

**WORK VALUES AND ITS RELATIONSHIP TO JOB SATISFACTION**

**BY**

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## **ABSTRACT**

Work values represent a degree of importance, worth and desirability of the events that occur at work (Knoop, 1993), while job satisfaction represents the gratification of an individual's needs and wants pertaining to the job. Work values and needs are important concepts that aids in the examination of an individual's potential for job satisfaction (Drummond & Stoddard, 1991). The purpose of this research was to determine if there is a significant relationship between work values and job satisfaction. A quantitative study was used with a sample of 120 participants. The study consisted of three instruments, the job satisfaction questionnaire (OSI), the VSM 94 (The Values Survey Module), and the biographical information questionnaire. This study revealed that there is a significant relationship between the overall job satisfaction and the overall work values within the sample. Furthermore, there is a significant relationship between the work values dimension of uncertainty/avoidance and job satisfaction. There was no difference in work values and job satisfaction between genders. However, there were differences in work values between the various racial groups. Furthermore, there were differences in the work values dimension of masculinity between different age groups. Implications of these findings and differences in the relationship between constructs are discussed.

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1. Introduction**

This chapter provides an overview to the background of this study, the rationale and problem statement, and the research objectives and research questions. The chapter concludes with a summary of the chapters to follow.

### **1.2. Background**

The development of organisations can be described as a state of change (Schoenberger, 1997). Propelled by the pressures of time, space and competition, organisations of the 21<sup>st</sup> century are constantly being challenged by new problems and opportunities which compel them to adapt by changing their existing practices and ways of thinking (Schoenberger, 1997). Hence, change has become an inevitable practice in current organisations. Therefore, research within the area of work values and job satisfaction in the South African context has become vital.

### **1.3. Problem Statements**

The environments in which organisations operate are in a constant state of flux as it exists in an era of “global, national, and regional commercial competitiveness” (French and Bell, 1999, p. 324). Hence, organisations adopt change strategies in an attempt to cope with the turbulent era. These change strategies include restructuring, downsizing, alliances, and mergers. This new paradigm that proclaims organisations have brought

upon the emergence of some of the most successful and innovative organisations. Some of which have deemed the exploration of job satisfaction and work values among their employees a top priority.

Hence, job satisfaction has increasingly become an area of concern for most organisations. The reasons being, satisfied employees tend to be more creative, productive, and committed to their jobs. One of the major contributing aspects within the construct of job satisfaction is that of work values. Values in this context refer to broad categories that employees may be assigned to (Knoop, 1994). The identification of one's work values may prove to be advantageous to both the employer and the employee as the employee would be engaged in a job that is congruent with their values as well as have a sense of satisfaction, hence increased productivity (Knoop, 1994). Employees often make decisions and choices based on the values they prize rather than the work itself. However, developing a framework for work values within organisations in the South African context would need to take consideration of the construct of culture as well as the biographical differences such as age, gender and race.

The development of a framework of work values and job satisfaction within the South African context would create work environments that would attract, motivate and better position hard working individuals so as to succeed in a competitive environment that demands both quality and cost efficiency.

#### **1.4. Research objectives and aims**

The general aim of the research project is to determine whether there is a statistically significant relationship between work values and job satisfaction. This would provide useful insight into understanding the relationship between these two constructs as well as the impact that it has within the work environment in a country that is rich in culture and diversity. Furthermore, the relationship between work values, job satisfaction and the biographical factors such as age, gender and race will also be determined. The specific objectives and aims are:

- To determine the relationship between work values and job satisfaction.
- To determine whether there is differences in biographical data and work values.
- To determine whether there is differences in biographical data and job satisfaction.

To obtain these objectives, the following research questions are asked:

- What is the relationship between work values and job satisfaction?
- What is the relationship between biographical data and work values?
- What is the relationship between biographical data and job satisfaction?

These objectives were achieved by conducting a quantitative research study with a random sample population of 120 participants. The research study was conducted within an industrial organisation in the Durban area and consisted of three instruments, the job satisfaction questionnaire (OSI), the VSM 94 (The Values Survey Module), and the

biographical information questionnaire. The three instruments were combined to form a single battery and were used as the data gathering instrument. Once the data was collected, it was analysed and interpreted in relation to the research objectives and aims.

### **1.5. Summary of chapters to follow**

This treatise consists of the following chapters:

#### **CHAPTER ONE: INTRODUCTION**

This chapter provides an overview of the background to the study as well as the research aims and objectives.

#### **CHAPTER TWO: LITERATURE REVIEW**

This chapter aims to provide definitions as well as a review of research on work values and job satisfaction. Additionally, the theoretical framework is discussed.

#### **CHAPTER THREE: RESEARCH METHODOLOGY**

This chapter comprises of the research design, sampling method and procedures, data gathering as well as the data analysis methods used.

#### **CHAPTER FOUR: RESULTS**

This chapter presents the results of the research as well as the methods of data analysis and interpretation that were used. The results are displayed in the form of tables.

## **CHAPTER FIVE: DISCUSSION OF THE RESULTS**

This chapter discusses the results that emerged from the research.

## **CHAPTER SIX: CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS**

This chapter aims to draw conclusions which are integrated with existing literature. Furthermore, the limitations of the study are presented and recommendations are made for future research.

### **1.6. Summary**

This chapter aimed to introduce the research topic as well as the research aims and objectives. The main aim of this study is to determine if there is a statistically significant relationship between work values and job satisfaction. The next chapter presents definitions of job satisfaction and work values, a review of research as well as the discussion of the theoretical framework.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter consists of the definitions of work values and job satisfaction. It also consists of a review of research related to the study of work values and job satisfaction as well as a theoretical framework that illustrates how one can influence the other.

#### **2.2. Work Values**

In taking cognisance of Locke's (1976) definition of job satisfaction in relation to work values, "this construct consists of evaluating how the needs of an employee are fulfilled through the presence of certain conditions, or the achievement of goal in the work setting, that are aligned to the value priorities of the subject" (Archiniega and Gonzalez, 2005, p.128). The term 'work value' is often used by organisational researchers to include a variety of notions ranging from ones work preferences to business ethics. However there is little recognition of the study of work values as a multidimensional construct. According to Dose (1997) on a conceptual level there has been focus on work values as preferences, needs, or a system of ethics. In order to study work values appropriately, one would need to firstly gain an enhanced understanding of the concept of values.

According to Dose (1997) various theorists have explained values as beliefs (Rokeach, 1968), goals (Schwartz and Bilsky, 1987), needs (Super, 1973), attitudes (Eagly, and Chaiken, 1992), and criteria that one may conform to for the purpose of choosing goals

(Locke, 1976). On the other hand, Hofstede defined values as “a broad tendency to prefer certain states of affairs over others” (Hofstede, 1984, p. 18). Values are a construct that are not directly observable and is often evident in other constructs such as an individual’s attitudes, needs, goals and behaviour (Rokeach, 1969). Although the definition of values may differ among various theorists; most value theorists agree that values are “standards or criteria for choosing goals or guiding action and are relatively enduring and stable over time” (Dose, 1997, p.220).

Values are considered as normative standards that an individual may conform to in order to choose appropriate behaviours (Elizur, 1984). Individuals make judgments on what is considered valuable in their lives based on the principles or standards that they conform to on either a collective or an individual level (Alas, 2005). These principles and values exist and are transferred through social connections and may differ between cultures and countries. Elizur (1984) further defined work values as the importance the one may attach to specific outcomes that result within the work context.

The concept of work values can be further divided into three categories: intrinsic values, extrinsic values and lifestyle values. Ones intrinsic work values can also be regarded as ones desired end states which are dependent on the actual content of the work while extrinsic work values are independent of the work content (George and Jones, 1997). Intrinsic values refer to the end states that occur through work activities which would provide a sense of accomplishment which is dependent on the content of the work (George and Jones, 1997). Alternatively, extrinsic values refers to the end states that

occurs as a result of work activities which are independent of work content such as family security (George and Jones, 1997).

Work values have become essential evaluative standards that individuals use to judge as well as interpret their work experiences (George and Jones, 1997). Furthermore, it was established that an individual's culture, personality and society play a vital role in influencing the development of one's values. Hence, the study of values becomes a complex task. Theorists have now placed emphasis on exploring the concept of values within the organisational context. Hence, there has been an increase in the study of work values. The reason being, researchers have realised the importance of studying work values at the workplace as it contributes immensely to the employees efficiency at an organisation. Therefore, work values have been researched as preferences for the type of work environment as well as the type of work that an individual would take into consideration when making job related decisions.

However, it is important to note that individuals of different occupational groups adopt different values. These differences are an essential component for consideration in future research. The reason being, the differences in values across occupations leads to conflict within and between organisations when individuals are required to interact with each other (Johns, 1996). Zytowski (1970 as cited in Dose, 1997) defined the construct of work values as "a set of concepts which mediate between the person's affective orientation and classes of external objects offering similar satisfaction" (p. 221). Based on previous theory, Dose (1997) proposed that work values be defined as standards that

an individual uses in order to evaluate the work or the work environment as well as distinguish what is considered right and assess the importance of their preferences.

