achieved they experience heightened levels of self-esteem and hence job satisfaction. As they are promoted and grow within the company their need for self-actualisation is met (Maslow, 1970). This contributes to job satisfaction as knowledge acquisition through promotions and training improve an employee's self-worth and satisfies his/her need for self-actualisation.

Promotions are also accompanied by more responsibility and authority over others. McClelland and Burnham (2003) state that achievement motivated individuals have a need for power. Hoole and Vermeulen (2003) state that the stronger the perception of power and authority experienced by the individual, the higher the level of job satisfaction.

Achievement motivation theory posits that people with a need for achievement require challenging tasks in order to remain satisfied at work (Du Plessis, 2003; Rothmann & Coetzer, 2002). Strydom and Meyer (2002) found that there is a positive relation between achievement motivation and job satisfaction in terms of task enrichment. If the tasks are challenging and interesting, they will be satisfied at work. In the respondents' organisation they have a practice of multi-skilling where employees train and work in various departments. They perform various challenging tasks which are not repetitive which contribute to increased levels of job satisfaction.

What can be concluded is that achievement motivated individuals experience higher levels of job satisfaction. However, this is not a relationship that operates in a vacuum. Several other factors influence this relationship. Essentially, an individual with a need for achievement will strive to succeed in an organisation through task mastery. With this success come promotion and more training and development opportunities, which are accompanied with better salaries, more recognition and an increased sense of job security. As they strive to achieve and

attain success and more authority and responsibility, these employees' needs for self-esteem and self-actualisation are met and thus, they are more satisfied at work. For this satisfaction to be maintained tasks have to continue to be challenging and enriching as achievement motivated individuals become dissatisfied with repetitive, unchallenging tasks.

It is recommended that qualitative research be conducted regarding these impacting factors in order to better understand the relationship between job satisfaction and achievement motivation.

6.7. CONCLUSION

This chapter focused on the discussion surrounding the findings of the current study. These findings were discussed and relevant research was referred to. Conclusions were discussed in each section in detail.

The next chapter will focus on the overall conclusions and the recommendations stemming from the research results.

CHAPTER 7

CONCLUSION AND RECOMMENDATIONS

7.1. INTRODUCTION

The purpose of this study was to determine whether a relationship exists between achievement motivation and job satisfaction. Furthermore, the influence of demographic data (i.e. race, gender, age and tenure) on the factors of achievement motivation and the dimensions of job satisfaction was investigated.

The company in which the study was conducted was a South African retail organisation. A non-probability sampling design in the form of a convenience sampling method was utilised to collect data from three branches. Managers, cashiers, clerks and general assistants were invited to participate in the study. A total of 63 respondents participated in the study.

The respondents were requested to complete a biographical questionnaire, the Achievement Motivation questionnaire and the Job Satisfaction Questionnaire. Based on the data collected by these three questionnaires, statistical analyses were performed in order to test the hypotheses.

A literature review was conducted relating to achievement motivation and job satisfaction so as to establish a theoretical framework for this investigation. This

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included results from previous research undertaken in these fields. This was done to make comparisons with the results achieved in this study.

7.2. FINDINGS

The findings of this study can be summarised as follows:

1. Goal directedness is not significantly different between the categories of age, tenure and gender but shows a significance difference amongst race groups with Blacks having the lowest mean score.

2. Personal excellence is not significantly different between the categories of age, tenure, race and gender.

3. Achievement motivation is not significantly different between the categories of age, tenure and gender but shows a significance difference amongst race groups with Blacks having the lowest mean score.

4. Intrinsic job satisfaction is not significantly different between the categories of age, tenure and gender but shows a significance difference amongst race groups with Blacks having the lowest mean score.

5. Extrinsic job satisfaction is not significantly different between the categories of age, tenure, race and gender.

6. Overall job satisfaction is not significantly different between the categories of age, tenure, race and gender.

7. There is a positive relationship between the dimensions of job satisfaction and the dimensions of achievement motivation.

