

JOB SATISFACTION OF “LEVEL 1 LEARNERS” WITHIN
MASONITE (AFRICA) LTD.

By

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SUPERVISOR'S APPROVAL

To Whom It May Concern:

Approval for Submission

This research project has been reviewed by the undersigned and hereby permission is granted for submission for examination.

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DECLARATION

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ABSTRACT

In 2005, Masonite (Africa) Ltd embarked on a level 1 learnership program, in line with the National Skills Development Strategy. Within a few months, it became apparent that there was a need to investigate the job satisfaction of the level 1 learners (learners) in the work component of their learnership program.

To investigate their job satisfaction, a study was conducted which was guided by three objectives. These were: firstly to determine the general job satisfaction of the learners; secondly, to assess the satisfaction of the learners according to twenty dimensions of the job, as measured by the Minnesota Satisfaction Questionnaire (MSQ) and thirdly, to investigate the relationship between the job satisfaction of the learners and their demographic variables gender, age, work experience and level of education.

The instrument used to assess the job satisfaction of the learners was the long form of the MSQ, measuring both general job satisfaction and satisfaction according to twenty job dimensions.

Ninety-four learners were surveyed, using a questionnaire consisting of one page for demographic data and three pages covering the MSQ questions. Responses were collected via the group contact method, and the data was analyzed using descriptive and inferential statistical techniques.

The study showed that firstly, the learners surveyed were, in general, only slightly satisfied with their jobs. Secondly, according to the twenty job dimensions, the learners were satisfied with respect to getting along with their co-workers, not satisfied with the pay they received for the work they did and only slightly satisfied with the remaining eighteen job dimensions. The study also found that certain demographics had a statistically significant influence on the level of job satisfaction experienced by the learners. It was found that learners with previous work experience were, in general, more satisfied than learners who had never worked before. These learners were also more satisfied when it came to keeping busy in the job, and doing different work. It was also found that male learners were more satisfied than female learners with the opportunity to work alone.

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CHAPTER ONE

STATEMENT OF THE PROBLEM

1.1) Introduction

In January 2005, Masonite (Africa) Ltd (MAL), in common with many other industries in South Africa, commenced with a learnership program in line with the legislated National Skills Development Strategy (NSDS).

The very nature of such a previously untried program placed MAL, now as the employer of a large number of learners, in a position where it had to extend its traditional in house training systems to include outcomes based training methods. It was also imperative that MAL, fully and quickly, integrate the learners into its work environment, for two crucial reasons: firstly, the work-based component of the learnership program had to be fulfilled in order to comply with the curriculum and secondly, the learners had to be developed into a productive and efficient component of the work force in order to recoup the costs of the program.

Within approximately three months after the programme commenced, it became apparent that both management and the learners in the work place were experiencing significant problems. Discussions with various departmental managers, and the company's training center personnel responsible for

managing the learnership program, indicated that, while learner classroom and workplace assessments were showing positive results, attitudinal, behavioral, and performance related problems were being experienced in the work place.

A review of current organizational behavior literature, suggested that these problems were significantly related to the level of job satisfaction experienced by the learners within the work environment. The similarity between the problems being experienced in the work place and the organizational variables reviewed in the literature, prompted the researcher to consider an investigation into the job satisfaction of the learners.

1.2) Purpose of the Study

The purpose of the study was to determine the job satisfaction of the group of learners currently on the wood products skills development learnership program at MAL.

The focus of the study was to assess the job satisfaction of the learners, out of the classroom and in their work environment, by determining their general level of job satisfaction and their level of job satisfaction according to the twenty job dimensions as measured by the MSQ. The study also undertook to investigate the relationship between the job satisfaction of the learners and certain of their demographics.

1.3) Justification of the Study

The NSDS, in South Africa, was developed to overcome the problem of a low skills base in a country of high unemployment and low labour absorption. The strategy, of which the learnership programs form an integral part, was based on a shared obligation between the employer, the sector education and training authorities (SETA's), and the learner. The implication was that a learner entered into a contractual agreement with the SETA to be trained and educated, and with the employer to acquire work-related skills (South Africa. Dept. of Labour, 2001a).

The success of the strategy was therefore based not only on the successful training and education of the learners, but also on their acquisition of work related skills in the various business sectors throughout the country.

Surprisingly, the researcher found that, to date, there is a disturbing absence of information pertaining to the progress of the NSDS, or to the progress and experiences within industry, of the various learnership programs in South Africa.

Soon after the introduction of the learnership program within MAL, it became apparent that a perception existed on the shop floor that the learners were not the "same" as the general employees. This perceived difference was mainly expressed by the learners, but was also reciprocated by full time employees and

managers. When coupled with the observed attitudinal and behavioral problems within the group of learners, this perceived difference negatively affected their successful integration and resulted in a deterioration of their expected performance standards.