### **2.2.1. Hofstede's work related values perspective**

Hofstede (1984) proposed a study that aimed to establish the relationship between work values and culture which led to the development of a work values questionnaire. Hofstede's research questioned over 116,000 IBM employees over 40 countries about their work values. His research included 20 different language versions of the questionnaire that was used. Based on the results of this comparative research, values were initially factor analysed into four dimensions of work related values. These values were: power distance, uncertainty avoidance, individualism versus collectivism, and masculinity versus femininity.

Thereafter, research conducted by Hofstede and Michael Harris Bond of the Chinese University of Hong Kong in the 1980's led to the development and addition of a fifth dimension (Hofstede, 2001). This dimension was referred to as 'long versus short-term orientation'. The addition of another dimension left Hofstede's work open to criticism and raised questions related to the possibility of the existence of various other dimensions. However, Hofstede explained that one should understand that these dimensions do not merely 'exist', but are constructs which are products of one's imagination (Hofstede, 2001).

The five dimensions are as follows:

1. Power Distance

This being the first dimension surrounds the basic issue of human inequality. The basic concept is human inequality was thought to have occurred in areas such as prestige, power, and wealth where different societies place different weights on status inconsistencies (Hofstede, 2001). This dimension can be further defined as the extent to which individuals that are less powerful accept that power is distributed unequally within an organisation. Although these inconsistencies do exist, one has to acknowledge that power inequality is both an “inevitable and functional” within an organisational context (Hofstede, 1984, p. 65). This type of inequality is one that is usually formed from the hierarchical structure within an organisation. According to Hofstede (1984), an individual that prefers a high power distance would accept the power inequality while a low power distance would indicate a preference of an equal distribution of power.

Unequal power distribution in an organisation can be referred to as the essence of organisational functioning. The reason being, it is an essential component for organisational control. Hence, the power is distributed in hierarchies within utilitarian organisations. Although these inconsistencies exist, according to Hofstede (2001), it is essential to note that the manner in which individuals in a hierarchy (boss and subordinate) choose to play their roles is largely dependent on the mental programming as well as their psychological interaction with each other. Based on this, Hofstede (2001)

stated that one's mental processes include personality and values that are affected by societal norms, hence, affects behaviour.

This boss-subordinate relationship can be better understood by making reference to the power distance concept. According to Hofstede (2001), the concept of power distance between boss and subordinate is a measure of the interpersonal influence or power as perceived by the less powerful of the individual in the relationship.

## 2. Uncertainty Avoidance

The second dimension of uncertainty avoidance can be defined as the extent to which individuals feel threatened by uncertain situations as well as the extent to which certainty is created so as to avoid any situations of uncertainty. High levels of uncertainty avoidance infer a high level of discomfort while low levels of uncertainty avoidance infer lower levels of discomfort in uncertain situations (Hofstede, 1984).

Uncertainty is a common attribute of human functioning. Human societies cope with the threats of uncertainty through the fields of law, religion and technology. In a similar stance, uncertainty within an organisational setting usually takes the form of rules, technology, and rituals (Hofstede, 2001). Technology alleviates the concept of uncertainty by creating short-term predictability. Rules are referred to as the manner in which organisations attempt to reduce internal uncertainty which usually originates from the unpredictability of behaviour between the members and stakeholders in an organisation.

Rituals are a functional part of human nature in both the societal and organisational contexts. They are deemed functional as they allow individuals to cope with situations where there is a threat of intolerable uncertainty (Hofstede, 2001). Although Hofstede speaks of rituals, one should realize that these acts are not limited and specific to primitive societies. Rituals in modern society and more specifically in modern organisations include those acts such as business meetings which possess their own language and taboos. Hence, there are numerous rituals that are present in modern organisations that serve to avoid uncertainty.

### 3. Individualism versus Collectivism

Within this third dimension, Hofstede (1984) defines individualism as a construct where one is expected to take care of themselves and their closest family only. Collectivism alternatively is defined as a context wherein an individual belongs to an in-group or collectivity (i.e. a nuclear family, a tribe) and is responsible to take care of their needs for loyalty in return. Hence, this dimension describes the relationship between the individual and collectivity which has various implications for one's values and behaviour. Some cultures view individualism as a positive concept while others view it as a form of alienation (Hofstede, 2001).

According to Hofstede (2001), the norms present in any given society in relation to the degree of individualism and collectivism expected from them is bound to affect the manner in which one engages in their relationships with other members of the organisation that they may belong to. Those individuals that belong to more collectivist

societies possess a greater degree of emotional dependence on members of the organisation that they belong to. It is essential to note that the degree of individualism in an organisation does not solely depend on one's societal norms but on various other factors as well. Some of these factors include the organisation's history, the size of the organisation, one's educational level, as well as the organisational culture.

#### 4. Masculinity versus Femininity

The fourth dimension is referred to as masculinity with its counterpart being femininity. The differences in gender are an important concept as it illustrates how different societies cope in different ways. However, the issue surrounding the concept of gender is related to its influence on the emotional and social roles of the genders (Hofstede, 2001). Research conducted by Hofstede (2001) reveals that men tend to attach added importance to aspects related to ego goals such as success, money, and materialistic objects while women attach more importance to social goals which are associated with the dominant values of caring for one another, relationships, the physical environment, and an emphasis on the quality of life.

However, it is also important to note that the importance of work goals in relation to masculinity and femininity varies across occupations and countries. Hence, masculinity would be associated closely with roles that are determined by gender while femininity is associated with practices that have minimal differentiation related to gender.

## 5. Long- versus short-term Orientation

This dimension was later added onto the work related values of Hofstede. The long-versus short-term orientation is largely based on aspects suggestive to the teachings of the Confucius. It opposes the aspects of Confucius thinking in relation to “persistence and thrift to personal stability and respect for tradition” (Hofstede, 2001, p. 351). Initially, the research conducted by Hofstede used questionnaires that were solely developed for Western minds. If one has to take cognizance of the cultural relativity of the dimensions, then the research instrument used would be open to criticism as the questionnaire was not only administered to Western respondents but non-Western respondents as well (Hofstede, 2001).

This directed further joint research by Hofstede and Michael Harris Bond which led to the establishment and addition of the fifth dimension. Long term orientation refers to a society that engages in fostering virtues towards future rewards. Short term orientation on the other hand refers to a society that engages in fostering virtues related to the past and the present. It places emphasis on tradition as well as the fulfillment of social obligations.

According to Rokeach (1973 as cited in Judge and Bretz, 1992) values are intrinsic perspectives of what an individual perceives to be right or wrong. Therefore, an individuals’ work values would represent these perspectives as applied to the work context. Hence work values motivate and influence one’s goal commitment to a job.

Although Hofstede's research and investigation of the concept of Values across culture was groundbreaking and widely recognized; one has to take cognizance of the critique of his research. According to Kruger and Roodt (2003), culture is often described as a complex web of norms, attitudes and beliefs that are common to a specific group or culture. Hence, one cannot assume that instruments or research that may have cross-cultural equivalence in one country may elicit similarities in another.

### **2.2.2. Values across culture**

Organisations and businesses have increasingly become global entities. Hence, one's ability to adjust, understand and appreciate the basic differences across cultures has become an essential practice in modern organisations. Culture can be understood as "the collective programming of the mind which distinguishes the members of one category of people from those of another" (Hofstede, 1984, p. 389). The concept of 'work' itself is valued differently by different cultures (John, 1996). Most of the research related to work values have focused on cases in the Western society and as a result has neglected addressing the issues of ethnic groups within society (Cheung and Scherling, 1999).

Such research is of interest due to the varying sociocultural and diverse contexts of certain societies being sharply different from that of Western societies. The influence of culture on work values is a consistent theme in most research. One such study conducted on subjects from 11 cultures around the world by Quintanilla and England (1996) revealed that the terms that individuals use to define the work activities ranged from individual costs and burdens to its social benefits. Hence, research such as these aim to

explore the differences in the dimensions of work values. Therefore, contextual space becomes a vital element when developing a framework to describe the construct of work values.

### **2.2.3. Work values and demographic factors**

Researchers have investigated the concept of work values as both “antecedents of organisational phenomena and/or as outcomes of demographic, environmental, and even genetic determinants” (Keller, Bouchard, Arvey, Segal, and Dawis, 1992; Shapira and Griffith, 1990 as cited in Sagie, Elizur and Koslowsky, 1996, p. 505). Due to the similarity between these concepts and that of work values, there is frequent confusion between them. Hence, it is essential to be able to distinguish as well as clarify the similarities and differences that may exist between the concept of work values and its correlates.