7.3. LIMITATIONS OF THE STUDY

Due to agreements with the Company where the study is being conducted, convenience sampling was utitilised where only willing participants were involved in data collection. The sample size was relatively small due to voluntary participation.

The majority of respondents involved in the study are employed in low-level positions and achievement motivation and job satisfaction are not a priority for these individuals whose primary focus is remuneration.

The Achievement Motivation Questionnaire does not include questions that examine socio-economic constraints faced by the respondents, which is a key concern amongst Black South Africans.

7.4. RECOMMENDATIONS

This study is based on a small sample (N=63) and should be taken as being tentative with regards to the relationships discussed.

Further investigation could focus on the following:

1. A more extensive investigation could be conducted using a larger sample. The current study only had one Coloured respondent. For future research a proportionate stratified sample should be utilised to ensure representation of all race groups.

2. The sample frame needs to be increased to include more professional subjects so as to generalise the results. The majority of the respondents do not have any tertiary education. Further investigation could focus on educational level as a biographical characteristic and its effect on achievement motivation and job satisfaction.

3. It is recommended that future research examines the relationship between achievement motivation and the various age groups in organisations that run graduate programmes where young graduates are afforded the opportunity to "fast-track" their career and the influence that this has on the levels of achievement motivation on the older employees who did not have access to this.

4. The effect of the dimension Action Orientation which falls into category "Very Low" needs to be further examined with regards to the reasons for the low score.

5. The current study has made contribution to understanding the concepts of achievement motivation and job satisfaction and the effects of demographic groups on these concepts. However, additional research is needed to further investigate the potential relationship and the effect these demographic groups and other extraneous variables, such as role ambiguity, job level and working conditions have on job satisfaction and achievement motivation.

6. Maree, Ebersohn and Vermaak (2008) have found that black South Africans would benefit from training in achievement motivation. Future research should look at implementing this training in this organisation and the effects thereof.

7. In the organisation in which the research was conducted, there are no benefits awarded based on years of service. It is recommended that the relationship between job satisfaction and various tenure groups be investigated in an organisation where tenure affects the benefits received by the organisation.

8. The introduction of legislation regulates the labour environment and prevents unfair discrimination in the workplace. The study concluded that no significant differences exist between age, tenure and gender and the

dimensions of job satisfaction and achievement motivation. This could be due to the equality that is advocated by the Constitution. Future research should focus on respondents' perceptions of equality in the workplace and the effect that these perceptions have on their levels of job satisfaction and achievement motivation.

7.5. CONCLUSION

As South Africa further embarks on its journey into a socio-economic democratic society the world of work changes according to its now heterogeneous workforce. Being a part of the global economy places great pressure on South African organisations to compete in this international arena. As organisations fight to remain profitable, employees are expected to perform optimally in fierce, competitive and stressful environments. For the organisations to succeed in the long-term, it is vital that their employees are able to perform efficiently and effectively.

With the current emphasis being placed on performance, efficiency and output, organisations run the risk of neglecting to focus on their employees' job satisfaction. This can have negative implications for both the employee and the organisation as job satisfaction has been found to have a positive effect on employee life satisfaction, mental well-being and organisational commitment (Luthans, 2002; Grun, Hauser & Rhein, 2010; Yousef, 2000). Higher levels of job satisfaction have also been related to reduced rates of absenteeism and employee

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turnover (Slocum & Hellriegel, 2006; French, 2003).Research that can aid employers to better understand their workforce will always be useful. With an understanding of what motivates and satisfies employees, employers are able to ensure that their employees will be effective and efficient thereby contributing to the attainment of organisational goals.

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Appendix 1 : Questionnaire

Dear Participant,

Thank you for agreeing to participate in my study. The following points will provide you with necessary information regarding the purposes of the study:

1. Project Title: The Relationship Between Achievement Motivation and Job Satisfaction

2. The aim of this study is to determine whether a relationship exists between achievement motivation (i.e. the desire to excel at challenging tasks and do these better than other individuals) and job satisfaction.