A large body of evidence, supported in the literature, shows that job satisfaction is significantly related to a large number of organizational variables. The evidence indicates that the absence of job satisfaction, which manifests itself in disruptions such as absenteeism, destructive behavior, attitudinal problems, and departure of employees, results in a work environment wherein an employee, or work group, cannot be productive or meet the requirements of acceptable organizational citizenship behavior (Kreitner, Kinicki & Buelens, 2002).

It was anticipated that determining the level of job satisfaction of the learners would assist MAL and its management, in formulating successful policies and strategies, which would ensure the success of the skills development initiative within the company and maximize its return on the learnership investment.

It was also hoped that this study, while aimed at the unique population within MAL, would also contribute to the higher body of knowledge, in both job satisfaction and South Africa's burgeoning skills development initiative.

In conclusion, the need for this research within MAL was best justified by quoting from James (2005: 2). *“Amongst all the excitement and hype, very few employers (and SETA’s for that matter) were considering the implications and challenges involved with managing the process and the various stakeholders in the learnerships, particularly at the workplace”.*

1.4) Research Questions

A clear need was identified, within MAL, to investigate the less-than-satisfactory situation being experienced by the company, with the learners in the work environment.

Research conducted in this regard established that a causal link existed between the observed behavior of the learners, and their job satisfaction. To successfully assess learner satisfaction, and to establish the effects of personal and work related factors on their satisfaction, the following objectives, which guided the study, were formulated.

Objective 1: To measure the general level of job satisfaction of learners.

Objective 2: To measure the level of satisfaction of learners according to the twenty dimensions of the job as measured by the MSQ.

Objective 3a: To determine the relationship between general job satisfaction of learners and the demographic variables gender, age, work experience, and level of education.

Objective 3b: To determine the relationship between the satisfaction of learners according to the twenty dimensions of the job as measured by the MSQ, and the demographic variables gender, age, work experience, and level of education.

1.5) Key Terms

The following is a list of terms and their definitions, used throughout the study.

Masonite (Africa) Ltd (MAL) – A medium sized company, owned by Masonite International Corporation, and situated in Estcourt, KwaZulu Natal. The company processes and converts timber into value-added wood-based products, primarily for the building industry.

Learnership Program – The learnership program run at MAL is part of the government's Skills Development Initiative. The program consists of a classroom component delivered by an external provider, and a work-based practical component, managed by the company. The whole program is co-coordinated by the Training and Development Manager. The learnership program was

specifically designed to empower the learners with skills that are portable within the wood manufacturing and processing industry sector in South Africa.

Level 1 learners (learners) – A unique group of black employees, currently enrolled in the first level of the Skills Development Learnership program, supported and managed internally by MAL.

Dimensions – Refers to the various facets, components, or aspects of one's job. For example: the pay that goes with a job; the degree of responsibility associated with the job; the opportunities for advancement in the job; etc. A person can be satisfied with one aspect of the job and dissatisfied with another (Kreitner, *et al.*; 2002).

Job satisfaction – An effective or emotional response towards one's job, or towards a dimension of the job. Job satisfaction can be defined as an individual's cognitive, affective, and evaluative reaction towards the job. It manifests itself as a feeling and/or attitude towards one's job. (Greenberg & Baron, 1993).

Minnesota Satisfaction Questionnaire (MSQ) – An instrument consisting of a questionnaire used in measuring job satisfaction. The instrument is capable of measuring general job satisfaction, as well as satisfaction according to twenty job dimensions (Weiss, Davis, England & Lofquist, 1967; Kreitner, *et al.*; 2002).

1.6) Organization of the Study

This study has been organized into six chapters.

The first chapter contains an introduction to the study; a description of its purpose and its justification; and states the research questions that guided the study. A list of key terms used throughout the study is provided in this chapter.

Chapters two and three contain a review of current literature pertinent to the study. Chapter two reviews the literature on the skills development learnership program. Chapter three gives a review of job satisfaction; its assessment and measurement and justifies the instrument of choice in the study.

Chapter four describes the research design, the methodology and the procedures followed in the study.

Chapter five details the analysis of the data obtained in the study.

Chapter six concludes the study, with a summary of the analyses, the conclusions reached based on the objectives of the study, a discussion of the findings, highlights the limitations of the study and puts forward recommendations for further research.

CHAPTER TWO
LEARNERSHIPS AND LEARNERS

This is the first of two chapters, which summarize the findings of the literature reviewed in support of the study. This chapter discusses the skills development learnership program in South Africa and reviews the learnership situation within MAL.