- Demographics and work values: researchers have investigated various demographics as correlates of work values. Hence, demographics such as age, seniority and education were correlated with the concept of work values (Cherrington, Conde and England, 1979). Gender is another demographic variable that is widely examined with regards to its relationship the concept of work values. Based on the research that has been conducted, it is evident that there is a difference in the work values adopted by men and women (Herzberg, Mausner, Peterson and Capwell, 1957 in Mottaz, 1986).

Researches such as these infer that men are more likely to assign greater importance to extrinsic and economic rewards such as security, promotions, pay and benefits. Women

on the other hand, are more likely to assign greater importance to social rewards such as the interpersonal relationships within the work context (Mottaz, 1986). Hence, demographic variables should be considered when attempting to make correlations.

- Genetic: one of the most frequently asked questions with this regard is related to whether there is a genetic component in the development of work values. Studies conducted by Keller et al (1992) infer that 40 percent of the variance of an individual's work values arises out of the genetic component while 60 percent of the variance of the work values are environmentally based (Mottaz, 1986). Although the study by Keller et al (1992) provides valuable input towards the understanding of work values, its generalisability can be questioned. Hence, further research regarding the genetic component of work values should be explored.

- Work ethics: research indicates that an individual's ethics are derived from the religious or traditional background that they may come from. This in turn influences and impacts on the work values that one may conform to. These would include attributes such as diligence and achievement (Sagie, Elizur and Koslowsky, 1996).

- Motivation: theorists such as Allport, Vernon and Lindsey (1951) have suggested that the construct of work values should be considered as motivators (Sagie, Elizur and Koslowsky, 1996). The reason being, values have the ability to be able to motivate behaviour.

#### **2.2.4. Work Values in the South African Context**

Within the South African context, one cannot study the construct of work values without taking into consideration the elements of culture. The new democratic system adopted by South Africa has subjected this country to a decade of major transformations that has and will continue to affect the nature of the work values of individual's within the workforce in this country (Steyn and Kotze, 2004).

The social policies and workplace practices have been restructured so as to allow the majority of the previously disadvantaged South Africans to be afforded equal rights and equal opportunity into both the public and the private work sectors (Steyn and Kotze, 2004). In taking cognizance of the diversity of cultures within the South African work context, it is essential for one to be able to understand as well as incorporate the various work related values within their contexts so as to obtain a harmonious workplace and satisfied employees.

Hofstede's research, cross cultural studies and his development of cross cultural theory has provided current researchers with insight to the gaps that exist within cross cultural research.

#### **2.3. Job Satisfaction**

Most individuals spend a large amount of their lives at work, hence the study and understanding of the factors contributing to one's job satisfaction is fundamental in improving the well-being of a large number of individuals who consider their job to be an

essential aspect of their lives (Weir, 1976). According to Gavin and Vinten (2005), organisations whose employees have a higher degree of job satisfaction tend to possess lower levels of stress, absenteeism and turnover. According to John (1996), individuals that appear to be satisfied with their jobs tend to be psychologically healthier. Hence, a positive attitude towards ones job usually infers a positive attitude towards one's life in general.

Job satisfaction is considered a nebulous concept as one cannot provide a single agreed definition for it (Mumford, 1972). Despite the inconsistency in finding one agreed definition of job satisfaction; there are various theories that are intended to understand the concepts of job satisfaction. According to Brooke, Russel, and Price (1988) job satisfaction can be defined as an individual's general attitude towards his/her job as well as the satisfaction of ones needs and wants. In addition Locke (1976) defines job satisfaction as a positive emotional state that can be considered as pleasurable which results from appraisal that an individual may receive from a job.

Locke (1976) further inferred that the concept of job satisfaction is one that can be identified as an emotional response. This suggests that the true meaning of the concept can be explored by a process which is directed towards an individual's "mental contents and processes" (Locke, 1976, p. 1300). According to Gruneberg (1979), the theories have been divided into two categories: content theories and process theories. Content theories explore the factors that influence ones job satisfaction while process theories explore the process by which variables such as needs, values, and expectations interact

and influence the characteristics of a job so as to produce job satisfaction. Based on the above definitions, it is evident that there is no one agreed definition of job satisfaction.

Current researchers such as Gavin and Vinten (2005) define job satisfaction as a concept that can be described as being composed of an individual's perceptions, beliefs, and attitudes that one may associate within his/her work environment. The concept of job satisfaction is further described as a pleasurable emotional state which usually results from the judgment of an individual's job (Alas, 2005). These are based on factors within the work environment such as: the working conditions, the benefits, the procedures and the policies that may exist within that particular work context (Gibson, Ivancevich and Donnely, 2000). Hence, the expression of an individual's job satisfaction affirms that his/her important needs are being fulfilled.

Both previous and current research shows that there is no single agreed definition of job satisfaction. Furthermore, it is evident that the core concepts overlap among the different theorists descriptions of job satisfaction. Hence, new definitions of job satisfaction do not differ much from the older definitions.

#### **2.4. Theories of Job Satisfaction**

Although the constructs of job satisfaction and work values are seemingly different, there is a vast array of theories that could be used to describe and understand the relationship between the two. This connection is most appropriately reflected in the process and content theories. The process theories attempt to identify values that are causal to job

satisfaction while content theories places emphasis on identifying values conducive to job satisfaction (Knoop, 1994). Hence, the content and process theories will be further discussed in an attempt to gain an enhanced understanding of the constructs.

#### **2.4.1. Content theories**

Content theories are those that infer that certain needs and values need to be attained and satisfied in order for an individual to experience a degree of satisfaction with his/her job (Locke, 1969). These include theories such as Maslow's hierarchy of needs and Herzberg's two factor theory (Gruneberg, 1976).

##### **a. Maslow's Need Hierarchy Theory**

This theory infers that one's job satisfaction will involve fulfilling the needs of an individual. Maslow postulated a needs theory where needs are divided into higher and lower order needs.

The needs are:

1. Basic physiological needs, including air, food, water, etc. These needs are categorised as being the most essential and dominant needs of all. This infers that if an individual's physiological needs are unsatisfied then all other needs will and can be defined as unimportant (Weir, 1976).

2. Safety and security needs, including economic security and freedom from threats. Once the physiological needs are satisfied, a new set of needs emerge known as the safety

and security needs. An individual's needs for safety, security, and reduced threat or danger are evident in infants and children. Hence, the need to seek safety and security in the world can be perceived as a preference for most individuals as opposed to the unknown (Weir, 1976).

3. Social (affection) needs, including love and affection. Once the physiological and the safety and security needs are satisfied, an individual seeks another set of needs known as the social needs where one realizes the need to forge affectionate relationships with others (Locke, 1976).

4. Esteem needs. This being the next set of emergent needs can be classified into two types: an individual's need for mastery and achievement and the need for reputation, recognition and approval from others. Once an individual experiences a degree of satisfaction of the esteem needs, it "leads to feelings of self-confidence, worth, strength, capability, and adequacy, of being useful and necessary in the world" (Weir, 1976, p. 73).

5. Self actualisation needs. This set of needs refers to an individual's need and desire for self-fulfillment, becoming everything that an individual is capable of accomplishing (Weir, 1976; Locke, 1976). These needs may vary from individual to individual.

The first three needs are categorised as lower order needs while the fourth and fifth are categorised into higher order needs (Gruneberg, 1979). Maslow further states that only when the lower order needs are fulfilled, then can one seek to fulfill higher order needs. However, Maslow's need hierarchy theory does not claim that the lower order needs

always has to be satisfied before the higher order needs but rather that it is more likely that the lower order needs will be fulfilled than the higher order needs (Locke, 1976). This theory when related to the job situation would infer that only when lower order needs such as security and pay are satisfied can an employee seek satisfaction and achievement from the job itself.

### **b. Herzberg's Motivator-Hygiene Theory**

Herzberg's motivator-hygiene theory (also referred to as the two factor theory) is based on a study conducted on 200 accountants and engineers whom were asked to describe moments when they felt satisfied with their jobs as well as moments when they felt dissatisfied with their jobs (Herzberg, Mausner, and Snyderman, 1959 as cited in Locke, 1976). As a result of this study, Herzberg distinguished job satisfaction into two classes of factors. The first class includes motivation factors such as recognition, achievement, and intrinsic interest in the work. The presence of these factors in the work context will lead to satisfaction; however, the absence of these factors does not lead to dissatisfaction.

The second class consists of factors that are referred to as hygiene factors (pay, security, and working conditions) which when inadequate will lead to dissatisfaction but when adequate will not necessarily lead to satisfaction (Gibson, Ivancevich, and Donnelly, 2000). In using these two categories, Herzberg (1959) argues that the causes of satisfaction and dissatisfaction are distinct and separate (Gruneberg, 1979).