3. The study is being conducted for the purposes of completing my Masters degree in Industrial Psychology (MSocSci (Industrial Psychology)) at the University of Kwa-Zulu Natal, Durban.

4. My supervisor, Dr. A. Moola, can be contacted on 031-260 1087 for any queries, complaints or information required regarding this study.

5. I have chosen you as my participant because you, as an employee of Shoprite, have the necessary background and experience to base my research on. As an

employee, your job satisfaction is important and is an interesting topic for research.

6. By participating in this study, you will be required to complete a questionnaire. It will by no means affect your working responsibilities. The questionnaire will take approximately 45 minutes to complete. Once the questionnaire is completed and returned to me, you will have no further obligations.

7. By participating in this study, you will provide insight into whether achievement motivation influences job satisfaction or not, and thereby aid employers to better understand their employees.

8. All information will be stored confidentially and will only be viewed by myself and my supervisor. The questionnaires will be filed for two years and thereafter will be disposed. You are reminded that writing your name on the questionnaire is optional.

9. All information obtained will be kept confidential and used solely for the purposes of this study. Your name, company and store will not be published in the study.

10. If you choose not to participate in this study, you will not be disadvantaged in any way.

11. If at any time you feel uncomfortable when answering the questions or wish to stop participation for any reason, you may do so and you will not be disadvantaged in any way.

12. If you have any comments or queries that you would like to raise with the University regarding this research, please contact Ms. P. Ximba on 031 – 260 3587.

13. Thank you for your time and effort.

I .... (full name) hereby confirm that I understand the contents of this document and the nature of this 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.

....

Signature of participant   Date

The Relationship Between Achievement Motivation and Job Satisfaction

Section A: Biographical Questionnaire

Number of years in position: _____

Age: _____

Race: _____

Gender: _____

Section B: The Achievement Motivation Questionnaire

This questionnaire consists of a number of items where contrasting descriptions concerning two people, viz. Person A and Person B, are given. Read the two descriptions in every item and then decide which one of the two best describes you. Mark your choice with a cross over the letter A or B. You may sometimes find that none of the descriptions quite fit you, but you should, nevertheless, decide which of the two is more like you. Mark only one cross for each item.

PLEASE NOTE:

Your answer for one item should never influence your answer to another item as Person A or B of one item is not necessarily the same as Person A or B in any other item. Carefully consider each item independently from all the other items.

ITEM

1. A always plans his/her programme a long time ahead

   B seldom plans his/her progamme a long time ahead

2. A persists with every task which he/she tackles

   B finds it difficult to persist

3. A is inclined to make careless errors in his/her work

B is usually very accurate in his/her work

4. A feels that every minute of the day must be used actively

   B feels that he/she can relax a bit during his/her daily duties

5. A prefers tasks where he/she must take a risk

   B avoids tasks where he/she must take a risk

6. A sets easy goals that he/she knows he/she will be able to reach

   B aims high in spite of the possibility of failure

7. A begins preparing himself/herself for a task a long time beforehand

   B prefers to prepare for a task a short while beforehand

8. A loses heart when problems are experienced

   B perseveres with a task even though many problems are experienced

9. A believes that his/her actions are correct in most situations

   B doubts the correctness of his/her actions in most situations

10. A prefers a task that is demanding and challenging even though there is a reasonable chance of failure

B prefers simple tasks where the chance of failure is slight

11. A feels that idleness is sometimes justified
B cannot tolerate idleness

12. A does not worry too much if certain of his/her goals are not attained
B worries if he/she cannot reach all his/her goals

13. A's whole orientation is concerned with the present
B's whole orientation is concerned with the future

14. A is prepared to spend his/her free time learning a skill
B feels he/she would rather use his/her free time for relaxation

15. A is confident that he/she is able to successfully complete all tasks which he/she tackles

B is unsure whether he/she can successfully complete all tasks which he/she tackles.