2.1) The Learnership Program in South Africa

Skills development, through education and training, has always been considered to be the most powerful force for improving individual opportunity and organizational competitiveness throughout the world. Middleton, *et al* (1993, as cited in Nel, Gerber, van Dyke, Hassbroek, Schultz, Sono & Werner, 2002: 437) believed that two factors, namely labour productivity and flexibility, are generally considered to be the prime determinants of the quality of a work force.

Globally, it is apparent that national vocational and training systems form a fundamental part of the socio-economic environment and well being of industrialized countries. The Australian government's national strategy for education and training is an example that clearly demonstrates this importance. It believes that forces arising from complex economic, technological and social changes influence the training and development environment (Nel, *et al.*; 2002).

South Africa is no longer isolated globally and therefore is not immune to the changes brought about by the drivers of a world economy and patterns of trade. Indications are that international competition and opportunities, technological developments, structural changes in the labour market, the demand for efficiency and effectiveness, growth of SMME's and societal changes, have brought about changes to the South African individual. As a result of these changes, the South African Department of Labour (2001b) believes that demands for skills and an educated work force, will therefore increase across all sectors and occupations, and skills development will become a life long commitment.

The NSDS, signed off in 2001, introduced the learnership concept as a strategy to counteract unemployment of the ever-increasing and most vulnerable young, black, labour market. Data suggests that from the year 2000, the number of new entrants to the labour market would increase by at least 70 000 per year, in an employment market undergoing continuous restructuring. In this context, it is believed that a lack of work experience and skills would become effective barriers of entry into the job market (South Africa. Dept. of Labour, 2001b).

The learnership program, as part of the NSDS, and promulgated in 2001, was thus specifically designed to counteract these barriers of entry, by providing potential entrants to the labour market with both theoretical and practical experience over a wide range of business sectors and population demographics and in so doing, empower these potential entrants with a formal recognition of

skills development, within a national qualifications framework.

To achieve the intended goals of the learnership concept, learnership programs are designed to be outcomes based and as such, organizations are looked at to provide not only the funding in the form of a national skills levy, but also the work experience, by supplying contractual employment to the learners (South Africa. Dept. of Labour, 2001c).

The aim of the learnership strategy is thus to improve the skills in South Africa, so that its people and the economy as a whole, will be more productive and make the work place more equitable for everyone.

2.2) Learnerships at Masonite Africa (Ltd)

Within MAL, the work related performance of the learners has, as yet, not met expectations and is below the company norm when it comes to issues such as absenteeism, lateness, absconding and work performance.

A review of the situation within the company has shown some disturbing trends amongst the group of learners. In 2005, 42% of the learners were absent on occasion with 19% of these on more than one occasion. 18% of the learners had undergone disciplinary action for repeated occurrences of late coming, poor attitude, not meeting objectives and insubordination. Of particular note, the

number of learners who have left the program reached 18%. The current 2006 situation, whilst showing an improvement, due mainly to interventions instituted by the training and development department, shows that the occurrence of absenteeism and repeat absenteeism is at 26% and 7% respectively, disciplinary action is at 10%, and the number of learners who have left the program is at 9 % (Masonite Africa Ltd, 2005).

Learnership programs at MAL, and in general, are work-based learning programs, consisting of both class learning and a practical component on a 30/70-percentage split. The 70 % practical component within the work environment, while related to the theoretical classroom work, has been seen, particularly within MAL, to be at the behest of the employer's requirements. It is for reasons such as this, that concern has been expressed in the literature, that the present methods of assessing learner performance or competency may not be effective. It is also believed that present assessment methods do not adequately identify the challenges faced by learners, or deal with work related factors that are known to have a negative effect on work-based learning (Walklett, 2005).

Challenges arising in the work place, particularly those due to the employer's work requirements, that have been observed to adversely affect the well being of learners, if not effectively met, are as follows:

- Deadlines – Deadlines for the unit standards in the learnership program may be compromised due to interruptions and postponements and may be beyond the control of the learner.
- Communication – Effective two-way communication may be difficult and conflicting, especially when teachers, mentors and supervisors simultaneously interact with the learners.
- Loss of learning priority at work – Work-based learning can deteriorate to “just work”, sidelining the learning component.
- Unclear value of learning – The relevance of the learner’s work to the learner’s unit standard may become unclear and lose meaning. Work requirements and changing methods and practices, in the work environment; do not always correspond to learner unit standards being covered at a particular time.

Walklett (2005), opionates, that over and above these challenges facing learners in their work based learning programs, a number of additional factors, correlated to job satisfaction, are known to have the potential of negatively impacting on the individual if not acknowledged and addressed.

These factors are as follows:

- Intimidation, prejudice and verbal and sexual abuse in the work place.
- Inadequate training, or the absence of meaningful work.
- Unrealistic assumptions, by management, of learner's abilities.
- Unrealistic pressure to achieve.
- Lack of dialogue between learner and supervisors.
- Learners working in isolation, without direction, focus, or mentoring.
- Potential societal pressures such as lack of transport and cultural differences.
- Low pay.
- Unrealistic working hours, difficult conditions and physically taxing work.