Prior to the work of Herzberg, job satisfaction was understood as a uni-dimensional concept. This meant that job satisfaction could be placed on a scale of extremes with job satisfaction on one end of the scale and job dissatisfaction on the other end of the scale (Gibson, Ivancevich, and Donnelly, 2000). This inferred that the concepts of job satisfaction and job dissatisfaction are interdependently related where the removal of one would cause the other and vice versa. The model developed by Herzberg however, indicates that job satisfaction is not a uni-dimensional concept as the removal of one concept does not necessarily result in the other.

Although Herzberg's theory provides valuable input into the understanding of job satisfaction, it is the most criticised of the content theories (Knoop, 1994). One of the major criticisms is based in relation to the sample that was used in the initial study during the development of this theory. Most critics would question the applicability of the limited sample to other occupational contexts or countries such as its applicability to the South African context. Other researchers critique this theory for its oversimplification of the concept of job satisfaction. The reason being, the removal or addition of certain hygiene factors or motivators does not necessarily produce job satisfaction (Gibson, Ivancevich, and Donnelly, 2000). In an attempt to understand and explore job satisfaction, it is essential to acknowledge the complexity of the concept.

Although Herzberg's theory is much criticised, it is still very relevant as it proposes the dimensional feature of the concept of job satisfaction. Hence, this theory suggests that

the concepts of job satisfaction and dissatisfaction are not interdependently related or rigid as earlier research has suggested.

#### **2.4.2. Process Theories**

Unlike the content theories that aim to identify the factors that influence job satisfaction and dissatisfaction; process theories are aimed at exploring the interaction between variables with regards to its relationship to the concept of job satisfaction (Gruneberg, 1979). These theories explore job satisfaction as being determined by the context and nature of the job, the needs, expectations, and the values that an individual may have in relation to the job.

##### **a. The Expectancy and Equity Theory**

The Expectancy theory provides an individual with a “frame of reference by which he judges the world about him” which also affects the how the individual behaves and interacts with the environment and other individuals (Gruneberg, 1979, p. 19). The essential concept being put forward by the expectations and equity theory makes reference to when an individual begins to compare his/her inputs and outputs from a particular job with that of others. When related to the job context this theory infers that one would develop a concept of what they believe to be appropriate rewards for their efforts (Gruneberg, 1979). Hence an individual would compare the efforts and rewards of his/hers with that of others which decides the satisfaction that one experiences with his/her job. If the individual does perceive a discrepancy between his/her efforts and

rewards, the individual would begin to decrease the amount of work put into his/her job thus providing a poor quality of work (Gruneberg, 1979)

### **b. The Reference Group Theory**

This theory is an essential aspect of the Equity Theory as an individual compares his/her efforts and rewards to that of their friends and work colleagues in deciding whether one is being treated equitably (Gruneberg, 1979). The reference group theory simply infers that an individual tends to make comparisons with different reference groups which inadvertently influence the satisfaction that they experience with the aspects of their jobs. Although this theory is used in understanding the concept of job satisfaction, it is also criticised as one is unable to explain how and why individuals choose specific reference groups.

### **c. The Needs/Value fulfillment Theory**

This theory explains that an individual may differ in “what they value in a job and this, too, is likely to affect the degree to which they are satisfied” (Gruneberg, 1979, p. 25). Hence, in the work context, each individual would differ in what they want from a job.

There are various theories or approaches that one can use to explore the concept of job satisfaction. Although each theory or approach may have its limitations, it is evident that most theories deduce that job satisfaction is a concept that involves the match of one’s expectations, values, and needs to that of the job. When exploring a concept as complex as that of job behaviour, one should note that the examination of other aspects such as

one's personality or cultural background may prove to be a better approach in explaining the extent of one's job satisfaction.

## **2.5. Work values and job satisfaction**

An organisation can be referred to as a symbolic entity (Hofstede, 2001). They function in accordance with the "implicit models in the minds of their members, and these models are culturally determined" (Hofstede, 2001. p. 375). An individual's evaluation of his/her general work experiences is related to their attitudes towards that particular job (Blood, 1969). Work values represent a degree of importance, worth and desirability of the events that occur at work (Knoop, 1994), while job satisfaction represents the gratification of an individual's needs and wants pertaining to the job. An individual's job satisfaction can be regarded as one which is dependent on the degree to which one's work environment allows value attainment (Locke, 1976 as cited in Judge and Bretz, 1992). Various researchers have conducted research in order to investigate the relationship between these two constructs.

Previous research such as that conducted by Liao and Chen (2012), investigated the relationship between work values and job satisfaction of the testing department staff in top five notebook equipment manufacturers worldwide. This research study revealed that there was a positive correlation between work values and job satisfaction amongst the staff (Liao and Chen, 2012). Additional research conducted by Cheung and Scherling (1999) investigated the relationship between job satisfaction, work values and gender differences in Taiwan. The results of the research study indicated that both work values

and job satisfaction consisted of four common dimensions: reward, task, team and status. Further analysis showed that the male employees ranked higher in the dimensions of task, status and team (Cheung and Scherling, 1999). Hence, previous research indicates that there is a need to further investigate the relationship between work values, job satisfaction and the biographical factors such as age, gender and race within different social contexts.

Work values and needs are important concepts that aids in the examination of an individual's potential for job satisfaction (Betz, Fitzgerald, and Hill, 1989 as cited in Drummond and Stoddard, 1991). The investigation of an individual's work values is an important determinant of the long term consequences for employees as well as organisational commitment (Huang, 2005). Work values refer to those values that an individual believes should be satisfied as a result of their participation within the work environment (Brown, 2002). Although the concepts of work values and job satisfaction may seem different; their theoretical relatedness is reflected in the content and process theories of job satisfaction.

An individual's job satisfaction can be simply described as ones attitude or emotional response in relation to their job. Hence, one's job satisfaction is largely dependent on the extent to which the job has the ability to fulfill an individual's needs. Therefore, work values provide a basis for the evaluation of work situations which inadvertently leads to job satisfaction (Dhanasarnilp, Johnson and Chaipoopirutana, 2006).

## 2.6. Theoretical Framework

### The Value-Percept Theory

The theory provides a useful framework with which one can understand the relationship between work values and job satisfaction. Locke (1976) infers that's an individual's values plays a vital role in determining what satisfies them at work. Lockes value-percept model can be displayed in the formula as follows:

$$S = (Vc - P) \times Vi$$

$$\text{Satisfaction} = (\text{want} - \text{have}) \times \text{Importance}$$

The formula is explained as follows: S is satisfaction; Vc refers to the value content (amount wanted); P refers to the perceived amount of the value produced by the job and lastly Vi refers to the importance of the value to a particular individual (Judge and Klinger, 2007). This particular model explains the concept of job satisfaction in terms of an individual's values and their work outcomes (Judge and Klinger, 2007). This theory infers that the difference between what an individual desires and receives as dissatisfying only if that particular facet is considered important to the individual.

Although this theory is widely used, it has been criticized by Anderson (2001) who claims that one of the major flaws in this theory is that what an individual desires and what and what an individual considers as important are likely to be highly correlated. Although one may be able to easily separate concepts in theory; it may be difficult to differentiate between the two in practice. Even though this theory may have criticisms, it

is useful when applied to the work context. This theory in conjunction with additional research could assist managers in the workplace as they would be able to identify what their employee's value and try to satisfy those values.

## **2.7. Summary**

This Chapter explores as well as outlines the definitions and theoretical framework of job satisfaction and work values. More specifically, the work related values perspective of Hofstede was explored. The next chapter aims to outline the research methodology and design used within this research.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

This chapter aims to describe how the research was conducted. In taking cognisance of the objectives of the study, a presentation of the research methodology, the sampling process, the biographical data, the data collection instruments, as well as the statistical methods of analysis are explained.

#### **3.2. Research Method and design**

In order to best answer the main research question, it was most appropriate to do so by primarily using a quantitative research design (Terre Blanche and Durrheim, 1999). Hence, the study takes the form of a quantitative research design with the aim of identifying the possible relationships between work values and job satisfaction. More specifically, a cross-sectional design was used. The research study was also designed to understand and interpret the demographic factors which may correlate to job satisfaction and work values.

The data was collected as well as analysed in the form of numbers. Quantitative research methods “begin with a series of predetermined categories, usually embodied in standardised quantitative measures” which are used to make generalisable comparisons (Terre Blanche and Durrheim, 1999, p. 42). Data was collected with the use of a

questionnaire. The job satisfaction instrument is based on the work of C. L. Cooper while the work values questionnaire was developed by Hofstede (1994).

The numerical data collected is analysed and interpreted by means of statistical methods such as determining the correlation coefficient that would aid in explaining the relationship between the constructs of work values and job satisfaction of the employees within the sample.

### **3.3. Participants**

The main concern in relation to sampling within this particular research study was its representativeness. The aim was to select a sample which was large enough to be representative of the organisation that they were employed at. According to Kerlinger (1986), the use of larger sample sizes are more likely to produce more accurate statistics than smaller sample sizes would. The target population was the employees within the volunteering organisation. The study consisted of a random sample of 120 employees whom were permanently employed by the company where the study was conducted.