16. A always has lots to do

   B sometimes looks for something to do

17. A sometimes gives up too easily

   B does not give up easily

18. A prefers to avoid all risks

   B prefers to take calculated risks

19. A avoids an occupation where high standards are demanded

   B prefers an occupation where high standards are demanded

20. A does not rest until an assignment is completed

   B is not upset when an assignment is not completed

21. A feels that time sometimes stands still

   B feels that time flies quickly

22. A prefers work of a routine nature

   B prefers demanding work

23. A will accept a challenge even though he/she is unsure of success

   B will only accept a challenge when he/she is fairly certain of success

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24. A prefers working to a timetable

    B finds it difficult working to a timetable

25. A welcomes periodical rest breaks during the execution of a difficult task

    B prefers to first complete a difficult task and then take a break

26. A relies on own abilities to overcome difficulties

    B relies on the help of others to overcome difficulties

27. A first tackles difficult tasks

    B leaves the difficult tasks for later

28. A observes how the career situation develops for himself/herself

    B has a clear plan of his/her future career which he/she follows carefully

29. A views success as resulting from personal skills

    B views success as partly pure luck

30. A finds it difficult to resume work after an interruption

    B easily resumes work after an interruption

31. A would prefer a job that offers a challenge, even though less security is attached to it

B would rather prefer work that offers security, even though there is less challenge.

32. A is not worried is he/she deviated from his/her timetable

    B feels discontented if he/she deviates from his/her timetable

33. A tends to give up easily

    B endures until the end

34. A can for an unlimited time focus his/her attention on carrying out a task

    B's attention is easily distracted while performing a task

35. A is vague as to his/her future plans

    B has very clear future plans

36. A does not easily accept help in the solving of a complex task

    B readily accepts help in the solving of a complex task

37. A feels that time passes by too quickly

    B has enough time to "live it up"

38. A feels that his/her actions can at times be planned better

   B always acts in a planned way

39. A views personal skills as important for success

   B accepts tat luck can play a role in success

40. A avoids tasks to which great risks are attached

   B prefers tasks to which great risks are attached

41. A always has a full programme

   B's programme is not always full

42. A feels that external factors make his/her control of situations difficult

   B usually feels in control of a situation

43. A does not enjoy to organize his/her life strictly

   B enjoys to organise his/her life strictly

44. A often tackles more difficult tasks where he/she is not sure of whether he/she

   will be able to complete them

   B rather tackles easier tasks which he/she is sure he/she can complete

45. A is not always sure of his/her plans for the following year

B mostly has clarity as to what he/she is going to do the following year

46. A is usually discouraged by his/her misfortune

B is never discouraged by his/her misfortune

47. A prefers a challenging profession to an interesting profession

B prefers an interesting profession to a challenging profession

48. A seldom works to a timetable

B mostly works to a timetable

49. A prefers challenging situations in spite of a real chance of failure

B prefers situations where he/she is sure of success

50. A finds its easier to leave work incomplete because he/she can finish it later

B does not leave work incomplete if there is enough time to complete it

51. A seldom plans a programme according to which he/she is to carry out all his/her activities

B usually plans a programme according to which he/she is to carry out all his/her activities

52. A tends to forsake plans if circumstances become unfavourable

   B completes his/her plans to the 'bitter end' even though circumstances are unfavourable

53. A easily wastes time

   B uses every minute

54. A starts immediately when an assignment is given to him/her

   B waits a while before he/she starts on an assignment

55. A prefers tasks with an average level of difficulty

   B prefers very difficult or very easy tasks

56. A mostly decides for himself/herself what to do in certain situations

   B usually allows himself/herself to be lead by the opinions of others in his decision-making