A thorough literature review in relation to the above challenges and factors, possibly due to the infancy of the skills development strategy, has, as yet, failed to yield any specific data particularly relevant to the existing learnership outcomes. Nor has it rendered any comparative data pertaining to the performance and well being of learners within the work place, in the South African environment.

The literature reviewed did, however, indicate that one way of addressing these challenges and negative factors, would be to determine the current level of job satisfaction of the learners and in so doing, diagnose organizational issues that

have the potential to and often do, affect learnership programs. Arnold & Feldman (1986) also believe that the assessment of learner satisfaction, together with its sources and correlates, will lead to an understanding of the causes of aberrant behavior, and create an environment that will stimulate essential and effective communication between management and the learners.

CHAPTER THREE

JOB SATISFACTION

This chapter is divided into two major sections. The first section reviews the current literature on job satisfaction. It presents a summary of the theories of job satisfaction, the effect of job satisfaction on the work environment and the sources of job satisfaction. The second section of the chapter investigates the measurement of job satisfaction, justifies the choice of instrument used in the study and finally, discusses the validity and reliability issues surrounding the instrument chosen for the study.

3.1) Theories of Job Satisfaction

There is consensus in the literature that job satisfaction can be defined as the feelings that an employee has towards his job. These feelings manifest themselves as an attitude or emotional response, based on an individual's perception of the differences between what was expected; and what is actually experienced in the job.

While there appears to be a common understanding of what job satisfaction is, there are a multitude of theories, either supported or challenged by researchers in the literature, describing its causes.

A review of the five most predominant and current models of job satisfaction are described by Kreitner, Kenicki & Buelens (2002) as follows:

Need Fulfillment – These models propose that job satisfaction is determined by the extent to which the characteristics of a job allow an individual to fulfill his needs. Although these theories are controversial, it is generally accepted that need fulfillment and job satisfaction are correlated.

Discrepancies – These models propose that job satisfaction is a result of met expectations. When expectations are greater than what is received, a person will be dissatisfied, while if outcomes are greater than expectations, the person will experience satisfaction. A Meta analysis of a large number of studies showed that met expectations, such as pay and promotion, were significantly related to job satisfaction.

Value Attainment – These theories support the idea that job satisfaction stems from the perception that a job allows for fulfillment of a person's important work values. Generally, research has supported the prediction that the fulfillment of work values such as reward, recognition and work conditions is positively related to job satisfaction.

Equity – In this model, job satisfaction is dependent on an individual's perception that work outcomes, relative to inputs, compare favorably to those of significant

others. This model has been considered as promising and has been supported by a large number of studies over a significant number of industries.

Dispositional / Genetic Components – This model is based on the belief that job satisfaction is partly a function of both personal traits and genetic factors. The model implies that stable individual differences are just as important as the characteristics of the work environment, in explaining job satisfaction. Although only a few studies have been conducted and further research is needed to test the model, the studies to date have supported a positive and significant relationship between personal traits and job satisfaction.

The above review provides an insight into the complexities of job satisfaction and researchers continue to test these theories and explore the causes of job satisfaction.

3.2) Effects of Job Satisfaction

Job satisfaction has consequences within the work environment and thousands of studies have been conducted examining the relationship between job satisfaction and organizational variables. A review of current literature has shown that there are a significant number of variables that are, to a lesser or greater extent, either positively or negatively related to job satisfaction.

From the standpoint of the less than satisfactory situation with the learnership program at MAL, the following variables were found to be of particular relevance:

Motivation – A meta-analysis of nine studies and 2237 workers showed a strongly positive relationship between motivation and job satisfaction (Kreitner, *et al.*; 2002). Motivation has not only been aptly described in the literature as the psychological processes that arouse and direct goal directed behavior, but is deemed to be the keystone in the principles of learning (Walklin, 1990).

In this context, the need for the effective motivation of the learners within MAL is particularly important because they are tenured for only one year and are thus contingent employees, with no guarantee of permanent employment. Gerber, Nel & van Dyke (1989) state that intrinsic motivators, such as the job itself, the challenge and feelings of accomplishment; as well as extrinsic motivators such as working conditions, reward, praise and prestige, are therefore important factors in both their learning and working environment.

Turnover – A meta-analysis of 78 studies covering 27543 people showed a moderately negative relationship between turnover and job satisfaction.

Field studies have supported the predictions of equity theory in that distributive and procedural justice are negatively related to intentions to leave, absconding and turnover and positively related to job satisfaction (Kreitner, *et al.*; 2002).