The probability sampling procedure was used. This ensured that each employee within the target population had an equal chance of being selected into the sample (Terre Blanche and Durrheim, 1999). Furthermore, the simple random sampling technique was used which ensured that each employee had the same probability of being selected (Neuman, 1997). In order for this to be possible, the sample had to be selected through a random method. The reason being, random methods are free from human judgment and

biases, and are conducted by an independent means of selection of the sample (Henry, 1998).

This method required a sampling frame to be established. This was done by the Human Resources Manager of the volunteering organisation. A list of all the employees employed by the company (irrespective of the position of employment) was included within the sampling frame. The reason for all the employees being included in the sampling frame was adopted so as to reduce any biases or inconsistencies within the population of interest. Biases arise from both the use of human judgment in the decision making process as well as from the use of lists where certain participants from the sample may appear twice (Bickman and Rog, 1998).

Once the sampling frame was established, thereafter a sample of 120 employees was selected by generating random numbers from the sampling frame. This was possible with the use of a computerised statistical programme. The sample consisted of employees across all educational levels and occupational positions. The sample also included both males and females of all age groups irrespective of race or culture. Once the random sample was selected, participation was voluntary and informed.

Due to the South African work context being diverse in terms of Gender and race, the final sample incorporated the diversity. Hence, based on the statistical results, it was evident that there were more male (87.5%) participants than female (12.5%) participants. The majority of the sample consisted of the Black race group which constituted 60.8 %

while the minority of the sample consisted of the Coloured race group which constituted 2.5 %. Additionally, the white race group constituted 5.8% of the sample while the Indian race group made up 30.8 % of the sample. Additionally, 19.2% of the respondents were occupied as managers, 19.2% were skilled workers, 59.2% were semi-skilled and 2.5% did not indicate their occupation. Furthermore, 26.7 % of the participants had a high School qualification; 25.8 % had a Primary School Qualification; 22.5 % had a Diploma or Certificate; 16.7 % obtained a Matric Qualification, and only 9 % of the participants had a Degree Qualification. Table 1 displays the demographic characteristics of the sample.

**Table 1**

*Demographic characteristics of the sample*

Variable	Frequency	N	Percentage
<b>Gender</b>			
Male	105	120	87.5
Female	15	120	12.5
<b>Age</b>			
20-30 Years	10	120	8.3
31-40 Years	28	120	23.3
41-50 Years	35	120	29.2
51-60 Years	38	120	31.7
61-70 Years	9	120	7.5
<b>Race</b>			
Black	73	120	60.8
White	7	120	5.8
Indian	37	120	30.8

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Coloured	3	120	2.5
<b>Nationality</b>			
South African	120	120	100
<b>Occupation</b>			
Manager	23	120	19.2
Skilled	23	120	19.2
Semi-skilled	71	120	59.2

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*N*, Number of participants

### **3.4. Research Instruments**

The instrument that was used for the purposes of data collection was a paper and pencil questionnaire which is displayed in Appendix A. The study consisted of three instruments, the job satisfaction questionnaire (OSI), the VSM 94 (The Values Survey Module), and the biographical information questionnaire. The three instruments were combined to form a single battery which was presented to each participant as the data gathering instrument. Each participant was required to complete one questionnaire which consisted of three sections. The questionnaire was developed in a closed question response format. The advantage of making use of the closed question format is that it ensures a standardised set of responses from all participants. Hence, a comparative data analysis is possible (Terre Blanche and Durrheim, 1999).

Scaled questions were used within the closed question response format. This format consisted of various questions or statements which required the respondent to indicate the degree to which they agreed or disagreed with the item. Scaled items were found to be

ideally suited for this study as they are able to “capture subtle gradations of opinion or perception” (Terre Blanche and Durrheim, 1999).

### **Biographical Questionnaire**

The biographical data obtained from the participants with the use of the biographical questionnaire included gender, age, race, nationality, highest academic qualification, number of years employed by current organisation, and current occupation of the participant. The information obtained from this questionnaire is essential to contextualising as well as understanding the relationship between job satisfaction and work values in the South African context.

### **Work Values Questionnaire**

The questionnaire that was used to determine the work values of the respondents was one that has already been developed by Hofstede and referred to as The Values Survey Module (VSM 94). The advantage of using a questionnaire that has already been developed is that the scale was speedily obtained, and the reliability and validity of the questionnaire had already been established.

The VSM 94 consists of 20 content questions with four questions per dimension. This infers that there are five dimensions of national culture as identified in research by Bond and Hofstede (Hofstede, 1994). Hence, the VSM 94 allows one to calculate index scores for five dimensions of national value systems.

The five dimensions as described by Hofstede (1994) are:

Power distance: this refers to the extent to which individuals that are less powerful accept that power is distributed unequally within an organisation. Items measuring power distance (eg. “Have a good working relationship with your direct supervisor.”)

Individualism: this dimension describes the relationship between the individual and collectivity which has various implications for ones values and behaviour. Items measuring the construct of individualism (eg. “Having sufficient time for your personal or family life.”)

Masculinity: this dimension makes reference to those societies where gender roles are evident and distinct. Items measuring masculinity (eg. “Work with people who cooperate well with one another.”)

Uncertainty avoidance: this dimension is defined as the extent to which individuals feel threatened by uncertain situations as well as the extent to which certainty is created so as to avoid these situations of uncertainty. Items measuring uncertainty avoidance (eg. “Competition between employees usually does more harm than good.”)

Long-term orientation: this dimension refers to a society that engages in fostering virtues towards future rewards. Items measuring long term orientation (eg. “Respect for tradition.”)

Each item was evaluated in terms of its relative importance in a 5 point Likert scale format. The scale ranged from one (of very little or no importance), two (of little importance), three (of moderate importance), four (very important), five (of utmost importance).

Previous research conducted by Cooper and Sparks (2001) indicate that the VSM 94 has unacceptably low internal consistencies for each of the five subscales.

### **Job Satisfaction Questionnaire**

The Job Satisfaction Questionnaire is one that is based on the work of C. L. Cooper. The specific questionnaire used was the OSI (Occupational Stress Indicator) which was adapted to measure job satisfaction.

The Job Satisfaction questionnaire consists of 22 items. Each item was evaluated in terms of its relative satisfaction in a five point Likert scale format. The scale ranged from one (highly satisfied), two (somewhat satisfied), three (unsure/uncertain), four (somewhat dissatisfied), five (highly dissatisfied). Statements referring to job satisfaction were phrased as follows: "How satisfied are you with the level of the tasks which you are required to perform". In Reviewing the OSI (Williams and Cooper, 1998), an acceptable reliability of  $\alpha = 0.92$  was achieved.

### **3.5. Procedure**

The quantitative research questionnaire was administered to a sample of 120 employees in a large Industrial organisation in the Durban area over a period of 12 months. The organisation operates within two different work sites but under the same management and work principles. This particular organisation was approached due to the diversity of their workforce. The organisation includes employees of a both genders, all race groups and with a range of educational levels. Since there was a variance in the educational levels of the employees, the research study was expected to be a challenging one as it was evident that the organisation also employed individuals that were non-English speaking. This proved to be both taxing and time consuming as a trained translator was required to ensure that all participants had a fair opportunity to participate in the research study. Upon close scrutiny of the research proposal, the organisation agreed to participate in the research study under the condition that they wish to remain anonymous and all information in relation to the organisation as well as its employees would be strictly confidential. Based on these conditions, the organisation and its employees were assured anonymity and confidentiality throughout the duration of the research study.

The questionnaire was administered to all 120 participants. The research was designed so as to minimise inconvenience and disruption of the work process. Therefore, all instructions were on the questionnaire and were easily understandable. The questionnaire was also designed bearing in mind the possible time constraints. Hence, the questionnaire could be completed in approximately 20 minutes.

Initially, the data collection process involved the questionnaires being in the participant's possession for a period of one week. This method of data collection was agreed upon by the management of the volunteering organisation as it alleviated any possibilities of the disruption of work. However, the organisation also included employees that were both day and night shift workers as well as those that were non-English speaking. In an attempt to accommodate these differences, it was thereafter decided that it was most appropriate to perform group administrations of the questionnaire rather than leaving the questionnaires in the participant's possession for a period of one week.

The reason being, this process would not bias the sample in any way as it would include all employees irrespective of their work times or language preferences. Furthermore, it would not only ensure the completion and return of the questionnaires but also reduce the probability of the manipulation of responses over longer periods of time. One of the advantages of performing group administrations is that it yields results much quicker as compared to individual testing. Since the questionnaires were completed during group administrations, it was essential to ensure that the administration sessions allowed the participants to complete their questionnaires in privacy without any disturbances or distractions from others in and out of the room (Loewenthal, 2001).

A detailed data collection schedule was developed between the Human Resources Manager and the researcher. This allowed for a mutually agreed time frame for the data collection process that was convenient for the employees as well as minimised disruption of the work process.