57. A is sometimes idle

   B is always busy

58. A accepts resignedly if his/her watch loses time

B is irritated if his/her watch loses time

59. A relaxes only after a task has been completed

    B relaxes even before a task has been completed

60. A will be satisfied if he/she fares well, even though he/she does not come out

    right on top

    B wants to reach the highest level at all costs

61. A completed the easier jobs first as he/she can complete them with confidence

    B completes the difficult tasks first so as to get over with

62. A sets standards for himself/herself that are not too high or too low

    B usually sets high standards for himself/herself

63. A finds it difficult to do something more than what he/she resolved to do

    B usually gets more done than what he/she resolved to do

64. A blames himself/herself if he/she oversleeps

    B is not much concerned if he/she oversleeps

65. A prefers an occupation that demands a very high standard

B prefers an occupation that demands an average standard

66. A usually carries on with relatively difficult jobs until he/she masters them

B usually gives up before he/she has mastered a relatively difficult job

67. A is prepared to take a chance to complete his/her plans even though circumstances are less favourable

B is not prepared to take a chance and carry out his/her plans if circumstances are unfavourable

68. A always ensures that his/her watch is set to the correct time

B is less concerned as to whether his/her watch is set to the correct time

69. A prefers situations in which he/she is mainly required to follow directions developed by others

B prefers situations in which he/she can personally take initiative to make things happen

70. A It worries A if he/she was late for an appointment

B does not worry if he/she is occasionally late for an appointment

71. A prefers an important and difficult task even though there is only a 50% chance of success

B avoids an important and difficult task where there is only a 50% chance of success

72. A finds it easy to start a new task even though the previous task is incomplete
B does not start easily with a new task while the previous task is incomplete

73. A prefers goals which he/she can attain without much effort
B prefers goals for which he/she has to exert a great amount of effort

74. A feels guilty when he/she somewhere uses his/her time ineffectively
B does not mind if he/she sometimes wastes time

75. A prefers a work situation that requires a very high standard of excellence
B prefers a work situation demanding an average standard of excelellence

76. A sometimes does not know what to do with his/her time
For B time usually passes too quickly

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77. A has a need to succeed

    B has a need to avoid failure

78. A first completes an urgent job at home before he/she can relax

    B prefers to relax at home and then do the urgent job the next morning

79. A becomes disheartened by setbacks

    B regards setbacks as a new challenge

80. A believes that if completion of a job is postponed it will never get done

    B feels that 'tomorrow is another day' with regard to the execution of a task

81. A prefers working for an established firm

    B prefers to manage his/her own business undertaking

82. A's conscience always worries him/her if he/she has not executed a job to the best of his/her ability

    B's conscience seldom worries him/her if he/she has not executed a job to the best of his/her ability

83. A can accept easily that no solution to a problem exists

   B keeps on searching until he finds a solution to the problem

84. For A structure and order in his/her life is very important

For B structure and order in his/her life is unimportant

Section C: Job Satisfaction Scale

The next set of items deals with various aspects of your job. I would like you to tell me how satisfied or dissatisfied you feel with each of these features at your present job. Each item names some aspects of your present job. Next to each item indicate the number corresponding to your level of satisfaction or dissatisfaction:

1 = I'm extremely dissatisfied

2 = I'm very dissatisfied

3 = I'm moderately dissatisfied

4 = I'm not sure

5 = I'm moderately satisfied

6 = I'm very satisfied

7 = I'm extremely satisfied

1. The physical working conditions

1	2	3	4	5	6	7

2. The freedom to choose your own method of working

1	2	3	4	5	6	7

3. Your fellow workers

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1	2	3	4	5	6	7

4. The recognition you get for good work

1	2	3	4	5	6	7

5. Your immediate boss

1	2	3	4	5	6	7

6. The amount of responsibility you are given

1	2	3	4	5	6	7

7. Your rate of pay

1	2	3	4	5	6	7

8. Your opportunity to use your abilities

1	2	3	4	5	6	7

9. Industrial relations between management and workers

1	2	3	4	5	6	7

10. Your chance of promotion

1	2	3	4	5	6	7

11. The way your company is managed

1	2	3	4	5	6	7

12. The attention paid to suggestions you make

1	2	3	4	5	6	7

13. Your hours of work

1	2	3	4	5	6	7

14. The amount of variety in our job

1	2	3	4	5	6	7

15. Your job security

1	2	3	4	5	6	7

X. Taking everything into consideration, how do you feel about your job as a whole

1	2	3	4	5	6	7