**An investigation into the factors affecting job satisfaction
at the KwaZulu Natal Further Education and Training College – SWINTON
CAMPUS**

By

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Dedication

This research is dedicated firstly to my higher power for endowing me with strength and hope during my darkest hour. The second dedication goes out to my husband for all his support and encouragement and to my family for always uplifting and encouraging my hopes and dreams.

DECLARATION

I declare that the research: *AN INVESTIGATION INTO THE FACTORS AFFECTING JOB SATISFACTION AT THE KZN FET COLLEGE – SWINTON CAMPUS,* is submitted solely for degree purpose at the University of South Africa and has not been previously submitted for degree purpose to any other educational institute. I further declare that except for acknowledged sources this is truly my own work.

_____   _____

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ABSTRACT

The purpose of this research was to investigate the factors affecting job satisfaction at the Coastal Kwa Zulu Natal (KZN) Further Education and Training (FET) COLLEGE – SWINTON CAMPUS in order to determine the factors that lead to job satisfaction and job dissatisfaction, to measure these factors and to present findings and make recommendations to management and the Department of Education in order to promote and improve job satisfaction at the college. The data was collected and administered by means of a structured questionnaire based on the Minnesota Job Satisfaction Questionnaire (MSQ).

It was discovered that most of the academic staff draw their job satisfaction from having a positive working relationship with management, their relationships with their peers, their training needs and the training provided from the college, and the condition of their staff room.

It was found that educators mostly derive their job dissatisfaction from the absence of recognition for work done, remuneration and the benefits that they receive, company policies and practices, achievement and advancement, feedback and communication, the ability to work independently and creatively and the general working conditions of the college. It was found that staff was generally dissatisfied with their jobs.

__KEY TERMS__
Job satisfaction
Job dissatisfaction
FET
COUNCIL
Educator
Job

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CHAPTER ONE

1.1. Introduction

This study focuses on an investigation into the factors that affect job satisfaction at the Coastal Kwa Zulu Natal (KZN) Further Education and Training (FET) COLLEGE – SWINTON CAMPUS.

This research was motivated by two important factors, namely, the growing complexities and dynamics of the education sector and its influence on job satisfaction and the dearth of research conducted, more especially in the FET sector.

This chapter will include the background to the research, the problem statement, the objectives of the research, the research design, the research methodology and the layout of the chapters.

1.2 Background

According to the Green Paper (Department of Education 1998):
"FET is the most complex and diverse phase of education and training, comprising of 13 types of providers, categorised into 4 sectors: secondary schools, publicly funded colleges, private colleges and work based education and training."

The FET Act of 1998, according to the Government Gazette (1998) was stipulated as follows:
'To regulate further education and training; to provide for the establishment, governance and funding of public further education and training institutions to provide for the registration of private further education and training institutions; to provide for quality assurance and quality promotion in further education and

training; to provide for transitional arrangements and the repeals of laws and to provide for matters connected therewith."

With the declaration of the FURTHER EDUCATION ACT 1998 (Act 98 of 1998), considerable debates and mind shifts have taken place. Despite initial fears and concerns, the staff, management and Council have realized the purpose and huge social responsibility of merging these FET institutions. To this end they were supportive and committed to this transformation.

The implementation plan for the restructuring of the FET college sector, entitled a "New Institutional Landscape for Public Further Education and Training Colleges (Department of Education, 2001), was released in September 2001.

The new Multi – Site College has presented daunting challenges and the restructuring of these institutes must seek to overcome historical differences and loyalties to create new visions for the future.

One of the grappling issues faced by management and staff are the dynamic changes in the national education policy and curriculum. The process of transformation has strongly demonstrated the clashing of parochial values and the redressing of the workplace imbalances has further provoked tension and insecurity.

In these times of transformation, staff begin to feel more apprehensive and become more defensive .They will "bottle" their fears and insecurities and instead portray a superficial attitude of confidence and competence, rather than being transparent about their levels of job satisfaction (Dubinsky 2004: 114-122).

According to the White Paper (Department of Education 1998), the true realities of the FET system can be characterised by fragmentation, poor communication, inefficiency and inequality

Furthermore, the academic performance levels in the FET sector are generally poor. This can be attributed to the heavy financial burden on limited financial resources and poor infrastructure.

Moreover, the main areas of the education and training system do not provide meaningful access to social and economic opportunities. The professional commitment and morale of many educators are generally at a lower level (Department of Education 1998).

To this end, the results of this complex environment have provoked staff of the Swinton Campus (Mobeni FET College Merger Plan; Preamble document: 2002) to raise some "burning issues" such as:

➢ Staff would have to be re- orientated in specific areas guided by a vibrant staff development programme, requiring substantial funding.

➢ The movement and redeployment of staff.

➢ A paradigm shift from the old to new mindset change.

➢ A new funding and its impact on the campus.

➢ The imbalances of infrastructural provision of the past.

➢ A redefining of the vision and mission and facilitating ownership by all staff and students.

It appears in general as if the lecturing staff are dissatisfied. This is based on the researcher's observations and the interactions of the researcher with other members of the lecturing staff. In general, the academic staff indicates that there's some form of dissatisfaction.

For these reasons, these concerns raised by staff members have manifested into the following perceived problems:

- ➢ lack of resources
- ➢ the dynamics of the education curriculum (change)
- ➢ an unchallenging job
- ➢ lack of recognition for work done
- ➢ lack of staff development and team building programmes
- ➢ relationships with superiors and co workers
- ➢ Conditions of services.

1.3. Problem Statement and Research Question

A very challenging issue in the education system is a decline in educator morale and rising educator's turnover of which both are indicators of poor motivation and job satisfaction.

Results of a comprehensive survey conducted by the Education Labour Relations Council (ELRC), (April 2004) indicated that educators seem to be leaving the profession in large numbers. It was noted that some of the main reasons that were suspected for this attrition included low morale and job dissatisfaction.

The Human Science Research Council (HSRC) conducted a national survey of 21358 educators in more than 1714 randomly selected schools; 97% of educators agreed to participate. The survey revealed that 55% of educators have

considered leaving the profession due to inadequate remuneration, increased workload, and lack of career advancement, professional recognition, work policies and job insecurity.

Additionally, this becomes a huge problem for education administrators because it reflects negatively on the education system's progress and efficiency. As stated by Champoux (2000:151), managers should understand and satisfy the needs of their subordinates, in order to attain optimum output.

According to Kim (2000:35), the quality of education will fundamentally depend upon the devotion, attitude and on the professionalism of educators and positive changes can only be attained if there is commitment and participation.

Moreover, this understanding should run parallel to the meaning of job satisfaction. De Jesus and Conboy (2001:131) asserts that motivated educators are more likely to encourage their learners which will ultimately result in feelings of self fulfilment and more so improved job satisfaction.

Furthermore, these concerns raised by staff have made a tremendous impact on the attitude, morale and performance of employees. This in turn has unfolded feelings of uncertainty, job insecurity, anxiety, lethargy and fear which has contributed directly to job satisfaction. A reflection on this should be a critical issue; and a probe into the dilemma of low job satisfaction is warranted.

Areas on job satisfaction have grown popular in the literature of organisational behaviour and management. This is partly attributable to the positive outcomes of the organisation which research has reported over the years.

The present study will identify and investigate the factors associated with educator job satisfaction at the Coastal KZN FET COLLEGE – Swinton Campus. This could have an impact on the education policy and the college's management interventions.

This however raises the question: What are the factors that affect job satisfaction?

1.4 Purpose / Aim of the research

The main aim of this research is to investigate the factors affecting job satisfaction at the Coastal KZN FET College - Swinton Road Campus.

1.5 Objectives of the research

- To determine the factors that influence job satisfaction.
- To determine the factors that influence job dissatisfaction.
- To measure the levels of job satisfaction.
- To make necessary recommendations to the department of education and the related stakeholders.

1.6 Value of Research

It is the role of every manager to take into account the general well being of their staff. This is essential in order to create an environment that is both conducive and harmonious for every role player of an organisation. In order to establish this, managers will have to have an indication of what exactly contributes to the areas of job satisfaction. The value of this study is to investigate and highlight the levels of job satisfaction at an FET college. Therefore the researcher will make some recommendations and suggestions on how to improve on job satisfaction at the college.

1.7 Research design

According to Welman and Kruger (2004:46), the research design describes the plan in which information is collected from the research participants.

1.8 Research approach:

The research design for the purpose of this dissertation will be that of a descriptive study, making use of information requested from the academic staff of the Swinton Campus of Coastal KZN FET College by means of structured questionnaires. Descriptive methods help us to understand the way things are, (Welman and Kruger 2004: 19-20).

The purpose of the study will be described in a letter together with a questionnaire packet. This will be personally delivered and collected to and from each staff member by the researcher. Thereafter the researcher will administer the survey. The structured questionnaires would help to determine areas of improvement in terms of job satisfaction.

1.9 The Measuring Instrument

The measuring instrument serves as reliable sources for the design of questionnaires, (Welman and Kruger 2004: 142-148).

According to Leedy (1997:191), a questionnaire is referred to as an instrument used for observing data beyond the reach of the observer or researcher in this context.

The measuring instrument will include the following:

1.9.1 Biographical Questionnaire

This would include personal information of each respondent such as race, home language, age, gender, marital status, levels of education, length of service in the organisation.

1.9.2 Job Satisfaction Questionnaire

Job satisfaction for this study will be measured by means of the short form of the MSQ (Weiss, Davis, England & Lofquist, 1967).

For the purpose of this research, the MSQ will be used to measure the dimensions such as pay, supervision, and recognition, relation with co-workers, working conditions, equitable rewards and opportunities for advancement.

These items will be measured on a five- point Likert –type scale, with scale responses varying from:
Very dissatisfied (1)
Dissatisfied (2)
Neutral (3)
Satisfied (4)
Very satisfied (5)

Taking into account the items that needed to be measured in this study, the researcher regarded the Minnesota Satisfaction Questionnaire as the most suitable measure of job satisfaction. Weis et al. (1967) has also indicated that the content of the scale was relevant to the study of job satisfaction.

1.10 Population and sampling procedures

1.10.1 The Target Population

According to Zikmund (2003:373), the target population refers to a group of specific population elements that are applicable to the research.

In this study the target population will include 81 academic staff (post level one) of the Swinton Campus.

1.10.2 Sampling

A sample can be described as a subset or a part of a larger population. The aim of sampling is to estimate unknown facts of the population (Zikmund 2003:369-370). No sampling will be done; all academic staff of the Swinton Campus will be included in the research.

1.11 Data collection

According to Cooper and Schindler (2001:82), data includes facts collected from participants or observations, published information which is categorised as primary and secondary.

The research instrument to be used for data collection will comprise of structured questionnaires.