### **3.6. Ethical Considerations**

Attaining informed consent as displayed in Appendix B makes reference to the participant's autonomy and freedom of choice to participate in the research study (Bergh and Theron, 2006). This ensured that the participants were fully aware of all procedures pertaining to the research and were not coerced in any way to participate in the research. The detailed informed consent was designed and aimed at ensuring that the participants "receive a full, non-technical and clear explanation of the tasks expected of them so that they can make an informed choice to participate voluntarily in the research" (Terre Blanche and Durrheim, 1999, p. 66). Anonymity and confidentiality of respondents was also assured. The participants were also assured that their personal details will be concealed as they were not required to provide their names on the questionnaire. The consent form is an important safeguard especially when investigating sensitive topics such as an individual's job satisfaction and work values.

Participants were required to complete an information sheet that disclosed some of their personal biographical details such as their race and gender. The participants were not required to provide their names at any point during the research process. Therefore, I explicitly requested that their names should not be written on the questionnaires. With regard to the participant's biographical details, they were informed that any information obtained from the study will be kept confidential and used solely for the purposes of this study. The participants were not only be guaranteed anonymity but were also given the option of withdrawing from the study should they wish to without having to provide a reason for their withdrawal (Loewenthal, 2001).

The informed consent form that was signed by every participant was also aimed at assuring them confidentiality. All participants had the right to privacy, dignity and self-determination without being judged. The participants were required to provide biographical details that were significant to the research which will be securely stored and kept confidential throughout the research study. All information obtained from the client will be respected as private and will not be divulged or used for any reason other than its original objective as specified. According to Blanche and Durrheim (1999), using only the required personal details reduces the risk of incursion of the participant's privacy. Hence, as the researcher I assured all participants that all personal information (biographical details) and responses will be kept confidential.

### **3.7. Statistical methods**

Since a quantitative research design was implemented, it was possible to collect data in the form of numbers. Hence, quantitative data analysis was possible. One of the largest statistical packages (SPSS, 2010) which compute an array of statistical analyses was employed. Hence, the questionnaires were scored and analysed using the computerized statistical programme (SPSS version 18.0, 2010). All questionnaires were captured onto the SPSS package and analysed by first consistently translating each response of participants into a simple ordered number scale. Thereafter, quantitative data analysis was performed using statistical techniques in an attempt to summarise, interpret, as well as draw meaningful conclusions from the vast amount of data collected.

Firstly, the quantitative data was interpreted by means of descriptive statistics which was intended to summarise as well as organise the data. Thereafter, the data was analysed using descriptive and inferential statistics which enabled one to draw meaningful conclusions based on the data collected.

The main aim of using descriptive statistics was to summarise and organise the raw data to allow it to be interpreted meaningfully. Hence, the use of descriptive statistics allowed for the data to be analysed in the form of a graphs as well as allowed for the means (average), median and frequencies, standard deviation, kurtosis, skewness, minimum and maximum to be calculated (Howell, 2002). The biographical information such as the age, race and gender were central to the research. Therefore, the biographical information was displayed with the use of graphs, percentages, and means. The reliability of the assessment tool was conducted using the Cronbach's alpha. The main aim for conducting the Cronbach's alpha was to calculate the degree of correlation and internal consistency of the various items in the questionnaire. Usually high internal consistency within the scale leads to strong test-retest reliability (Tredoux and Durrheim, 2002).

Secondly, inferential statistics were used which allows the researcher to be able to make inferences, predictions, or draw certain conclusions "with reference to probability laws or degrees of significance, that is the 'chance' or probability that certain behaviours might occur if certain other conditions of behaviours exist" (Bergh and Theron, 2006, p. 47).

Thirdly, a Pearson product-moment correlation coefficient was performed so as to determine the relationship between work values and job satisfaction. A correlation is a statistical method that is primarily used to measure the strength of a linear association that exists between two variables (Tredoux and Durrheim, 2002). Therefore, the Pearson product-moment correlation was suitable for the purposes of this research study.

Lastly, One-way analysis of variance was performed in order to investigate any relationships or differences in the biographical data. Furthermore, effect sizes were also used in order to determine the significance of relationships (Cohen, 1988). Effect sizes are used as an indication as to whether obtained results are important. The following formula was used to determine the practical significance of the differences (*d*) when ANOVA was used (Steyn, 1999):

$$d = \text{MeanA} - \text{MeanB} / \text{Root MSE}$$

where

Mean A = Mean of the first group

Mean B = Mean of the second group

Root MSE = Root Mean Square Error

A cut-off point of 0.50 (medium effect) (Cohen, 1988) was set for the practical significance of differences between means.

### **3.8. Summary**

This chapter outlined the quantitative research design that was used to conduct this research. Additionally, the research tools that were used to gather data was discussed, that was, the biographical information questionnaire, the work values questionnaire and the job satisfaction questionnaire. Thereafter the statistical analysis methods were discussed.

## CHAPTER 4

### RESULTS

#### 4.1 Introduction

The key purpose of this chapter is to present the results as well as provide an analysis of the findings of the research. Both descriptive and inferential statistics were derived with the use of SPSS (SPSS, 2010). This is presented in three sections. The first being the descriptive statistics which display the biographical information of the sample. The second section displays the reliability of the assessment tool using the Cronbach's alpha. The third section draws on the inferential statistics, more specifically, Pearson moment correlation, t-test and ANOVA. Lastly, a conclusion of the chapter is done.

#### 4.2 Descriptive Statistics

Table 2 displays the descriptive statistics for all the variables that were used in the study. The Cronbach alpha coefficient was used as a measure of reliability for all the instruments used in the study. The Cronbach alpha coefficient for the various dimensions of work values were: power distance ( $\alpha = 0.3$ ), individualism ( $\alpha = 0.4$ ), masculinity ( $\alpha = 0.1$ ), uncertainty/avoidance ( $\alpha = -0.1$ ), long term orientation ( $\alpha = 0.6$ ). The Cronbach alpha for job satisfaction was: ( $\alpha = 0.9$ ). These correlations are considered acceptable (Nunnally and Bernstein, 1994). The low internal consistency could be due to problems with the translation and restriction of range (Spector, Cooper and Sparks, 2001).

**Table 2**

Variable	Minimum	Maximum	Mean	SD	Skewness	Kurtosis	$\alpha$
Work Values	2.5	4.6	3.669	.4149	-.716	.925	.632
Power Disance	1.0	5.0	3.551	.7210	-.642	.714	.307
Individualism	1.5	5.0	4.119	.6254	-.850	1.541	.496
Masculinity	2.0	5.0	3.637	.6254	-.379	.199	.141
Uncertainty/Avoidance	1.5	5.0	2.880	.6760	.301	-.045	-.144
Long Term Orientation	2.3	5.0	4.158	.6305	.301	.630	.634
Job Satisfaction	1.2	5.0	2.925	.6305	.602	.224	.912

N, number of respondents;  $\alpha$ , Cronbach alpha coefficients; SD, standard deviation

### 4.3. Inferential Statistics

Next, the Pearson moment-correlation coefficient is discussed.

**Table 3**

#### *Pearson moment-correlation of job satisfaction and work values*

	Job Satisfaction Pearson Correlation
Work Values	.199*
Power Distance	.115
Individualism	.036
Masculinity	.133
Uncertainty/Avoidance	.236**
Long Term Orientation	.095

\* Correlation is significant at the 0.05 level (2-tailed), \*\* Correlation is significant at the 0.01 level (2-tailed).

Based on the statistical results in Table 3, the correlation between Work values and Job satisfaction is significant ( $p < 0.05$ ) (2-tailed). Furthermore, table 3 shows that only one dimension of work values correlate significantly with that of Job satisfaction, *Uncertainty/Avoidance* ( $p < 0.01$ ) (2-tailed). Next, t-tests were performed.

#### 4.4. T-Test and Anova

Next t-tests and ANOVA were used to determine the relationship between work values and job satisfaction with the demographic variables such as gender, race and age.

**Table 4**

*Normality test*

<b>Variable</b>	<b>Kolmogorov- Smirnov Z</b>	<b>p</b>
Job Satisfaction	1.069	0.24
Power Distance	1.137	0.151
Individualism	1.016	0.253
Masculinity	0.966	0.309
Uncertainty / Avoidance	1.213	0.105
Long-term Orientation	1.245	0.090

The table above provides the results of the normality test which tests whether the factor of Job satisfaction and Work values are normally distributed. Normally distributed factors justify the use of the parametric t test and ANOVA.