These studies support the observations made on the learners at MAL, who, as part of their training, are expected to perform a number of tasks equivalent to those performed by permanent employees, but due to their status as learners, with perceived dissimilar outcomes. This factor, coupled to an unconventional decision-making process required by management in administering the training, has had the potential of creating an environment perceived to be inequitable, possibly establishing the link between job satisfaction and the relatively high number of learners leaving the program.

Job Performance – Findings would suggest that while individual performance and job satisfaction is not directly linked, there is ample evidence that organizational job satisfaction and organizational performance are positively related to a small extent (Greenberg & Baron, 1993).

When considering that the learners at MAL, due to their apparent “difference”, may be classified not only as individuals but as a group, then the high incidents of poor attitude, absenteeism, late coming, and insubordination, may be considered as factors of unacceptable citizenship behavior resulting in the poor performance observed for the group as a whole (Robbins. 2001).

Absenteeism – Research has shown that low levels of job satisfaction contribute to a higher incident of absenteeism. However, Meta analyses of a number of studies have shown the relationship to be relatively weak. This is believed to be

due to the fact that job satisfaction is just one of the many different factors affecting an individual's decision to report to work, or not to report to work (Greenberg & Baron, 1993).

3.3) Assessing Job Satisfaction

In assessing job satisfaction, the sources of job satisfaction must to be taken into consideration. The major factors, falling into two categories, are those relating to the demographic characteristics of the individuals and those relating to work factors.

The literature reviewed indicates that the demographic factors which influence job satisfaction, and which are also relevant to the group of learners in this study, are as follows.

3.3.1) Demographic Characteristics

Gender - Research has indicated that gender affects job satisfaction.

Psychological studies have shown that women are more willing to conform to authority, while men are more aggressive (Greenberg & Baron, 1993; Robbins, 2001). The significant changes that have occurred in terms of an increasing female participation in the work place, may bear out findings that females are more likely to be more satisfied and seek further learning, in work based training

programs (United Kingdom. Learning and Skills Council, 2004).

Age - Studies continue to validate the fact that job satisfaction varies with age and that in general, older workers tend to be more satisfied with their job (Robbins, 2001). Conversely, it has been shown that younger learners are more satisfied in work-based learning programs than older learners. Research has shown that younger learners feel they benefit more and have more to gain from these programs (United Kingdom. Learning and Skills Council, 2004).

Level of Education - Surveys have shown that learners in work-based learning programs who have higher qualifications, are more likely to consider undertaking further learning, while learners with a lower level of education are more likely to undertake the learning for social aspects (United Kingdom. Learning and Skills Council, 2004).

Work Experience - Tenure has been shown to be negatively related to both absenteeism and turnover and positively related to job satisfaction (Robbins, 2001). Within this study, this variable could prove to be a moderator, when considering that some learners were either unemployed but had worked before, or had never worked before at all.

3.3.2) Work Factors

Work factors, which affect job satisfaction, were found, in the literature, to fall within five broad categories:

The Reward System - Research clearly indicates that an organization's reward system is strongly related to job satisfaction. This refers not only to how pay and promotions are distributed but also to how fairly they are distributed.

Adam's equity theory of motivation predicts that people are motivated to maintain a balance between their cognitive beliefs and their behavior, in typically give and take situations.

In the work place, employees will evaluate whether the rewards they receive for their input, match those received by relevant others. Employees will tend to compare themselves to others, who are similar in certain respects, such as: the work they do, gender, educational level, etc.

Field research has also shown that perceptions of distributive and procedural justice are positively related to job satisfaction and negatively so, to attitudinal problems such as absenteeism, intentions to quit and turnover (Kreitner, *et al.*; 2002).

Locke's value theory, along similar lines, claims that job satisfaction is related to the extent to which job outcomes, such as reward, match those desired by the individual. The closer the perception that individuals value the reward they receive, the higher will be the job satisfaction. The greater the perceived discrepancy, between what is expected and what one gets, the lower will be the job satisfaction.

A study conducted by Rice, Macfarlin & Bennet (1989, as cited in Greenberg & Baron, 1993) on a diverse group of employees, was fully consistent with the above theory.

Quality of Supervision - Studies have determined that job satisfaction is high when employees believe their superiors: are competent; have their best interest at heart; and treat them with dignity and respect. The converse is that satisfaction is low when supervision is perceived to be of poor quality, incompetent and uncaring (Greenberg & Baron, 1993).

Research has shown that not only is poor supervision one of the leading causes of dissatisfaction amongst employees, but that poor scheduling of work, unfriendly relations, lack of support, unwillingness to listen, and lack of teaching ability were also the major contributors to dissatisfaction (Beach, 1985).