Data will be collected on the following areas:
- Biographical information of each candidate
- Levels of job satisfaction at the work place.

1.12 Data analysis

This refers to the application of logic and reason to refine collected data, (Zikmund 2003:374-375). The collected data will be analysed by means of tabular and/or graphical statistical techniques, performed on Ms Excel and Ms Word. Histograms will also be used to compare the different variables.

1.13 Methods to ensure validity and reliability

Validity indicates the extent to which an instrument measures the construct that it is aiming to measure (Goodwin 1995:96).

According to De Vos, Strydom, Fouche, and Delport (2001:85), reliability is defined as the accuracy or precision of an instrument. Reliability is also the extent to which the independent administration of the instrument will yield a similar or the same results under comparable situations.

The following methods will be implemented:
- A follow-up reminder on questionnaires
- Utilisation of appropriate statistical methods.

1.14 Organisation of chapters

Chapter one: - this chapter will focus on the background to the research, the problem statement, the aim and objectives of the research, <u>a brief outline</u> of the research design and the research methodology.

Chapter two: - this chapter consist of a literature review which will highlight the nature of job satisfaction/dissatisfaction. It will also examine the definitions of job satisfaction/dissatisfaction by different authors. It will also focus on three theories of job satisfaction/dissatisfaction that is pertinent to this study as well as research conducted by other researcher in this similar field. The final part of the review will discuss the factors influencing job satisfaction/dissatisfaction and the consequences/effects of job satisfaction/dissatisfaction.

Chapter three: - This chapter will focus on the research methodology and design which will include the research instrument, design of the questionnaire, population and sampling, administrative procedures etc.

Chapter four: - This chapter will include discussions and presentations on the findings of the investigation of job satisfaction/dissatisfaction.

Chapter five: - This final chapter will focus on concluding remarks and recommendations.

CHAPTER TWO

Literature Review

Job Satisfaction

2.1 Introduction

The previous chapter provided the introduction to this study. It included the background to the research, the problem statement, the objectives of the research, the research design, the research methodology and the general layout of the chapters.

In this chapter the relevant literature will be reviewed to get a better understanding of the importance of job satisfaction. With the uprising of strong union movement and liberation, the needs and concerns of educators can no longer be mistreated in the education sector. For this reason, it has become the task of every educational manager to express their concern for job satisfaction for two main reasons.

Firstly, many of these managers may feel morally responsible for sustaining a high level of job satisfaction in their colleges. Whether these educators find their jobs satisfying, frustrating, challenging, boring, significant or meaningless becomes a serious concern for these managers.

Secondly, managers are concerned about the impact that job satisfaction has on performance. Many of the campus heads believe that job dissatisfaction can lead to poor productivity, high absenteeism and turnover, and an increase in union activities.

The basic question which needs to be addressed is: "what drives people to work, so that they would feel fulfilled in the achievement of desired goals." To try and answer this question the following subsections as suggested by Baron and Greenberg (2003:156-157), will be included:

- ❖ Definitions of job satisfaction/dissatisfaction
- ❖ The job satisfaction theories
- ❖ Examine the sources of job satisfaction
- ❖ The consequences thereof.

This review will explore the nature of job satisfaction, and how it impacts on employee behaviour. This will include the definitions of job satisfaction to get a better perspective from different authors.

The next sub section will examine the theories of job satisfaction, which will aid in determining whether overall educators will feel satisfied or dissatisfied in their jobs. It is now important to understand what has led the employee to feel satisfied or dissatisfied; therefore the causes or sources of job satisfaction will be discussed.

The next subsection will highlight the consequences of job satisfaction with respect to various job behaviours such as absenteeism, turnover, and productivity. As mentioned earlier this can affect the role of an organisation and management and the organisation detrimentally.

Several authors and researchers have attempted to define and explain the concept of job satisfaction, which is discussed as follows.

2.2 The definitions of job satisfaction

Many researchers claim that job satisfaction can be formally defined "as the degree to which individuals feel positively and negatively about their jobs" (Steyn & Van Wyk 1999:37-40).This is more so true, if employees desired expectations are met, and then he or she will experience a feeling of accomplishment which will therefore determine the degree of satisfaction.

According to Rue and Byers (1994:294-295), job satisfaction is made up of 5 components:

- Attitude towards colleagues
- General working conditions
- Attitudes towards the education system
- Financial benefits
- Attitudes towards supervision

Gordon (1999:67-68) states that job satisfaction occurs when a job meets the expectations, values and standards of an individual and will influence their commitment and performance. The greater the degree of the expectations being met the higher will the level of job satisfaction be.

According to Bateman and Snell (1999:458), staff will be satisfied if they are justifiably treated by the outcomes they receive or the processes that are implemented. However, they also warn that a satisfied worker may not necessarily be a productive worker.

Job satisfaction can also be portrayed as a feeling of pleasure that stems from an employees impression of his or her job. According to Gibson,Donnely,and Ivancevich (2000:352-353) job satisfaction is an individual expression of personal well being associated with doing the job required

The concept of job satisfaction according to Robbins (2001:75-76) can be described as a general attitude towards one's job; the difference between the rewards received and what they actually believe they should receive.

There are different facets to job satisfaction and the challenge to understand job satisfaction and its effects in an organisation is easier said than done. This can be asserted by Mullins (2002:645-646), that job satisfaction is a complex and multi- dimensional notion, which can mean different things to different people.

Furthermore, Weis (2002: 173-192) asserts that although job satisfaction is an attitude, researchers should be warned to clearly identify the objectives of cognitive evaluation, which are affected by emotions, beliefs and behaviours.

In addition, Mullins (2002:645-647), agrees that job satisfaction is an attitude and an internal state that can be associated with personal feelings of achievement, either quantitative or qualitative. Job satisfaction has been widely researched in terms of work attitude in organisational behaviour literature.

At the same time, Baron and Greenberg (2003:148-150) concurs that job satisfaction is an attitude towards ones job and its cognitive, affective and evaluative reactions towards his or her job. For some people they may feel consistently satisfied with their jobs whilst others may be feeling quite dissatisfied.

McShane and Von Glinow (2005:122-123) also claims that, job satisfaction is a multi -faceted concept, that's made up of past and present oriented pleasurable feeling that results when one evaluates his or her work role.

The definitions of job satisfaction can therefore be summed as a collection of attitudes, feelings, beliefs and behaviour one has towards his or her job. For the purpose of this study it can also be concluded that job satisfaction is a work

related attitude that symbolizes an emotional feeling of accomplishment that can be either quantitative or qualitative, (Newstrom and Davis 1997:256).

Included in this literature, research theorists have based their works around the underlying processes that account for people's feelings of job satisfaction.

In order to gain a more meaningful insight into frequently asked questions such as to what makes people more satisfied with their jobs than others and what the underlying processes account for people's feelings of job satisfaction, various theories on job satisfaction will be discussed.

For the purpose of this research, three popular theories based on job satisfaction that are pertinent to this study, have been identified and will be discussed as follows. These theories were identified, as it is relevant to the work related role of educators.

2.3 Theories of job satisfaction

2.3.1 Introduction

Having discussed the various definitions of satisfaction, it's necessary to explore the different attitudes and responses workers will reflect towards their jobs. It's these attitudes and behaviour that actually determines the level of job satisfaction an individual has towards his or her job, (Baron & Greenberg 2003:155-156).

For this reason scholars and researchers have produced comprehensive theories based on job satisfaction. Their aim was to provide a framework for understanding, not just the factors influencing such attitudes, but also why it results in such effects, (Baron and Greenberg 2003:153-156).

Researchers have also assumed a more empirical approach, identifying the variables responsible for positive or negative responses towards work.

2.3.2 Hertzberg's Two Factor Theory

The research conducted by Hertzberg determined what people actually want from their jobs. They had to describe work situations in which they felt good or bad in their jobs. The feedback received were then categorised into positive or negative responses. The characteristics related to job satisfaction and job dissatisfaction were identified. The characteristics related to job satisfaction included advancement, recognition, the work itself, achievement, growth and responsibilities. Hertzberg referred to these characteristics as Motivators.

The characteristics related to dissatisfaction which included working conditions, supervision, interpersonal relationships, company policy and administration were referred to as Hygiene factors (Robbins, 2001:75-76).

According to Mullins (2002:647-648), Hertzberg's two- factor theory is effectively a theory of job satisfaction.

Furthermore, Baron and Greenberg (2003:156-157), states that Hertzberg's Two Factor Theory also known as the Motivator –Hygiene theory focuses on factors that are responsible for job satisfaction and job dissatisfaction. There are some factors that would encourage job satisfaction if they are present, but feelings of dissatisfaction when they are absent.

Herzberg argues that this is not the case. He advocated this in his Two-Factor Theory, that job satisfaction and dissatisfaction actually originates from divergent sources (Baron & Greenberg, 2003:155-156).

These factors or characteristics were referred to as hygiene factors or maintenance factors. They do not actually contribute to work satisfaction and therefore have a negligible motivational value (Van der Westhuizen 1991:199-201).

Although Hertzberg's model has contributed very positively towards research, critics have been unable to empirically prove the model with any reliability. Furthermore, critics have indicated that the model does not specify how motivators and hygiene factors can be measured (Daft and Noe 2001:172-173).

2.3.3 The Job Characteristic Model

According to Robbins (2001:447-449), Richard Hackman and Greg Oldham developed the Job Characteristics Model (JCM). Their research was based on work redesign, which is defined as altering jobs to increase both the quality of employees' work experience and their productivity.

The model creates a dominant framework for defining task characteristics and determining their relationship to worker motivation, performance and satisfaction. As stated by Gordon (1999:439), goals are set jointly with management and workers, and workers are liable for attaining these goals. Furthermore this would add enhancement and fortification to their jobs. According to Robbins (2001:447-448), the JCM can be depicted in terms of five core dimensions, which will be distinguished as follows:

Skills Variety

This is the degree to which the job involves a range of activities and talent.

Task Variety

This is the degree to which a worker completes a particular job from the beginning to the end.

Task Significance

This relates to the extent to which the job has an impact on people concerned .

Autonomy

This is the degree to which the job provides freedom, independence and discretion to the worker in the planning and execution of tasks .

Feedback

This is the extent to which clear and direct information is provided to the worker in an to evaluate his or her performance (Gordon, 1999:140)

Figure 2.1 presents the model of the JCM.

| Core job Dimensions | → | Critical Psychological states | → | Personal and Work outcomes |

Skills variety
Task identity of
Task significance
→ Meaningfulness of work → High intrinsic work motivation

High quality work Performance

Autonomy → responsibility experienced For outcomes of work → high satisfaction with work

Feedback → knowledge of results → low absenteeism

Employee growth need strength

[Source: Hackman, J. R., & Oldham, G.R. (1976).]