**Table 5*****Group statistics for differences in genders***

	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Job Satisfaction</b>	Male	105	2.900	0.8149
	Female	15	3.100	0.6932
<b>Power Distance</b>	Male	105	3.525	0.7636
	Female	15	3.728	0.2215
<b>Individualism</b>	Male	105	4.080	0.6217
	Female	15	4.394	0.6005
<b>Masculinity</b>	Male	105	3.597	0.6540
	Female	15	3.917	0.6922
<b>Uncertainty / Avoidance</b>	Male	105	2.877	0.6697
	Female	15	2.900	0.7428
<b>Long-term Orientation</b>	Male	105	4.179	0.5933
	Female	15	4.006	0.8577

$\alpha$ ,  $p > 0.05$

The results of the t-test as displayed in Table 5 show that there are no differences at the 95% level with regards to the dimensions of work values and Job satisfaction when they are compared between the male and female demographics ( $p > 0.05$ ).

**Table 6*****ANOVA results for differences in race***

<b>Variable</b>		<b>F</b>	<b>P</b>
Job Satisfaction	Between Groups	0.839	0.475
Power Distance	Between Groups	1.690	0.173
Individualism	Between Groups	6.370	0.000*
Masculinity	Between Groups	3.711	0.014*
Uncertainty/Avoidance	Between Groups	0.308	0.820
Long-term Orientation	Between Groups	2.718	0.048*
Work Values	Between Groups	5.139	0.002*

\*Significant at the 95% level

**Table 7**

*Multiple comparisons between work values, individualism, masculinity and long-term orientation with the demographic variable of race*

<b>Dependent Variable</b>	<b>( I) Race</b>	<b>(J) Race</b>	<b>Mean Difference (I-J)</b>	<b>p</b>
Work Values	Indian	Black	0.1683*	0.037
	Indian	White	0.4116*	0.013
		Coloured	0.7473*	0.002
	Coloured	Black	-0.5790*	0.014
Individualism	Indian	Black	0.4550*	0.000
		White	0.5219*	0.033
		Coloured	0.9505*	0.008
Masculinity	Black	Coloured	0.9920*	0.010
	Indian	White	0.5380*	0.045
		Coloured	1.0856*	0.006
Long-term Orientation	Indian	Black	0.2678*	0.034
		White	0.5338*	0.038

\*The mean difference is significant at the  $p < 0.05$  level.

The results obtained from the one way ANOVA displayed in Table 6 reflect that work values, individualism, masculinity and long-term orientation are significantly different between race groups ( $p < 0.05$ ). The multiple comparisons as displayed in table 7 indicate that work values are different between Indian and Black, White and Coloured ( $p < 0.05$ ). Furthermore, Coloured is different from Black ( $p < 0.05$ ). For individualism, Indian is different from Black, White and Coloured ( $p < 0.05$ ). For masculinity, Black and Coloured

differ ( $p < 0.05$ ). Furthermore, Indian is different from White and Coloured ( $p < 0.05$ ). For long-term orientation, Indian is different from Black and White ( $p < 0.05$ ).

**Table 8**

*Differences between masculinity and the demographic variable of age*

<b>Dependent Variable</b>	<b>( I) Age</b>	<b>(J) Age</b>	<b>Mean Difference (I-J)</b>	<b>p</b>
Masculinity	20-30 Years	31-40 Years	0.6802*	0.004
		61-70 Years	0.6742*	0.027

\*The mean difference is significant at the 0.05 level.

Based on the ANOVA results as indicated in table 8, masculinity is different between age groups at the 95 % level ( $p < 0.05$ ). The above comparison infers that the 20-30 year group differs from the 31-40 year group and the 61-70 year group ( $p < 0.05$ ).

**4.7. Summary**

This chapter has aimed to provide a presentation of the results. The Descriptive statistics provided insight to the sample by displaying the frequencies and means of the biographical information. Inferential statistics such as correlations, t-tests and Anova were used as per the objectives of the study. The next chapter provides a discussion of the results.

## **CHAPTER 5**

### **DISCUSSION**

#### **5.1 Introduction**

The main objective of this chapter is to discuss the results obtained from the research. The correlations and relationship between job satisfaction and work values will be discussed taking into consideration the effect of the biographical information of the sample. This chapter also aims to link the results to supporting literature as well as make recommendations.

#### **5.2 Discussion of results**

The key focus of this research was to determine whether there is a significant relationship between job satisfaction and work values. Various theorists describe job satisfaction as being a positive attitude and emotional reaction that one may have towards their job (Oshagbemi, 1999). Work values represent a degree of importance, desirability as well as worth of the events that usually occur at work (Knoop, 1994). Hence, work values provide a basis for the evaluation of work situations which may inadvertently lead to job satisfaction (Dhanasarnilp, Johnson and Chaipoopirutana, 2006). The working world is in a constant state of flux and people are constantly trying to evolve in order to survive as well as reach optimal success rates. Hence, people spend a large amount of their lives at work.

The first objective of the study was to determine the relationship between work values and job satisfaction. Upon interpretation of the results of the research as displayed in the previous chapter, it was concluded that there is a significant relationship between work values and job satisfaction within this sample. Additionally, there was a significant relationship between the work values dimension: uncertainty/avoidance with that of job satisfaction. This dimension is considered as the second dimension of the work related values perspective of Hofstede. According to Hofstede (1984), uncertainty / avoidance can be defined as the extent to which an individual may feel threatened by uncertain situations as well as the extent to which certainty may be created so as to avoid situations of uncertainty. Within the work context, uncertainty may take the form of roles, technology, rituals. Rituals are an integral part of human nature and exist in both the societal as well as the organisational context. The South African organisational context is in a constant state of flux which infers that individuals are constantly faced with situations of change and uncertainty. Hence, this dimension of work values correlates significantly with job satisfaction.

The second and third objective of this research was to determine whether there was a significant difference between the biographical data and work values and job satisfaction. Taking into consideration the diversity of the South African work context, the biographical makeup of the sample plays a fundamental role in interpreting the results of the research. Based on the biographical information obtained from the dataset, it was evident that the sample included individuals from different racial groups. The descriptive statistics indicates that majority of the sample consisted of the Black race group (60.8 %

of the sample) while the minority of the sample consisted of the Coloured race group (2.5 % of the sample). Additionally, the White race group constituted 5.8% of the sample while the Indian race group made up 30.8 % of the sample. Hence, the differences in culture played a fundamental role within this particular sample. This particular research did not discriminate against any biological factor. Hence, the diversity of the sample is evident. The South African work has evolved drastically placing both male and female individuals at the same level within the work environment. Based on the statistical results, it was evident that there were more male participants than female participants. Hence, 87.5% of the participants were male and 12.5% were female.

The results of the t-test and ANOVA as displayed in the previous chapter indicate that there were no significant differences between the dimensions of work values and job satisfaction when they were compared between the male and female genders. Hence, gender was not a contributing factor.

Race is an integral factor in the South Africa work force. Different race groups add diversity to any environment in and out of the work context. The sample consisted of all racial groups where the Black race group which constituted 60.8 % while the minority of the sample consisted of the Coloured race group which constituted 2.5 %. Additionally, the White race group constituted 5.8% of the sample while the Indian race group made up 30.8 % of the sample. The results derived from the ANOVA tests indicate that work values, individualism, masculinity and long-term orientation are significantly different between race groups. The multiple comparisons as displayed in the previous chapter

indicate that work values are different between Indian and Black, White and Coloured. Furthermore, Coloured is different from Black. For individualism, Indian is different from Black, White and Coloured. For masculinity, Black and Coloured differ. Furthermore, Indian is different from White and Coloured. For long-term orientation, Indian is different from Black and White. These results infer that the various racial groups interpret and perceive job satisfaction and work values differently.

The age of individuals within a sample is important as it provides insight into the sample that is being researched. The results derived from the one way ANOVA indicate that the work values dimension of masculinity is different between age groups. The multiple comparisons infer that the 20-30 year group differs from the 31-40 year group and the 61-70 year group. Hence, it can be deduced that there is a significant relationship between age and an individual's gender.

The overall research indicates that there is a significant relationship between work values and job satisfaction. Furthermore, there is a significant relationship between the work values dimension of uncertainty/avoidance and job satisfaction. There was no difference in work value and job satisfaction between genders. However, there were differences in work values between the various racial groups. Furthermore, there were differences in the work values dimension of masculinity between different age groups. The values-percept theory is a useful framework in which to understand and interpret the relationship between work values and job satisfaction. It is evident that different individuals perceive

and place importance on different facets of work values which in turn determines the level of job satisfaction that they would experience.

### **5.3 Summary**

This chapter aimed to discuss the results of the research. The key results indicate that there is practically significant relationship between overall job satisfaction and overall work values. Additionally, two dimensions of work values: uncertainty/avoidance and individualism versus collectivism are important in achieving job satisfaction. The main aim of this research has been answered and discussed within this chapter.

## CHAPTER 6

### CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

#### 6.1 Introduction

The main aim of this chapter is provide a conclusion as well as offer recommendations and suggestions for future research within this particular area of research.

#### 6.2 Summary and Conclusion

The man objective of this research study was to investigate whether there is a significant relationship between job satisfaction and work values within the South African context. One cannot study the construct of work values without taking into consideration the diversity of the South African context.