Decentralization of Power - When power is decentralized, many employees can

make decisions and freely participate in the decision-making process. Such situations tend to promote job satisfaction. The converse is also true in that when power is concentrated, employees tend to believe that they are relatively powerless and helpless. Such a situation reduces job satisfaction (Greenberg & Baron. 1993).

Research has shown that employee participation in performance appraisals was positively related to job satisfaction and that participation in the work place had a small, but significant, effect on job performance and a moderate link to job satisfaction (Kreitner, *et al.*; 2002). Participative management, power sharing and empowerment are consistent with Maslow's need theory and the Job Characteristics model of Hackman and Oldham.

Maslow's theory proposed that motivation was a function of five basic needs, arranged in a graduated hierarchy. As each need is achieved, it loses its ability to motivate and the next need in the hierarchy is sought. These needs range from the basic psychological needs of survival, safety and love, through to those of esteem and self-actualization, as the most sophisticated of motivators.

The Job Characteristics model predicts that increased internal work motivation can be realized by experiencing meaningfulness, responsibility and knowledge of results, when five core job characteristics are present. These core characteristics are: skill variety, task identity and significance, autonomy and feedback.

These two theories predict that motivation will be increased and job satisfaction attained by fulfilling basic needs, autonomy, meaningful work, and interpersonal contact (Kreitner, *et al.*; 2002).

Work and Social Stimulation - People tend to be more satisfied with jobs that provide an overall work load and level of variety, that is not low, but also not so high that it becomes overwhelming and unduly challenging.

Recent research shows that this factor applies particularly to career orientated individuals as opposed to those who see the position as short term or temporary. The latter individuals would be more satisfied with the social aspects of the job rather than the challenge of the job (Greenberg & Baron, 1993).

The Job Characteristics model is also effective in describing the growth need strength of the individual and his desire for personal growth and development. The model predicts that individuals who are not interested in these attributes, are not expected to experience the theorized psychological reactions to the core dimensions of the job, or to consequently enjoy the beneficial personal and work outcomes, as described by the model. They would again, be more inclined to the social aspects of the job.

Pleasant Working Conditions - Research has shown that job satisfaction is positively related to pleasant working environments (Greenberg & Baron, 1993).

While these factors are not directly associated with the job itself, they are associated with the context in which the job is performed. Working conditions are relevant because they impact and influence life, both inside and outside of work. Factors such as hours of work and over-time have a direct bearing on life satisfaction and recreation.

Generally, unless work conditions are either very bad or very good they are taken for granted. Research has shown that complaints about working conditions could be a manifestation of deeper frustrations such as anger towards management and feelings of a lack of appreciation. (Arnold & Feldman, 1986)

3.4) Measurement of Job Satisfaction

Measuring job satisfaction involves the measurement of attitudes or feelings. Attitudes and feelings are not always freely divulged and because they cannot be directly measured, make the measurement of job satisfaction difficult.

A review of the literature has shown that several techniques, falling into three categories, are available for measuring job satisfaction.

The first method, known as the critical incident method, involves individuals describing incidents, which they found to be especially satisfying or dissatisfying. The replies are examined to uncover underlying themes and reactions.

A second method is the use of interviews and face-to-face meetings, which permit a more in-depth exploration of individual's attitudes and reactions to their work.

These two methods, while providing valuable insights, are lengthy to administer and may, under certain circumstances, lead to a lack in standardization (Greenberg & Baron, 1993).

A third method for measuring job satisfaction is the use of standardized questionnaires using rating scales and self report.

Within this category, the literature reviewed indicates that the three most popular instruments are as follows:

The Job Descriptive Index (JDI) - Developed in 1969 by Pat Smith. This instrument uses 72 questions answered "yes", "no", and "uncertain", to measure the reaction to five job dimensions which are, the work itself, pay, promotion, opportunities, and coworkers. The JDI has been widely used and has been validated over a number of studies (JDI Research Group, 2006).

While the three-point scale was found easy to use, studies have indicated a methodological issue of concern in that the "uncertain" response was more indicative of dissatisfaction than satisfaction, and overall the three-point scale showed statistical skewness over the five job dimensions. A further criticism of

the JDI is that it does not follow its own conceptualization of measuring feelings but asks employees to describe their jobs (Seigle, 2005).

The Job Satisfaction Survey (JSS) - Developed in 1997 by Paul Spector. This instrument uses 36 items to measure nine job dimensions, which collectively assess the attitude of employee, and the aspects of the employee's job. A summated six point rating scale format is used ranging from "strongly disagree" to "strongly agree", with the items written in both directions, requiring reverse scoring in half the responses.

The nine job dimensions are Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards (performance based rewards), Operating Procedures (required rules and procedures), Co-workers, Nature of Work, and Communication (Spector, 1994).

Other than the large number of response options, and the difficulty in the scoring system, no serious negative aspects in the use of this instrument were evident in the literature.