It's observed how the first three dimensions, i.e., skill variety, task identity and task significance is unified to ensure that the job is more meaningful. If these characteristics are evident in a job, then the incumbent will interpret the job as more valuable and worthwhile.

Many employees may complain that their jobs lack variety and creativity, therefore rendering the job boring and dull. Robbins (2001:442) adds that if the first three dimensions were included in a job, this would make the job more interesting, worthwhile and valuable to the incumbent. This will therefore have a favourable effect on job satisfaction.

The jobs that include autonomy will equip workers with a sense of personal responsibility and self-fulfilment. If a job possesses feedback, incumbents will become more wary about their performance and effectiveness (Robbins, 2001:447-449)

2.3.4 Locke's Value Theory

According to this theory (Baron and Greenberg 2003: 155-156), the impact of the various factors of job satisfaction can be determined if we know the value a person places on a particular work-related outcome. The greater the value placed on each factor, the greater the shift in satisfaction changes that will be produced.

This theory also advocates that if too much value is placed on a particular factor; stronger feelings of dissatisfaction will occur. Locke's theory is therefore multi-faceted and greatly specific to each individual.

This can be illustrated in the following example: Two educators that perform the same task at the same place of work may experience the same level of satisfaction but in totally different ways. The one educator may be strongly influenced by the physical aspects of the job whilst the other educator may be influenced by the challenge and variation inherent in the job (Locke, 1976:158).

In contrast, Baron and Greenberg (2003:156-157) argue that although Locke's Theory has not been extensively researched, a great amount of emphasis placed on values alludes that job satisfaction may rise from many factors.

Further, whilst some staff may feel strongly positive about their jobs and others very negative it's therefore essential to determine the factors that contribute towards the varying degrees of job satisfaction or job dissatisfaction.

2.4 Research Conducted By Other Researchers

Research done by Matloga (2005) indicates that educators were dissatisfied with the lack of resources, facilities and the environment. The research was conducted in the following areas: Hekpoort/Bits, Maanharaand, and the Carltonville areas in the District D2 West area in Gauteng. The population of the study included 23 rural schools of which nineteen were secondary schools and the remaining four were primary schools. Another conclusion drawn from this study revealed that poor staff interrelationships existed.

Furthermore, the recommendations made on this study were that the Gauteng Department of Education should improve the school environment and its facilities. The study also suggested that the school sport grounds be improved. This can be resolved by regularly maintaining and increasing the land capacity of the sports grounds. It was also suggested that more classrooms be built and that the existing ones be renovated.

Another suggestion made, was that educators be actively involved in school decision making, especially in drafting of policies. The final suggestion made, was that educators should get a fair amount of respect and should receive rewards for recognition achieved.

Research undertaken by Maforah (2004) included an empirical research study, which was based on the factors that promote the level of job satisfaction among school educators. The research was based on the inner city independent schools of Johannesburg.

Further, it was found that educators derive most of their job satisfaction from interpersonal relationships. The reasons for dissatisfaction were mainly due to low salaries, low status, in the community, poor facilities and lack of security. Recommendations were made to management on how to improve these factors in order to gain a higher level of job satisfaction.

2.5 Factors Affecting Job Satisfaction

Finding out exactly what makes people feel satisfied about their work can become a multi - faceted issue. According to Arnold and Feldman (1996:86-86), there are a variety of factors that make people feel positive or negative about their job.

Moreover, some employees may be satisfied with a few aspects of their work but dissatisfied with all other aspects, (Mullins 2002:645-646). In the education scenario an example of this may be that many staff members have reported that they are satisfied with the working hours and holidays but there are other factors such as supervision and the work itself that lead to their job dissatisfaction.

In addition, Baron and Greenberg (2003:157) states that the factors that lead workers to hold positive or negative perceptions of their jobs have been identified as follows:

2.5.1 Pay

There is no doubt that monetary rewards may play a very influential role in determining job satisfaction. As indicated by Arnold and Feldman (1996:86-89), pay can have a powerful effect in determining job satisfaction. Man has multiple needs and money provides the means to satisfy these needs, (Arnold and Feldman 1996:86).

Furthermore a desire for money stems from people's needs to satisfy their physical and security needs, whilst "go getters" view pay as a status and recognition symbol (Locke, 1976:1322).Therefore the concept of pay or money may have different meanings to different individuals.

Chung (1977:23) also reminds that if salaries are not market related, this can lead to dissatisfaction and discontent. Educators may be grieved by the fact, that their experience and qualifications is not consistent to the salaries that they earn. Nel, Van Dyk, Haasbroek, Schultz, Sono, & Werner (2004:552-553) concurs that staff members will compare with other employees to what they put in and get out from an organisation.

2.5.2 The work itself

A staff member may be totally happy with the job conditions and the people they work with; but may dread the work itself. The 'work itself' will play a critical role in determining how satisfied a worker is with his or her job, (Arnold and Feldman 1996:88).

Arnold and Feldman (1996:88-89), also state that employees should be entrusted with some autonomy in how they carry out their tasks, which will lead to his or her job satisfaction. This will bring about individuality and sovereignty in performing a job.

Moreover, some staff members may view their job as tedious and less stimulating. Nel et al (2004:552-553), indicates that people would rather prefer a job that is interesting, challenging and would create opportunities for self-actualisation and recognition.

2.5.3 Promotions

The level of promotion has a stronger impact on job satisfaction as compared to recognition and achievement. The promotion to the next level will result in positive changes such as pay, autonomy and supervision, (Arnold and Feldman 1996:88).

However, Hoy and Miskel (1991:114), warns that those top achievers promoted too quickly can result in dissatisfaction amongst loyal, intelligent but less creative senior workers. The human resources department, at most times, is constantly asked the question "does the job position entails opportunity for advancement (promotion)."

Locke (1976:1323) advocates that the wish to be promoted stems from the desire for psychological growth, the desire for justice and the desire for social stays. Management should therefore bear in mind, that promotion can serve as a very positive motivating tool in ensuring that the employee attains goals at a higher level.

2.5.4 Supervision

There has been a huge outcry from educators of the poor supervision in the education sector. Many staff has complained that their seniors lack human relations and supervisory skills. They have also made mention of the tremendous amount of favouritism and inequities that exist at management level.

According to Baron and Greenberg (2003:158), if workers view their superiors as fair and competent and sincere, the level of job satisfaction will be high. Furthermore, those workers that perceive their employers as unfair, incompetent and selfish will therefore experience a lower level of job satisfaction.

2.5.5 Working Conditions

The worker would rather desire working conditions, which will result in greater physical comfort and convenience. The absence of such working conditions, amongst other things, can impact poorly on the workers mental and physical well-being, (Baron and Greenberg, 2003:159-160).

Robbins (2001: 453-455) advocates that working conditions will influence job satisfaction, as employees are concerned with a comfortable physical work environment. In turn this will render a more positive level of job satisfaction.

Arnold and Feldman (1996:90-91), promotes that factors such as temperature, lighting, ventilation, hygiene, noise, working hours, and resources form all part of working conditions. Educators may feel that poor working conditions will only provoke negative performance; since their jobs are mentally and physically demanding.

However, Arnold and Feldman (1996:90-91), warns that if working conditions are too favourable or the extreme, this could be taken for granted or ignored by most employees. In such a case the employee does not really appreciate his good working conditions, or if it is the contrary, this may not bother or affect him.

Moreover, the employee may use poor working conditions as an excuse to get back at management because they may feel that management does not appreciate or acknowledge their efforts or work done, Arnold and Feldman (1996:90-92).

Having identified the various sources of job satisfaction, it is necessary to examine how these factors influence an individual's behaviour. This can be an essential aspect for the organisation, as the variations in job satisfaction levels can impact negatively or positively on their jobs. Therefore the next section will highlight the consequences of job satisfaction.

2.6 Consequences of Job Satisfaction

The general concern for management is what will the outcome be, should an employee be satisfied or dissatisfied and how this will have an overall effect on the organisation. There is sufficient evidence to warrant that job satisfaction or dissatisfaction can have positive or negative consequences for employees. Caution must be exercised not to create stereotypes since satisfaction/dissatisfaction is concerned with people, (Locke, 1976:1328-1329).

Furthermore, the outcomes of people cannot be forecasted, therefore this is not possible to generalise them completely, (Locke, 1976:1328-1329).

Robbins (2001:77-78), have indicated that in recent years, ample research studies have been designed to assess the effects of job satisfaction on employee productivity, absenteeism, and turnover.

The following evidence stated by Arnold and Feldman (1996:92-94) will be briefly discussed to highlight the consequences of job satisfaction/dissatisfaction as follows.

Productivity
The saying "a happy worker is a productive worker", is not really true. It's actually the converse that productivity is more likely to lead to satisfaction, (Arnold and Feldman, 1996:92-94).

Moreover, four decades of research into this issue argues that a satisfied worker is not a productive worker due to two reasons, (Arnold and Feldman 1996:93-94):

Firstly, there exists a relationship between job satisfaction and job performance. Empirical research findings have indicated that these two variables are not closely related to each other. For instance, the condition of the work equipment or the workers own abilities have a greater impact on how much one can produce than his or her job satisfaction does Arnold and Feldman (1996:92-94).

Secondly, there is sufficient evidence to indicate that job performance results in job satisfaction.

The model *Fig 2.2* states that performance leads to satisfaction and rewards play a pivotal role in this relationship.

(*Source: adapted from Lawler,E .E & Porter,L.W.(1967)*)
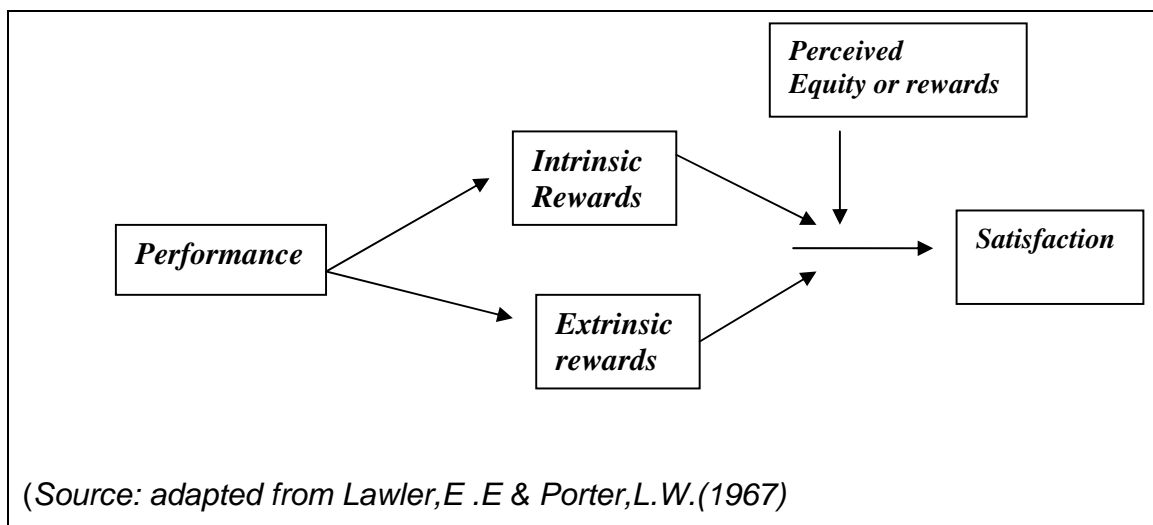
The above illustration indicates that an employee will expect to be rewarded accordingly and equitably recognised for his outstanding efforts and performance, both intrinsically and extrinsically. If he/she is not justifiably rewarded; this will leave the employee to be dissatisfied.