This study revealed that there is a significant relationship between the overall job satisfaction and the overall work values within the sample. Additionally, one specific dimension of work values correlated significantly with that of job satisfaction. The dimension being, uncertainty / avoidance. There was no difference in work value and job satisfaction between genders. However, there were differences in work values between the various racial groups. Furthermore, there were differences in the work values dimension of masculinity between different age groups.

### **6.3 Recommendations**

Additional research should be conducted to investigate the relationship between job satisfaction and work values within different types of organisations in South Africa. Hence, more studies should be conducted within different Companies in different industries. This would enable results to be generalisable to the broader South African work context. Biographical information such as Race, Gender and Age play a pivotal role in the investigation of the relationship between Work Values and Job Satisfaction. Future research should include larger samples on the basis of biographical information.

This study has pointed out the various gaps that one may be faced with in cross cultural research. Hence, future research should also focus on the construction of a reliable and valid instrument to measure the Job Satisfaction and work values within the South African work context. These instruments should be developed taking into consideration the language barriers and cross cultural differences in South Africa.

Additional research should be conducted on the factors that influence the Work Values and the Job Satisfaction of an individual within the work environment. This would allow Organisations to implement strategies that would promote high levels of Job Satisfaction and inadvertently increase productivity.

#### **6.4 Limitations**

The sample for this research consisted of 120 participants within a specific organisation. Although this was a fairly large sample for this particular study, a larger more representative sample should have been used in order for the results to be generalised within the South African context. Furthermore, the results gained from this research are specific to the Industrial Organisation in which the research was conducted and may not be generalised to other organisations. However, it is anticipated that these results would benefit this particular organisation in some way.

Another limitation of the study was that some of the participants were non English speaking. Hence, an in-house trained translator was used to translate the contents of the questionnaire so that it was understood by all participants despite the language differences. This left room for misunderstanding and misinterpretation of the questionnaire. Some of the results obtained may be incorrect as some participants may have answered dishonestly or incorrectly.

The questionnaires that were used may not be ideally suited for the South African context. Therefore, the reliability and validity of the questionnaires can be examined. The questionnaires should be developed and tested to be reliable and valid within the South African context.

## **6.5 Summary**

Organisations are in a constant state of flux in an attempt to survive and cope within the commercial competitiveness that they are faced with. Hence, the study of the relationship between work values and job satisfaction would provide insight into the development of a productive and satisfied workforce.

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## APPENDIX A

### SECTION 1

**Please provide the following information about yourself (for statistical purposes) by placing a cross (X) in the appropriate block**

**Gender:** Male   Female

**Age:** \_\_\_\_\_ (Years)

**Race:** Black  White  Indian  Coloured

**Nationality:** \_\_\_\_\_

**Highest academic qualification obtained:**

\_\_\_\_\_

**Number of years employed by current company:** \_\_\_\_\_

**Current Occupation:** \_\_\_\_\_

**What kind of job is it?**

No paid job (including full-time students)

Unskilled or semi-skilled manual worker

Generally trained office worker or secretary

Vocationally trained craftsperson, technician, nurse, artist or equivalent

Academically trained professional or equivalent (but no manager of people)

Manager of one or more subordinates (non-managers)

Manager of one or more managers

## SECTION 2

**Please think of an ideal job – disregarding your recent job, if you have one. In choosing an ideal job, how important would it be to you to.....**

**(Please circle one answer in each line across):**

**1 – Of very little or no importance**

**2 – Of little importance**

**3 – Of moderate importance**

**4 – Very important**

**5 – Of utmost importance**

1. Have sufficient time for your personal or family life

1 2 3 4 5

2. Have good physical working conditions (good ventilation and lighting, adequate work space, etc.)

1 2 3 4 5

3. Have good working relationship with your direct superior

1 2 3 4 5

4. Have security of employment

1 2 3 4 5

5. Work with people who cooperate well with one another

1 2 3 4 5

6. Be consulted by your direct superior in his/her decisions

1 2 3 4 5

7. Have an opportunity for advancement to higher level jobs

1 2 3 4 5

8. Have an element of variety in the job

1 2 3 4 5

9. Have an element of adventure in the job

1 2 3 4 5

**In your private life, how important is each of the following to you?**

**(Please circle one answer in each line across)**

9. Personal steadiness and stability

1 2 3 4 5

10. Thrift

1 2 3 4 5

11. Persistence (perseverance)

1 2 3 4 5

12. Respect for tradition

1 2 3 4 5

13. How often do you feel nervous or tense at work?

1 – Never

- 2 – Seldom
- 3 – Sometimes
- 4 – Usually
- 5 – Always

14. How frequently, in your experience, are subordinates afraid to express disagreement with their superiors?

- 1 – Very seldom
- 2 – Seldom
- 3 – Sometimes
- 4 – Frequently
- 5 – Very frequently

**To what extent do you agree or disagree with each of the following statements?  
(Please circle one answer in each line across)**

- 1 = strongly agree**
- 2 = agree**
- 3 = undecided**
- 4 = disagree**
- 5 = strongly disagree**

15. Most people can be trusted

1   2   3   4   5

16. One can be a good manager without having precise answers to most questions that subordinates may raise about their work

1   2   3   4   5

17. An organisation structure in which certain subordinates have two bosses should be avoided at all cost

1 2 3 4 5

18. Competition between employees usually does more harm than good

1 2 3 4 5

19. A company's or organisation's rules should not be broken – not even when the employee thinks it is in the company's best interests

1 2 3 4 5

20. When people have failed in life it is often their own fault

1 2 3 4 5

### SECTION 3

Indicate your level of job satisfaction by rating the following 22 aspects of your job as honestly as possible (please circle one answer in each line across):

- 1 – Highly satisfied
- 2 – Somewhat satisfied
- 3 – Unsure/Uncertain
- 4 – Somewhat dissatisfied
- 5 – Highly dissatisfied

How satisfied are you with the level of.....

1. ...communication and information flow in your company

1 2 3 4 5

2. ....inter-personal relationships

1 2 3 4 5

3. .... the way in which your efforts are valued

1 2 3 4 5

4. ....the job itself

1 2 3 4 5

5. ....the degree of motivation as far as the job is concerned

1 2 3 4 5

6. ....current career opportunities

1 2 3 4 5

7. .... job security

1 2 3 4 5

**How satisfied are you with the level of.....**

8. ....your involvement and identification with the organisation's goals and image

1 2 3 4 5

9. ....the nature of supervision

1 2 3 4 5

10. ....the methodology by which change/innovation is implemented in the organisation

1 2 3 4 5

11. ....the tasks you are required to perform

1 2 3 4 5

12. ....the extent to which personal growth and development is possible

1 2 3 4 5

13. ....the methods of conflict resolution in your organisation

1 2 3 4 5

14. ....the scope your job offers for you to realise your aspirations and ambition

1 2 3 4 5

15. ....the extent of your participation in important decision

1 2 3 4 5

16. ....the degree to which your skills are utilised

1 2 3 4 5

17. ....the flexibility and independence allowed

1 2 3 4 5

**How satisfied are you with the level of.....**

18. ....the organisational climate

1 2 3 4 5

19. ....your salary in relation to your experience

1 2 3 4 5

20. ....your satisfaction with the organisation structure

1 2 3 4 5

21. ....the quantity of work allotted to you

1 2 3 4 5

22. ....the degree to which you feel extended in your job

1 2 3 4 5

## APPENDIX B

### Informed Consent

Dear Participant,

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

1. Project Title: Work Values and its relationship to Job Satisfaction
2. The aim of this study is to investigate the relationship between work values and job satisfaction. This will be done by determining the work value categories of employees as well as determining the satisfaction that they experience with their jobs.
3. The study is being conducted for the purpose of completing my Masters degree in Industrial /Organisational Psychology (M Soc Sc (Industrial/Organisational Psych)) at the University of KwaZulu-Natal, Durban.
4. My supervisor, Dr Abed Moola, can be contacted at 031-2601087 for any queries, complaints etc.
5. I have chosen you as a participant because I believe that as an employee in an organisation; your work values are likely to impact on your job satisfaction in some way.
6. Any information obtained from you will be kept confidential and used solely for the purpose of this study. Your name will not be published in the study.
7. By participating, you will be required to complete a questionnaire, in your own time. It will by no means affect your working responsibilities. The questionnaire will be in your possession for a week and will take approximately 20minutes to complete. Once the questionnaire is complete and returned to me, you will have no further obligations.
8. By participating in this study, you will help to provide insight into the relationship between job satisfaction and work values which could perhaps help employers develop a framework of work values and job satisfaction that is applicable to the South African context.
9. All questionnaires will be kept confidential and will not be published. They will only be viewed by myself and my supervisor and will be filed for safekeeping. You are reminded that you are not required to write your name on the questionnaire.
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 will not be disadvantaged in any way.
12. Thank you for your time and effort.

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

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

.....  
Signature of Participant

.....  
Date