The Minnesota Satisfaction Questionnaire (MSQ) - Developed in 1967 by Weis and Associates. The MSQ is the second most popular measure of job satisfaction in use to this day. The MSQ is available in a long and a short version. The long-form asks participants to respond to 100 items, measuring general job

satisfaction and satisfaction according to twenty job dimensions, using a five-point rating scale response format. The short form uses the same response format, but contains only twenty items, and only measures intrinsic and extrinsic satisfaction.

The dimensions measured using the long form are ability, achievement, activity, advancement, authority, company policies and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision-human relations, supervision-technical, variety and working conditions. Combinations of these dimensions also render information on intrinsic and extrinsic satisfaction (Weiss, *et al.*; 1967).

Early investigations revealed that results from the MSQ, because of the Likert scale used, comprising the response options “very dissatisfied”, “dissatisfied”, “neither”, “satisfied” and “very satisfied”, were markedly negatively skewed, with most responses alternating between “very satisfied” and “satisfied”. To correct this ceiling effect, the scale options were later changed to “not satisfied”, “slightly satisfied”, “satisfied”, “very satisfied” and “extremely satisfied” (Weiss, *et al.*; 1967).

3.5) MSQ - Instrument of Choice

Based on the literature reviewed, the researcher opted to use the MSQ, for the following reasons.

The MSQ is based on the rationale that employees have a set of expectations concerning their work environment, which are derived from their histories, individual abilities, and interests. They also have a set of attitudes that emerge from fulfilling these expectations, and these attitudes constitute their evaluation of their job satisfaction (Newby, 1999). This is in contrast to criticism of the JDI, which does not follow its own conceptualization of measuring feelings, but asks employees to describe their jobs.

Compared to the JDI and the JSS, which measure the job satisfaction of five and nine job dimensions respectively, the MSQ allows for the computation of satisfaction for twenty job dimensions and also supports the evaluation of general job satisfaction. The broad dimension specific detail of the results will allow an in depth evaluation of the aspects affecting the job satisfaction of the learners, over and above those considered in the literature review.

All three instruments use the Likert scale to measure the level of job satisfaction. However, the five point rating scale used by the MSQ is considered preferable compared to the three point scale of the JDI, which has been shown to result in

statistical skewness due to the “uncertain” response. It also has an advantage over the six point scale adopted by the JSS, wherein the items are written in both directions, requiring reverse scoring in half the responses which could lead to confusion (Spector, 1994).

The MSQ has been used in a wide variety of settings, is internationally recognized, and is reported as being reliable, stable, and valid. It can be administered in a short time of fifteen to twenty minutes, the questions are easy to read, being set at fifth grade reading level and they are gender neutral (Spector, 1994; Weiss, *et al.*; 1967).

3.6) Instrument Evaluation – Validity and Reliability

For an instrument to be valid, it must measure that which it is intended to measure and yield scores the differences of which reflect the true differences of the variable being measured (Strydom, Fouche & Delpont, 2002).

The MSQ, chosen by the researcher, has been proven to be a valid measure of job satisfaction. The MSQ meets the requirements of construct validity by successfully measuring the conceptual expectations of the instrument. Job satisfaction was expected and found to be a function of the correspondence between the individual’s needs and the re-enforcer system of the job. Concurrent validity is also evidenced by the analysis of the data from 25 occupational

groups, where one-way analysis of variance, and Bartlett's test for homogeneity of variance, shows that it could distinguish between different occupational groups. These differences are statistically significant at the 0.001 level for both means and variances. Content validity is supported by the results of factor analysis, which indicates that the factor structure of satisfaction varied amongst occupational groups (Weiss, *et al.*; 1967).

Reliability is concerned with how well the "what" is being measured; the more reliable an instrument, the more consistent and dependable the results will be (Strydom, *et al.*; 2002).

Based on the review of current literature, the researcher deemed that the most appropriate method for establishing the reliability of the responses to the MSQ was the internal-consistency method. The advantage of this method is that it involves the administration of one instrument, one time. Other methods, such as the test-retest method, and the equivalent form method, require measuring the consistency between the same instruments more than once and between two different instruments at the same time, respectively (Seigel, 2005).

The variation of the internal consistency method chosen by the researcher was the Cronbach Alpha. This method can be used not only for dichotomous data, but also for data falling along a continuum such as will be encountered in this study.

It is also applicable to instruments that have multiple similar questions such as the MSQ (Seigel, 2005).

CHAPTER FOUR
RESEARCH METHODOLOGY

Chapter four describes the procedures that were used, to determine the job satisfaction of the learners within MAL and thereby answer the research questions posed. This chapter discusses the design of the research, the population under investigation, the data collection procedure, the instrument utilized for the research and the methods used to analyze the data.