An example of this is when an educator was promised at his initial job interview that a special increase in salary will be awarded to staff that perform above expected standards. If this candidate has met all the requirements and has not received his/her perceived reward, this could lead him/her to be dissatisfied.

Turnover

Educational institutes with a high turnover, most often means

educators of those institutes have a shorter tenure than those of other similar institutes ,(Newstrom and Davis:259-260).

According to McShane and Glinow (2003:37-38), the main cause of turnover is job satisfaction. The high rate of educators leaving the country to seek suitable working conditions or leaving the profession altogether is escalating drastically.

In addition, McShane and Glinow (2003:37-39) advocates that if the levels of job satisfaction are consistently low, the employee is more likely to leave the job.

Furthermore, institutions with negligible satisfaction levels yield higher turnover rates, (Newstrom and Davis 1997:260-261).Turnover is of major concern to management because it can have a tremendous impact on normal operations.

Job dissatisfaction which "pushes" workers out of their present jobs has a greater effect on turnover than incentives that "lure" them into new jobs (McShane and Von Glinow 2003:37).

However, Newstrom and Davis (1997:257), argues that there can be some positive outcome resulting from turnover. This could lead to internal promotions and appointment of "new blood".

Along with retaining and attracting their employees, organisations must ensure that all their employees are regularly attending their jobs of which will be discussed in the next consequence of job satisfaction.

Absenteeism

How often does one hear the saying "I stayed away from work because my work makes me happy?"

According to Robbins (2001:78), there is a negative relationship between satisfaction and absenteeism. Workers who experience low job satisfaction tend to be absent more.

Furthermore, a high rate of absenteeism will result in a huge financial burden for management, in terms of productivity and performance (Arnold and Feldman 1996:94).Absenteeism is similar to turnover, in the sense that normal operations and activities are also disrupted and additional cost can escalate (Arnold and Feldman 1996:94).

However, absenteeism may be due to other legitimate reasons such as medical or personal reasons, (Robbins 2001:200).Baron and Greenberg (2003:156), advocates that other reasons for absenteeism need to be investigated by the human resource department. One cannot ignore that absenteeism may be due to the employee having poor co-worker or superior relationship or a strong dislike to the job itself (Baron and Greenberg 2003:156).

Union activity

Arnold and Feldman (1996:94-95) points out that in recent times, the membership numbers of the various unions in the education sector has shown a considerable increase.

According to Arnold and Feldman (1996:95), in an important study of union organisations, researchers concluded that workers will join a union mainly based on their dissatisfaction with working conditions and their perceived lack of influence change to those conditions.

Furthermore, Arnold and Feldman (1996:95) assert that workers become grieved by poor pay, by arbitrary and capricious discipline, and by poor and unsafe working conditions. Therefore this will call for collective action or unionisation, which may be perceived as the best solution to their grievances.

This will further raise the question: how can staff express their dissatisfaction?

One of the most evident expressions of dissatisfied staff is the desire to leave the education profession. The reasons for this were discussed in the foregoing chapters.

Other ways of expressing their dissatisfaction are as follows:

- o Steal from or act negligent towards the organisations property or assets.

- o Avoid or perform their duties in a haphazard manner.

- o They may be insubordinate.

- o They may influence others very negatively, thereby decreasing the general morale of the institute.

It can be therefore concluded that the consequences of job satisfaction can lead to staff being dissatisfied with their jobs; which can be expressed in various ways (Robbins 2001:79-80).

2.7 Conclusion

This chapter has highlighted the importance of job satisfaction in the workplace. It has reflected why job satisfaction has such an important impact on an institute. This was explained more clearly, by discussing the various definitions by different researchers and theorists. The review also highlighted theories of job satisfaction (The Job Characteristic Model, Herzberg's Two Factor Theory and Locke's Value Theory) as this is relevant to this study.

This review also included studies conducted by other researches which pertained to schools.

It was also important to understand what aspects of an educator's job led to satisfaction or dissatisfaction. For these reasons the factors affecting job satisfaction were emphasised. Management should not be ignorant of these factors as it may have negative ramifications on the college. Such consequences of job satisfaction had to be included so that management can address potential problems that may arise.

The next chapter will focus on the research methodology that will be used for this study.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In Chapter two the literature review on job satisfaction was conducted.

This chapter will include an outline of the research methodology and will include the following sub sections:

- The research Design
- The research sample
- The measuring instrument
- Population and sampling procedures
- Methods to ensure validity and reliability

Each of the above sections will be dealt in the discussions as follows.

3.2 Research design

De Vos et al, (2001:77) maintain that research design is a blue print or a plan detailing on how research will be implemented.

The research for the purpose of this study will of a descriptive nature making use of information requested from academic staff of the Swinton Campus of Coastal KZN FET College from the research instrument. The research instrument will consist of biographical questionnaire and the Minnesota Satisfaction Questionnaire (MSQ), which is a self – administered questionnaire.

Descriptive methods enable us to understand the way things are (Welman and Kruger 2004:19-20).

3.3 Population and Sampling Techniques

3.3.1 Population

According to Welman and Kruger (2004:-26-47), population is defined as a study object, which may include individuals, groups, organisations, events or the conditions to which they are uncovered.

Adding to that, Leedy (1997:208-210), maintains that the population can be viewed as a group or individuals or objects that would illustrate common feature that would be advantageous to the researcher's interest.

The population of this study will include Post level 1 academic staff of the Swinton campus. The total number of academic staff at the Swinton campus is 81.

All 81 educators agreed to partake in this study, of which 51 members responded favourably. Sekaran (2003:266-267), maintains that a response rate of 30% can be regarded as acceptable for most research studies. In this study a 63% (51 staff members responded) rate was yielded.

This favourable response rate can be endorsed to the fact that the researcher is an employee of the college. This will therefore enable the researcher to be more acquainted and familiar with the participants.

The sample (n= 51) of fulltime staff includes male and female employees on the academic Post Level 1. Furthermore, Sekaran (2003:267) also advocates that a sample size of between 30 and 500 are relevant for most research.

Having discussed the population that will be conducted for this research, it's necessary to portray the research instrument, which will be implemented for the purpose of data collection.

The following subsection will discuss the research instrument.

3.4 The Research instrument

3.4.1 The Questionnaire

In this research, the questionnaire will serve as the research tool to gather information. De Vos et al (2001:152) defines a questionnaire as a number of questions directed to the candidate and which has to be completed by them.

As stated by Spector (1985:693-713), there are various methods for measuring job satisfaction. The most commonly used ones used:

The Job Descriptive Index (JDI), created by Smith, Kendall, & Hulin (1969), is a specific questionnaire of job satisfaction that has been widely used. It measures one's satisfaction in five dimensions such as: pay, promotion and promotion opportunities, relationship with coworkers, supervision, and the work itself.

The General Job Index is an overall measurement of job satisfaction. It was an improvement to the Job Descriptive Index because the JDI focused too much on individual facets and not enough on work satisfaction in general.

The Minnesota Satisfaction Questionnaire (MSQ) measures job satisfaction in 20 facets and has a long form with 100 questions (5 items from each facet) and a short form with 20 questions (1 item from each facet).

The questionnaire employed in this study will comprise of two sections; namely Section A and Section B.

While a wide range of instruments are used for measuring job satisfaction; Section A (in Appendix2) will be based on the Minnesota Satisfaction Questionnaire (MSQ).Section B (in Appendix2) will consist of questions related to the biographical information of the candidate.

The MSQ is a measuring instrument that will be employed to determine job satisfaction. The reason for using this type of instrument, is that its extracts a detailed picture of the workers specific satisfactions and dissatisfactions.

Furthermore, a distinct advantage of the MSQ is that it's simple, quicker and easier to administer, (Arnold and Feldman: 1996: 99-101).

The respondents will have to designate on a Likert type five point scale their levels of satisfaction and dissatisfaction.
The rating scale will be demonstrated as below:

1	2	3	4	5

Where, will represent
   1. Very dissatisfied
   2. Dissatisfied
   3. Neutral
   4. Satisfied
   5. Very satisfied

Each respondent will answer the 20 questions (Appendix 2), by 'crossing' the box that specifically relates to their attitudes.
For this study, the MSQ will embody the following dimensions:

Dimension	Question/s asked
1.Recognition	Covered in questions 1, 15
2. Co workers	Covered in question 3
3. Working conditions	Covered in questions 13,14,20
4.Companypolicies/ practices	Covered in questions 2,6,9
5.Achievement / Advancement	Covered in questions 4,10,16,19
6.Supervision	Covered in questions 7,5,11
7.Remuneration	Covered in questions 8,12
8.Independent work	Covered in questions 17,18

The next section will discuss on how this data is to be collected.

3.4.2 Data Collection

Each data collection method employed in research does have its merits and shortcomings. For the purpose of this study, the Questionnaire, which includes a Section A and Section B was distributed to all academic staff of Swinton Campus.

McMillan and Schumacher (2001:40) depict the questionnaire as a frequent technique for collecting data. The covering letter explaining the nature and the purpose of the study was attached to the questionnaire.

According to the distribution of the questionnaire, 51 academic staff members of Post level 1 completed and returned the questionnaire. The next section will describe how the data collected was analysed.

3.4.3 Data analysis

Once the measuring instrument is identified; it is necessary to analyse the data that will be collected.

According to Welman and Kruger (2004:194), data is analysed by means of statistical techniques in order to investigate variables and their effects.

For the purpose of this research data will be analysed by making use of descriptive statistics. According to De Vos et al (2001:153-155), descriptive statistics enables the researcher to present collected data in a logical and organized form.

The data that relates to the measuring instrument will be summarized by means of graphical representations and tabulations.

3.5 Methods to Ensure Reliability and Validity

3.5.1 Reliability

According to Sekaran (2003:267-269), reliability can be referred to as whether an instrument is consistent with no error despite fluctuations of the candidate, the research conditions under which the test is administered.

Furthermore, the reliability of the measuring instrument, the MSQ, has been widely utilized because of its properties to measure intrinsic, extrinsic and overall job satisfaction, Weis et al (1967).

3.5.2 Validity

According to Weis et al (1967), evidence of the validity of the MSQ has been derived mainly from its performance according to a theoretical expectation known as construct validity.

3.5.2.1 External validity

External validity of data was utilized to maintain the reliability of data.External validity involves population and ecological validity. Population validity refers to the extent to which the results received for a sample may be generalized to the total population to which the research applies (Kruger and Wellman: 2004:118-121).

In order to ensure external validity, the researcher conducted the following steps:
  ➢ The names and identities of the candidates remained anonymous; in this way, more accurate and true information was obtained.
  ➢ The researcher had to first obtain permission from the Rector of the college so that candidates did not experience any fear or uneasiness.

3.6 Conclusion

This chapter provided a broader explanation of the research design and methodology, describing the research population and sample and sampling techniques. It also entailed the questionnaire as a measuring instrument that was used for the study and how the data was collected and analysed by making use of descriptive statistics.

The next chapter will focus on the presentations and findings of the data obtained from the questionnaire.

CHAPTER FOUR
RESULTS AND FINDINGS

4.1 Introduction

In the previous chapter (Chapter Three), the research design and methodology was discussed. This Chapter attempts to unfold, analyse and discuss the results obtained. The findings on the demographic information and questionnaires will be depicted by making use of graphical and descriptive statistics.

4.2 Presentation of the results

This chapter will firstly analyse the biographical data obtained from the research sample (n = 51) of which all participants returned their questionnaires.

This data will be represented in graphical format from fig 4.2.1.1 to fig 4.2.1.6. Thereafter, the responses received from the Minnesota Satisfaction Questionnaire will be represented by means of frequencies and percentages, from fig 4.2.2.1 to fig 4.2.2.20.
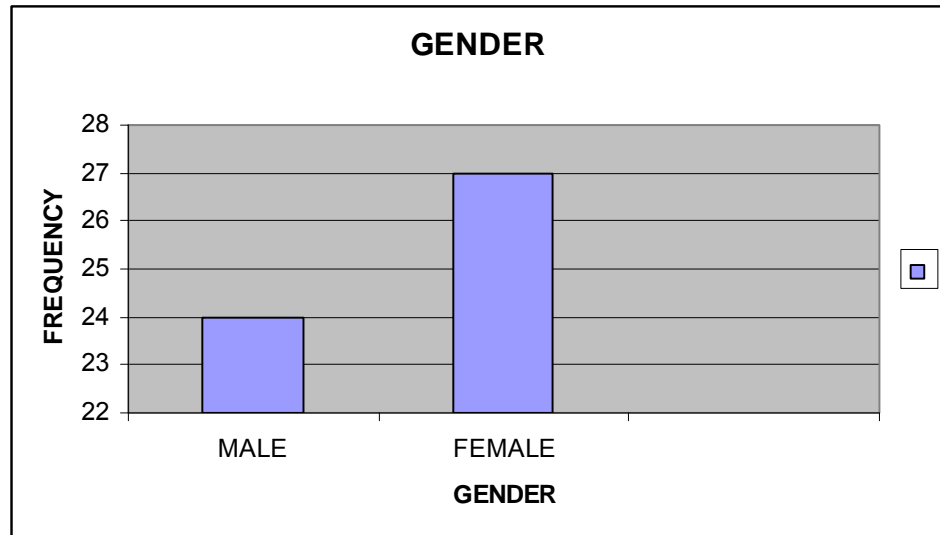
In order to ascertain the job satisfaction of educators, educators were requested to specify their level of satisfaction or dissatisfaction on a Likert's 5 point Scale. The scale was represented as follows:

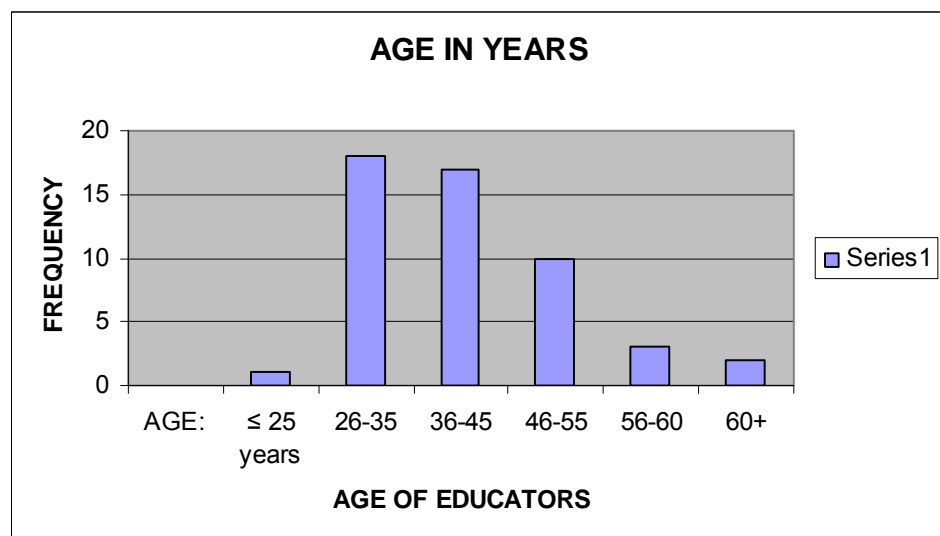| VERY DISSATISFIED	DISSATISFIED	NEUTRAL	SATISFIED	VERY SATISFIED
1	2	3	4	5

4.2.1 GRAPHICAL REPRESENTATIONS AND INTERPRETATION OF BIOGRAPHICAL FINDINGS OF THE SAMPLE.

Figure: 4.2.1.1 **Gender of Educators**

GENDER

(Chart: bar graph showing FREQUENCY on y-axis from 22 to 28, and GENDER on x-axis. MALE bar at 24, FEMALE bar at 27.)

The above Figure 4.2.1.1 depicts a graphical representation of the gender of the sample. It is evident that the population was primarily representative of female educators to that of male educators. The male respondents comprised of 47 %(*n=24)* and female respondents comprised of 53% (*n=27).*

Figure: 4.2.1.2 **Age of educators**

AGE IN YEARS

(Chart: bar graph showing FREQUENCY on y-axis from 0 to 20, and AGE OF EDUCATORS on x-axis with categories: ≤ 25 years = 1, 26-35 = 18, 36-45 = 17, 46-55 = 10, 56-60 = 3, 60+ = 2. Legend: Series1.)

40

The above fig 4.2.1.2 portrays a graphical representation of the age distribution of the sample. It is observed that most of the educators are in the age category of 26 – 35 years, (*n = 18 or 35%)*, closely followed by the age category 36 – 45 years, (*n=17 or 33%).*This is followed by the age category 46- 55 years (*n= 10 or 20%) ,* which is followed by the age category 56 -60 years (*n = 3 or 6%).*The least amount of respondents of the sample fall in the category 60 years and older (*n=2 or 4%)* followed by the age category less than 25 years (*n=1 or 2%).* The results reflect that most of the educators fall in the age category of 26- 35 years old.

Figure 4.2.1.3 Lecturing experience of Educators
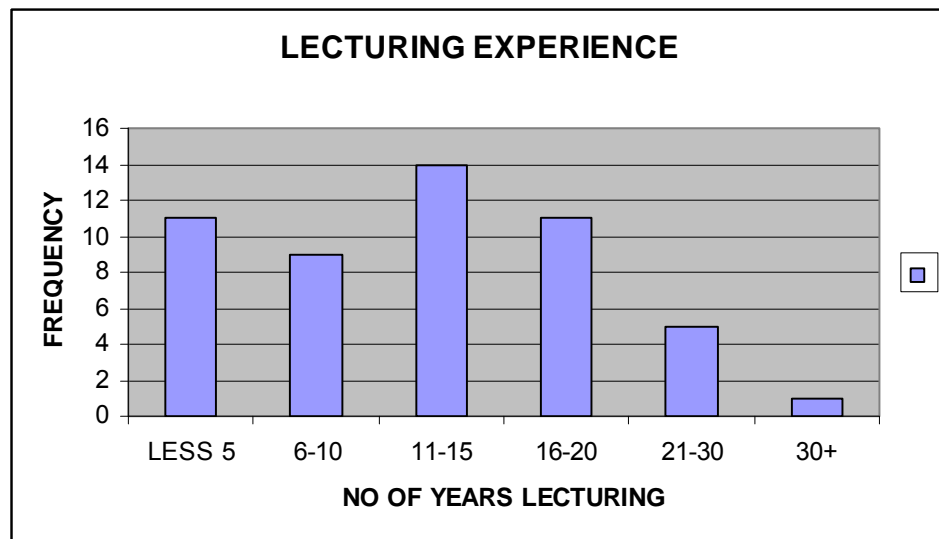
The above fig 4.2.1.3 reflects the number of lecturing experience that the respondents in the sample have. It is observed that most of the educators have 11- 15 years of lecturing experience (*n=14 or 27%)*, which is closely followed equally by both educators having less than 5 years and the category 16 -20 years (*n=11 or 22%).* This is followed by the category 6-10 years of lecturing experience (*n=9 or 18%),* which is followed by the category 21-30 years *(n=5 0r 10%).*It is also observed that the least amount are educators who are having

lecturing experience of 30 years and over (1=*5 or 2%).* This can be attributed to the fact that many of the staff members falling in this category have already reached retirement or have taken their pension packages.

Figure 4.2.1.4 Salary of Educators
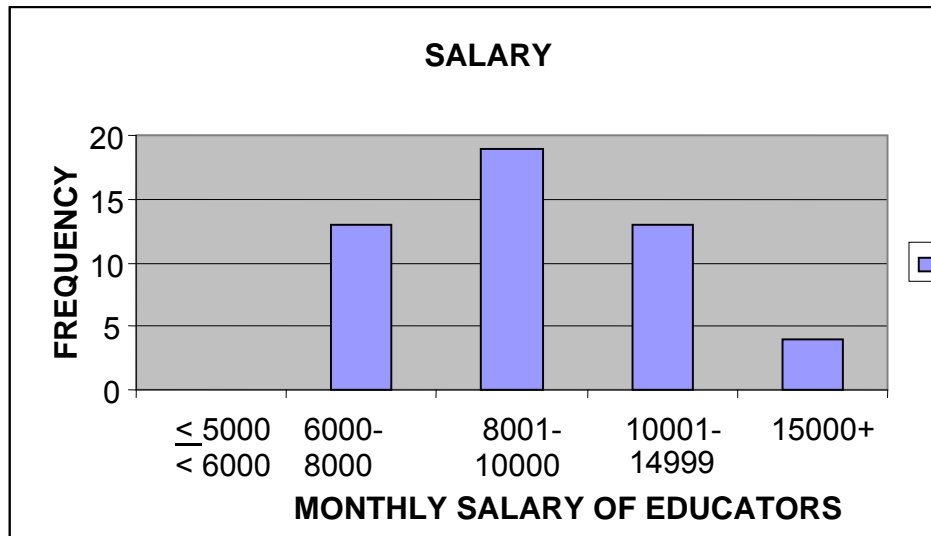
In the above fig 4.2.1.4, depicts the graphical representation of salary earned by the sample per month. It is clear that most of the educators of the sample earn in the region of category R8,000 - R10, 000 per month (*n= 19 or 37%),* which is followed by both the categories of R10,001 – 14,999 and R6000 – R8000, (*n= 13 or 25%)* The least amount of educators (*n=4 or 9%)* earn in the category R15000 and over. Three educators did not want to disclose their salary levels *(n=3 or 6%).*This could mean that they felt this was a personal issue, or that they were too embarrassed to reflect their salary scale, or it could mean they are earning much more than others.

The salary scale is also not in accordance to market related rates .These rates are more applicable to the salary scales of the teaching profession (schools).

Figure 4.2.1.5 Marital Status of Educators
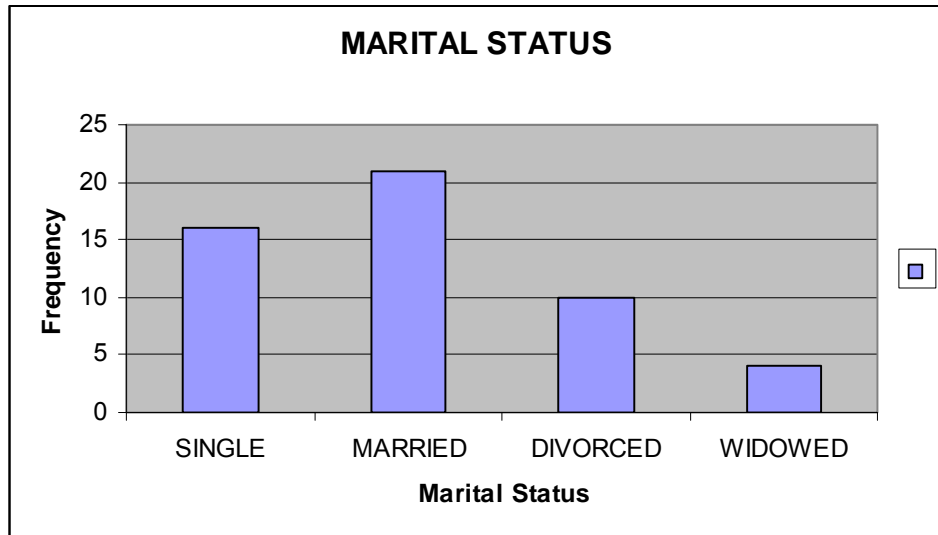
The above fig 4.2.1.5 depicts the marital status of the sample. The representation reflects that majority of the sample are married *(n=21 or 41%)*; 31% are single (*n=16)*, 20% were divorced (*n=10)* and the balance *(4 or 8%)* indicated that they were widowed. The results indicate that most of the staff are married and therefore are family orientated. This could impact on their levels of wanting job security.

Figure 4.2.1.6 Educational Qualifications of Educators
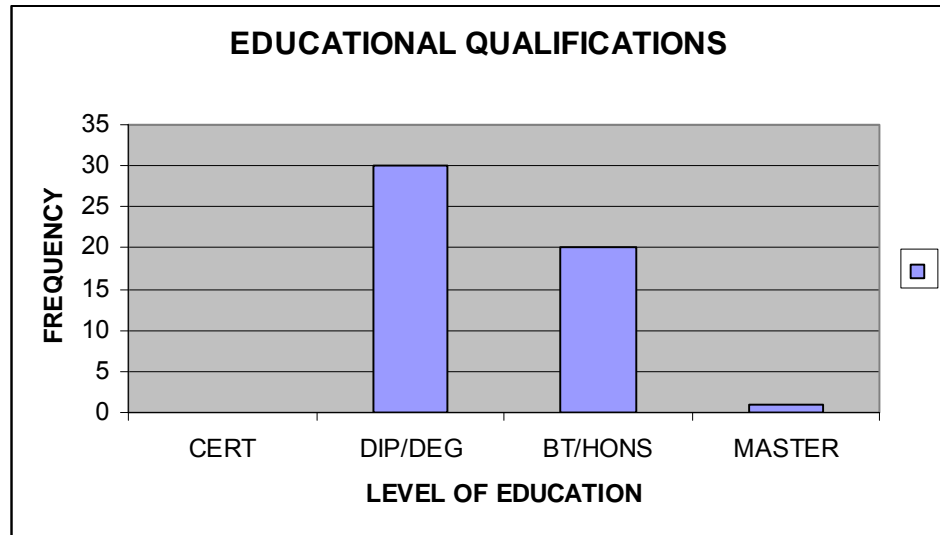
The above fig 4.2.1.6 portrays a graphical representation of the educational qualifications of the sample. It is observed that the sample mainly comprises of educators that hold a teachers diploma or degree *(n=30 or 59%)*, followed by 39% *(n=20)* of educators having either a BTECH Degree or a Honours Degree. There was only 2% of the sample that indicated that they hold a Masters Degree *(n=1).* Most of the staff is in possession of a teacher's diploma or degree. This could impact largely on the need for further training and development.

4.2.2 PRESENTATION OF THE MINNESSOTA JOB SATISFACTION QUESTIONNAIRE USING DESCRIPTIVE STATISTICS

[Note: all percentages were rounded off to two decimal places]

Fig 4.2.2.1 QUESTION ONE:

Recognition for work done

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	4	7.84
2	16	31.37
3	12	23.53
4	18	35.29
5	1	1.96
No response	0	0
TOTAL	51	100

The above fig 4.2.2.1 reflects that 20 (39,21%) educators were dissatisfied for recognition for work done, while 19 (37,25%) educators were satisfied that they receive recognition for their efforts.

Fig 4.2.2.2 QUESTION TWO

The general policies of the college

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	6	11.76
2	14	27,45
3	23	45,10
4	5	9,80
5	1	1,96
No response	2	3.92
TOTAL	51	100

The above fig 4.2.2.2 shows a significant indication that 39,21% of educators were dissatisfied with the general policies of the college, while 11,76% reported that they were satisfied with this statement. It is also noted that 3,92% of the candidates did not respond at all to this statement.

4.2.2.3 QUESTION THREE:

Relationship with co workers

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	5	9,80
2	7	13,72
3	17	33,33
4	17	33,33
5	5	9,80
No response	0	0
TOTAL	51	100

Although the above fig 4.2.2.3 shows that 23,52%of the educators were dissatisfied with their relationship with co-workers, it was quite interesting to observe that 34,13% were satisfied with their relationships with co workers.

Fig 4.2.2.4 QUESTION FOUR:

The ability to work independently and creatively

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	1	1,96
2	9	17,64
3	15	29,41
4	20	39,22
5	6	11,76
No response	0	0
TOTAL	51	100

The above fig 4.2.2.4 reflects that 19,60% of the educators were not satisfied with the way they are allowed to work independently and creatively while 50,98% of them expressed that they were satisfied with their ability to work on their own.

4.2.2.5 QUESTION FIVE

Your relationship with your head of department (lower management)

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	5	9,80
2	12	23,53
3	12	23,53
4	18	35,29
5	3	5,88
No response	1	1,96
TOTAL	51	100

The above fig 4.2.2.5 indicates that 33,33% of educators were dissatisfied with their relationship with their heads of department while 41,17% of the educators responded that they were satisfied with their relationship with their immediate heads.

4.2.2.6 QUESTION SIX:

The flexibility of the college rules and procedures

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	5	9,80
2	9	17,64
3	27	52,94
4	9	17,64
5	1	1,96
No response	0	0
TOTAL	51	100

The above fig 4.2.2.6 indicates that of 27,44 % of educators were not satisfied with flexibility of the college rules and procedures while 19,60% of the educators responded as satisfied with the flexibility of the college rules and procedures.

4.2.2.7 QUESTION SEVEN:

Your relationship with Top Management

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	4	7,84
2	7	13,72
3	25	49,02
4	10	19,61
5	2	3,92
No response	2	3,92
TOTAL	51	100

The above fig 4.2.2.7 indicates that 21,56% of educators were dissatisfied with their relationship with top management while 23,53% of the educators responded that they were satisfied with their relationship with top management. It was also observed that 3, 92% of these educators did not respond at all.

4.2.2.8 QUESTION EIGHT:

The remuneration you receive

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	7	13,72
2	22	43,14
3	13	25,49
4	7	13,72
5	2	3,92
No response	0	0
TOTAL	51	100

The above fig 4.2.2.8 indicates that 56,86% of educators were dissatisfied with the remuneration they receive while 17,64% of them expressed that they were satisfied with their remuneration.

4.2.2.9 QUESTION NINE:

Changes in the new curriculum and reforms

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	22	43,14
2	11	21,57
3	10	19,61
4	7	13,72
5	1	1,96
No response	0	0
TOTAL	51	100

The above fig 4.2.2.9 significantly indicates that 64,71% of educators were dissatisfied with changes in the new curriculum and reforms, while only 15,68% of the educators reflected that they were satisfied the changes in the new curriculum and reforms.

4.2.2.10 QUESTION TEN

Prospects for promotions and upward movement

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	12	23,53
2	21	41,18
3	12	23,53
4	4	7,84
5	2	3,92
No response	0	0
TOTAL	51	100

The above fig 4.2.2.10 indicates that 64,71% of the educators were very dissatisfied with prospects for promotions and upward movement while 11,76% of them reflected that they were satisfied with prospects for promotions and upward movement.

4.2.2 11 QUESTION ELEVEN

Prompt feedback and communication received from management and seniors

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	14	27,45
2	20	39,22
3	10	19,61
4	5	9,80
5	2	3,92
No response	0	0
TOTAL	51	100

The above fig 4.2.2.11 indicates that 66,67% of the educators were dissatisfied with prompt feedback and communication received from management and seniors, while 13,72% educators expressed that they were satisfied.

4.2.2.12 QUESTION TWELVE

Benefits staff receives

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	6	11,76
2	16	31,37
3	13	25,49
4	15	29,41
5	1	1,96
No response	0	0
TOTAL	51	100

The above fig 4.2.2.12 indicates that 43,13% of the educators were dissatisfied with the benefits they receive while 31,37% of the educators stated that they were satisfied with their benefits.

4.2.2.13 QUESTION THIRTEEN

The condition of your lecture venue

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	4	7,84
2	16	31,37
3	16	31,37
4	12	23,53
5	3	5,88
No response	0	0
TOTAL	51	100

The above fig 4.2.2.13 states that 39,21% of the educators were dissatisfied with the condition of the lecture venue while 29,41%of the members indicated that they were satisfied with the condition of their lecture venue.

4.2.2.14 QUESTION FOURTEEN

The condition of your staff room

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	4	7,84
2	13	25,49
3	14	27,45
4	18	35,29
5	2	3,92
No response	0	0
TOTAL	51	100

The above fig 4.2.2.14 indicates that 33,33% of the educators were dissatisfied with the condition of the staff room while 39,21% of the educators expressed that they were satisfied with the condition of the staff room.

4.2.2.15 QUESTION FIFTEEN
The amount of praise you receive for your outstanding efforts

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	6	11,76
2	22	43,14
3	16	31,37
4	7	13,72
5	0	0
No response	0	0
TOTAL	51	100

The fig 4.2.2.15 indicates that 54,90% of the educators were dissatisfied with the amount of praise they receive for your outstanding efforts while only 13,72% indicated that they were satisfied with the amount of praise they receive for outstanding efforts.

4.2.2.16 QUESTION SIXTEEN

Your training needs

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	3	5,88
2	10	19,60
3	20	39,22
4	16	31,37
5	0	0
No response	2	3,92
TOTAL	100	100

The fig 4.2.2.16 states that 25,48% were dissatisfied with their training needs while 31,37% expressed their satisfaction with training needs. It was also observed that 3,92% educators did not respond to the statement at all.

4.2.2.17 QUESTION SEVENTEEN

Participate in decision making

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	13	25,49
2	19	37,26
3	9	17,65
4	10	19,61
5	0	0
No response	0	0
TOTAL	51	100

In the fig 4.2.2.17, it was reflected that 62,75 % of the educators stated that they were dissatisfied with participation in decision making while 19,61% stated that were satisfied with their participation in decision making.

4.2.2.18 QUESTION EIGHTEEN

The opportunity to voice your opinion

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	10	19,61
2	18	35,30
3	10	19,61
4	13	25,49
5	0	0
No response	0	0
TOTAL	51	100

The above fig 4.2.2.18, indicates that 54,91% of the educators stated that they were dissatisfied with this statement while, 25,49% expressed their satisfaction.

4.2.2.19 QUESTION NINETEEN

The current training provided

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	5	9,80
2	6	11,77
3	24	47,06
4	16	31,37
5	0	0
No response	0	0
TOTAL	51	100

The above fig 4.2.2.19 states that 21,57% off the educators were dissatisfied with the current training provided by the college while 31,37% of the educators expressed their satisfaction with the current training provided.

4.2.2.20 QUESTION TWENTY

The general working conditions of the college

RESPONSE	FREQUENCY	PERCENTAGE (%)
1	5	9,84
2	15	29,41
3	16	31,37
4	15	29,41
5	0	0
No response	0	0
TOTAL	51	100

The above fig 4.2.2.20 states that 39,25% of the educators stated that they were dissatisfied with the general working conditions of the college while 29,41% stated that they were satisfied with the general working conditions of the college.

4.3 CONCLUSION

Chapter four summarises the discussions and presentations of the results obtained from the research instrument.

A brief interpretation on the biographical findings of the sample was firstly discussed followed by the interpretation of the results of the Minnesota Job Satisfaction Questionnaire.

The response to seven questions yielded a higher percentage on job satisfaction which is as follows:

- ✓ Your relationship with co-workers,
- ✓ The ability to work independently and creatively,
- ✓ Your relationship with your head of department (lower management),
- ✓ Your relationship with Top Management,
- ✓ The condition of your staff room,
- ✓ Your training needs
- ✓ The current training provided;

Whereas the response from the remaining thirteen questions indicated that staff was generally dissatisfied with the following dimensions of job satisfaction:

- ✓ Recognition for work done
- ✓ The flexibility of the college rules and procedures,
- ✓ The remuneration you receive
- ✓ Changes in the new curriculum and reforms,
- ✓ Prospects for promotions and upward movement,
- ✓ Prompt feedback and communication received from management and seniors,
- ✓ Participate in decision making,
- ✓ Benefits staff receives,
- ✓ The condition of your lecture venue,
- ✓ The amount of praise you receive for your outstanding efforts,
- ✓ The general policies of the college ,
- ✓ The opportunity to voice your opinion,
- ✓ The general working conditions of the college,

From the above points it can be summarised that there are more factors that contribute to job dissatisfaction rather than job satisfaction. This becomes a

concern for management as it seems that more people are unhappy in the work environment as opposed to the former. Most of this can be attributed (as mentioned earlier in the introductory chapters) that due to the recent overhaul in the education system, the change in the paradigm of thinking, transformation and the new governance structures at the college.

The following chapter (chapter five) will include the conclusions and recommendations of the researcher's interpretations.

CHAPTER FIVE

CONLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In Chapter four a brief discussion on the presentation and interpretation of results was displayed by the researcher.

This chapter will include the researcher's interpretation and conclusions from the data that was collected, a synopsis of the results that is related to the research problem and objectives. The researcher will also provide recommendations for further research

5.2 Discussions and Specific Recommendations

5.2.1Recognition for work done

The results indicates that 39 (21%) and 54 (90%) of the educators were either dissatisfied or very dissatisfied for recognition for work done and the amount of praise they receive for outstanding efforts , respectively.

Gathering from the MSQ, it's evident that staff is generally dissatisfied with these aspects of their job. It's recommended that for future research, that staff receive acknowledgement for their outstanding efforts. This can be conducted in the form of continuous appraisals, staff awards or creating an innovative reward system that will heighten their morale and at the same time acknowledge their good performance at the college. At the same time future research could investigate into the criteria for recognition for work done, such as staff awards and the degree of transparency it offers.

5.2.2. Company policies/ practices

Staff indicated that 39 (21%), 27 (44%) and 64 (71%) were generally dissatisfied with general rules of the college, changes in the new curriculum and reforms and, the flexibility of the college rules and procedures.It is evident that a very high percentage of 64 (71%) of staff are unhappy with changes taking place at the college.

It's therefore recommended for future research that there be strong intervention from the Department of Education in order to combat the feelings of dissatisfaction educators have towards policies and procedure. This is more especially in the process of change and transformation.

These interventions could also include workshops on motivating staff on the reason for change, the economical benefits associated with change as well as how staff would benefit from these changes.

It's also important to recommend that when management communicate the policies and procedures of the college to staff, they should come through as transparent, positive and optimistic.

5.2.3 Relationship with Co workers

This reflected that 43 (13%) of staff was satisfied with their relationship with their co-workers. This is very vital for the college as a whole, since team work impacts very positively in achieving the goals and the mission of the college. The college as whole should keep this up, as working together in a team demands people co - operating and interacting with each other in a positive way.

5.2.4 Achievement and Advancement

The results reflects that 50 (98%) of educators were satisfied with the ability to work independently and creatively. This indicates that the college does give the educator a certain degree on autonomy to work on their own which leads them to a sense of satisfaction at the college. Arnold and Feldman (1996:88-91) also concurs that if educators are entrusted with a certain degree of autonomy, this will lead to greater job satisfaction.

Whereas, the results of 64(71%) of the educators expressed that they were dissatisfied with prospects for promotions and upward movement. With such a large percentage of dissatisfaction this indeed becomes a very high concern for management.

It's recommended that, with the new Dispensation Act of the college, that there be a creation of new steps on the promotion ladder such as appointments for subject heads or heads of department, since this is lacking at the college. The current status reveals that staff do occupy these positions but are not awarded any recognition or status. Therefore for future research, it would be recommended that these positions are further investigated for its true materialisation.

It was also observed the same percentage of 31(37%) of staff were satisfied with both the training needs and the training provided by the college.
This is a positive indicator, for this means that the college is trying by all means to equip the staff with the necessary skills and knowledge. This also augers well for the organisation since the need for being trained should be welcomed by staff.

Therefore it is recommended that this be sustainable effort of the college, as established in the literature that education is so dynamic and turbulent.

5.2.5 Supervision

The results that touched on supervision show that 41(17%) and 23(53%) of educators were satisfied with their Heads of Department and Top Management, respectively.

This is encouraging, since management is establishing a supportive and a personal interest in the job satisfaction of their employees.

However, Arnold and Feldman (1996:91-93), warns that while there is a good relationship between management and staff, there are still several circumstances in which the relationship does not hold up.

Whereas, 66(67%) of educators expressed their dissatisfaction with communication and feedback. If staff are left in the dark on how, when, why and what needs to be done, how are the goals of the college going to be effective? Continuous feedback and reporting alleviates frustration and dissatisfaction, because staff feels that they know what is to be expected. The lack of reporting and providing feedback leaves staff with a lower level of confidence in their management and the college.

It's therefore recommended that for future research feedback and communication become one of the top priorities of management by ensuring that this takes place regularly and effectively.

5.2.6 Remuneration and benefits

The results indicates that 56 (86%) and 43 (13%) of the educators stated that they were dissatisfied with the remuneration and benefits that they receive at the college, respectively. Once again, the Department of Education should take

cognisance of this factor as it will impact poorly on the country's economic and social well being.

In addition, it should be noted that it is these educators who actually promote the skills of the country; this has been quite evident in the new Landscape Document for Education 2008.There should be proper pay structures and definite pay policies in place, especially those staff that are continuously upgrading their qualifications. Arnold and Feldman (1996:87), reminds that remuneration serves as a symbol of achievement and a source of recognition.

The educator's strike that occurred in June 2007 spells out the disgruntlement of poor salaries and benefits that educators receive. Promises and notices have been publicly announced, but tangible results are still waiting. This has contributed negatively to the levels of satisfaction of educators.

Therefore, it is recommended that for future research that new salary structures for FET educators for the New FETC ACT 2007, be implemented as soon as possible.

5.2.7 Independent Work

The response to participate in decision-making and the opportunity to voice their opinion revealed that 62(75%) and 54(91%) of educators expressed their dissatisfaction to this statement, respectively.

It's evident from the results that a participative decision making style is lacking at the college. This can lower the morale of the staff as their voices are not heard. They may feel that they are the ones at the bottom of the hierarchy and are more updated on what's happening at ground level; but management is ignorant to hear their views.

Furthermore, this also goes against the constitution of our country, since a democratic style of decision making and participative management style should be adopted.

It is recommended that staff be allowed the opportunity to be heard as this could not only promote job satisfaction but also become a potential problem solving tactic for the college.

However, it is recommended that for future research an investigation into a proper forum for participative decision making be implemented.

5.2.8 Working Conditions

The results of 39(21%) and 35(29%) of staff reported that they were dissatisfied with their lecture venues and the general working conditions of the college, respectively.

If the environment is not comfortable or appropriate for work and interaction, then how is it possible for learning to take place?

The answer to this is quite straight forward. The literature study advocates this, if staff are provided with the correct and proper working conditions, this can lead to greater comfort and minimise any health hazards that may occur. This therefore calls for management to review their current working conditions and to make enquires to all staff concerned, on what needs to be improved, removed or added on.

On the other hand, it was reflected that 39(21%) of staff were slightly satisfied with the condition of their staff room. This should be a positive reflection on the side of management; however, they should not be ignorant of sustaining a comfortable staff room venue.

5.3 Recommendations for future Research

The findings of this study have led to the following recommendations for future research:

➢ Research on various strategies on finding ways to accept and overcome the resistance of change is strongly recommended.

➢ The present awards functions held at the college should be further looked into, although the recognition for work done is acknowledged at the college, a more transparent and equitable system should be implemented.

➢ The college should also investigate the current state of lecturer's performance and qualifications and look into a proper appraisal system to be in place.

➢ It is also recommended that a proper and viable communication system come to play, as this is lacking in terms of communication and feedback.

➢ It is highly suggested that there be strong intervention from the Department of Education in terms of introducing induction and orientation workshops on education policy and practices.

➢ Research needs to be explored into the field of job satisfaction in both the public and private FET SECTOR.

Limitations of the research

The research was subject to the following limitations:

- The sample group was only representative of one particular college and not the entire population as a whole.

- The research was limited to one particular college and comparisons drawn from other colleges were not included.
- The research findings were restricted to the satisfaction levels of educators from a public FET college and did not include the private education sector.
- There was very negligible research conducted on job satisfaction from FET education sector.

5.5 Summary

In this final chapter, the findings of a survey on 51 academic educators, relating to the factors that affect the level job satisfaction was brought to light. It was discovered that most of the academic staff draw their job satisfaction from having positive working relationship with management, their relationship with their peers, the training needs and the training provided from the college and the condition of their staff room.

It was mostly found that educators derive their job dissatisfaction from the absence of recognition for work done, remuneration and the benefits that they receive, company policies and practices, achievement and advancement, feedback and communication, the ability to work independently and creatively and the general working conditions of the college.

The research has also found that there are more factors that contribute to job dissatisfaction rather than job satisfaction. Therefore, gathering the results obtained from the dimensions of the MSQ, it can be deduced that staff at the Swinton Campus is generally dissatisfied with their jobs.

In summary this can be represented as follows:

Factors affecting job satisfaction at the Swinton Campus

No.	Factor	% YIELD
1	Your relationship with co-workers,	34,13
2	The ability to work independently and creatively,	19,60
3	Your relationship with your head of department (lower management),	33,33
4	Your relationship with Top Management,	23,53
5	The condition of your staff room,	39,21
6	Your training needs	31,37
7	The current training provided;	31,37

Factors affecting job dissatisfaction at the Swinton Campus

No.	Factor	% YIELD
1.	Recognition for work done	39,21
2.	The flexibility of the college rules and procedures,	27,44
3.	The remuneration you receive	56,86
4.	Changes in the new curriculum and reforms,	64,71
5.	Prospects for promotions and upward movement,	64,71
6.	Prompt feedback and communication received from management and seniors,	66,67
7.	Participate in decision making,	62,75
8.	Benefits staff receives,	43,13
9.	The condition of your lecture venue,	39,21
10.	The amount of praise you receive for your outstanding efforts,	54,90
11.	The general policies of the college	39,21
12.	The opportunity to voice your opinion,	54,91
13.	The general working conditions of the college,	39,25

It was also recommended that management and more importantly that the Department of Education lend a resolving hand in handling these issues, so that the factors affecting job satisfaction can be enhanced and promoted. The Department of Education should be cautioned not to be ignorant of the factors affecting job satisfaction as this could lead to neglecting the economic growth of our country towards building our nation towards a harmonious and stable working environment. The recommendations on future research on ways to promote job satisfaction were addressed to the management of the college and the Department of Education. Finally, the limitations to the study were emphasised.

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TO: **THE RECTOR OF COASTAL KZN – FET COLLEGE: MR W NZIMANDE**

FROM: REKHA MANIRAM (lecturer)–SECTION: BUSINESS STUDIES: SWINTON CAMPUS

RE: CONSENT FOR CONDUCTING RESEARCH:

RESEARCH TOPIC: An investigation into the factors affecting job Satisfaction

Sir,

I hereby tender my request for consent to conduct a research survey questionnaire to elicit the responses of staff on their level of job satisfaction at coastal KZN FET College – Swinton Campus.

The responses will contribute towards the research carried out by myself for the dissertation in the Magister Technologiae – Business Administration offered by the University of South Africa.

The anticipated value of this research will depend on the feedback that is received in response to the various questions asked in the questionnaire attached (Section A and B).

It's hoped that the feedback received will make a favorable difference to your levels of job satisfaction, in that conclusions and recommendations will be forwarded to Management of Coastal KZN.

Kindly take note of the following:

1. All information received will serve no other purpose than purely for academic RESEARCH.
2. It is estimated, that it will take a lecturer no more than 15 minutes to complete the questionnaire.
3. The questionnaire will be completed at lecturer's free time and will not encroach on lecturing time.

I trust that this application will receive your favorable response and would like to thank in anticipation for your cooperation and assistance.

_____
REKHA MANIRAM – BUSINESS STUDIES: SWINTON CAMPUS

Date: 10 October 2007

_____
FORWARDED: MRS T MISIMANG   (ACTING CAMPUS MANAGER- SWINTON CAMPUS)

ANNEXURE B
QUESTIONNAIRE

TO: THE ACADEMIC STAFF OF COASTAL KZN – FET COLLEGE

You are invited you to complete a survey questionnaire to elicit your opinion on your level of job satisfaction at Coastal KZN FET College – Swinton Campus.

The responses will contribute towards the research carried out by Mrs. Rekha Maniram for the dissertation in the Magister Technologiae – Business Administration offered by the University of South Africa.

The anticipated value of this research will depend on the feedback that you would provide in response to the various questions asked in the questionnaire **(Section A and B).**

It's hoped that the feedback received will make a favourable difference to your levels of job satisfaction, in that conclusions and recommendations will be forwarded to management.

Please take note of the following:

4. All information received will be held in anonymity and in strict confidence.
5. Please note that permission to conduct the research has been granted from the Rector of the college.
6. Please don't indicate your name anywhere in the questionnaire.
7. All information received will serve no other purpose but purely for academic reasons.
8. It is estimated, that it will take you not more than 15 minutes to complete the questionnaire.
9. Please ensure that all instructions are read very clearly.
10. I trust that all information received will be as honest as possible, no matter how negative you may be.

Thank you for time and cooperation.

_____
REKHA MANIRAM – BUSINESS STUDIES

SECTION B:
BIOGRAPHICAL INFROMATION

PLEASE PLACE AN ☒ IN THE BLOCK THAT RELATES TO YOU.
YOU CAN CHOOSE ONE OPTION ONLY.

[TAKE NOTE: DON'T IDENTIFY YOURSELF OR PERSAL NUMBER
ANYWHERE IN THIS DOCUMENT.]

1. GENDER

MALE   FEMALE

2. AGE IN YEARS

- 25   26- 35   36 -45   46-55   55-59   60 +

3. EDUACTIONAL QUALIFICATIONS

MATRIC ONLY   DIPLOMA/DEGREE   HONS/BTECH   MASTERS +

4. LECTURING EXPERIENCE IN YEARS

0-5   6- 10   11 -15   16-20   21 -29   30 +

5. BASIC SALARY PER MONTH (IN RANDS)

| LESS THAN R5000 | 5000- 8000 | 8001-10000 | 10000- 14999 | + 15 000 |

6. MARITAL STATUS

SINGLE   MARRIED   DIVORCED   WIDOWED

SECTION A:
JOB SATISFACTION [MINNESOTTA JOB SATISFACTION QUESTIONNAIRE]

Rate the following questions on a Likert 5 point scale.
Please place an ☒ in the block that relates to you.
You can choose one option only

KEY:
ASK YOURSELF HOW SATISFIED I AM WITH THIS ASPECT OF YOUR JOB:

1. VERY DISSATISFIED – MEANS THAT I AM VERY DISSATISFIED WITH THIS ASPECT OF MY JOB.

2. DISSATISFIED – MEANS THAT I AM DISATISFIED WITH THIS ASPECT OF MY JOB.

3. NEUTRAL – MEANS I CANT DECIDE WHETHER I AM SATISFIED OR NOT STAISFIED WITH THIS ASPECT OF MY JOB.

4. SATISFIED- MEANS THAT I AM SATISFIED WITH THIS ASPECT OF MY JOB.

5. VERY SATISFIED- MEANS THAT I AM VERY SATISFIED WITH THIS ASPECT OF MY JOB.

1. RECOGNITION FOR WORK DONE

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

2. THE GENERAL POLICIES OF THE COLLEGE

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

3. RELATIONSHIP WITH COWOKERS

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

4. THE ABILITY TO WORK INDEPENDENTLY AND CREATIVELY

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

5. YOUR RELATIONSHIP WITH YOUR HEAD OF DEPARTMENT(LOWER MANAGEMENT)

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

6. THE FLEXBILITY OF THE COLLEGE RULES AND PROCEDURES

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

7. YOUR RELATIONSHIP WITH TOP MANAGEMENT

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

8. THE SALARY YOU RECEIVE

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

9. CHANGES IN THE NEW CURRICULUNM AND EDUACTION REFORMS

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

10. PROSPECTS FOR PROMOTIONS AND UPWARD MOVEMENT

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

11. PROMPT FEEDBACK AND COMMUNICATION RECEIVED FROM MANAGEMENT AND SENIORS

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

12. YOUR BENEFITS

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

13. THE CONDITION OF YOUR LECTURE VENUE

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

14. THE CONDITION OF YOUR STAFF ROOM

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

15. THE AMOUNT OF PRAISE YOU RECEIVE FOR YOUR OUTSTANDING EFFORTS.

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

16. YOUR OVERALL STAISAFCTION WITH YOUR JOB

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

17. PARTICIPATIVE DECISION MAKING

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERYSATISFIED

18. THE OPPORTUNITY TO VOICE YOUR OPINION

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

19. THE CURRENT TRAINING PROVIDED

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED

20. THE GENERAL WORKING CONDITIONS OF THE COLLEGE.

VERY DISSATISFIED   DISSATISFIED   NEUTRAL   SATISFIED   VERY SATISFIED