4.1) The Research Design

This research aimed to assess the level of job satisfaction of the learners within MAL. As such, the study is primarily concerned with determining “what is” and is therefore descriptive in nature.

The research employed a questionnaire to gather data and utilized specific statistical techniques to evaluate the data and reach conclusions. The study is quantitative in nature and, as the assessment of job satisfaction was also conducted across a number of demographic variables, the study is based on a single cross sectional research design (Welman & Kruger, 2003).

4.2) The Population

As the researcher was interested in the job satisfaction of the learners within MAL, the study comprised of all the learners within MAL. A census was therefore conducted, providing a potential respondent population size of N=106.

4.3) The Data Collection Procedure

The study was administered by using a questionnaire according to the group contact method. A review of the literature indicated that this method of data collection was the most appropriate for the study conducted at MAL, because in the context of the study, this method lent itself for the following reasons (Welman & Kruger, 2003).

Firstly, MAL's resource and training center could be made available, thereby supplying a suitable venue, with easy access to the subjects. Secondly, the population of respondents was dealt with in four groups of approximately 30, over a time period of four weeks; saving time and cost, as well as ensuring a high response rate. Lastly, the researcher, in his normal course of work, did not interact with the respondents and could therefore control and assist in the administration of the questionnaire, without influencing the respondents, or introducing bias in their responses.

The procedure which was followed in the collection of the data, commenced with the researcher introducing himself and outlining the purpose of the research and its significance. It was emphasized to the learners that participation in the study was completely voluntary and anonymous and withdrawal from answering the questionnaire could be done at any time.

The questionnaire and its contents were carefully explained and reviewed with the learners and all queries or questions were dealt with prior to handing the questionnaires out. The acknowledgement of consent was also reviewed and handed out together with the questionnaire.

A request by the researcher that the questions were to be answered individually and not to be discussed, was, in all cases, fully supported. A time period of half an hour was recommended to complete the questionnaire but was not enforced. The researcher remained present during the answering period to deal with any problems and queries, but in no other way participated during this period.

4.4) Instrumentation

The questionnaire for this study was comprised of four pages. The first page covered the demographic details (Appendix A) and the last three pages consisted of the standard, long form of the MSQ (Appendix B).

Each respondent signed a notice of consent prior to completing the questionnaire. This notice guaranteed anonymity and confirmed the voluntary nature of the study (Appendix C).

4.4.1) Demographic Data Questionnaire

The first page of the four-page questionnaire was used to obtain data on the demographics of the participants. The choice of the independent demographic variables, used in the study, are based, primarily, on the findings of the literature reviewed on job satisfaction and are as follows:

- Gender – Referred to the sex of the respondent, which was measured by the respondent selecting either “male” or female”.
- Age – Referred to the age of the respondent and was measured by the respondent selecting of the appropriate age class. The age classes used in the study were arrived at by dividing the minimum and maximum age of the respondent in the learnership program into four equal classes.
- Work experience – Referred to whether the respondent had, at one time or another, worked before, or had never worked at all. This was measured by the respondent selecting either “never worked before” or “worked before”.

- Level of education – Referred to the level of education of the respondent. This was measured by the respondent selecting the appropriate level of education. The selection of the education classes used in the study was based on the categorization of all the education levels of the respondents in the learnership program.

4.4.2) The Minnesota Job Satisfaction Questionnaire

The instrument used for the collection of job satisfaction data in this study was the long form of the MSQ, modified to eliminate the “ceiling effect”. The MSQ measured the level of job satisfaction based on a five point Likert scale of 1 to 5, corresponding to the options “not satisfied”, “slightly satisfied”, “satisfied”, “very satisfied” and “extremely satisfied”.

The long form of the MSQ utilized 100 questions to measure general job satisfaction, as well as the satisfaction of the learners according to twenty job dimensions.

General job satisfaction was assessed by averaging the responses to twenty questions, one question from each of the five questions comprising each of the twenty job dimensions. The satisfaction of the learners across the twenty job dimensions was assessed by averaging the responses to a group of five questions, for each of the twenty dimensions of job satisfaction, dispersed

throughout the questionnaire, in blocks of twenty (Appendix D).

Descriptions of general job satisfaction and the twenty MSQ job dimensions are as follows:

General Job Satisfaction

- General job satisfaction - The satisfaction the learners experience in their jobs, in general.

Dimensions of the job

1. Ability utilization – the chance to do something that makes use of my abilities;
2. Achievement – the feeling of accomplishment one gets from the job;
3. Activity – being able to keep busy all the time;
4. Advancement – the chances for advancement on this job;
5. Authority – the chance to tell other people what to do;
6. Company policies and procedures – the way company policies are put into practice;
7. Compensation – the pay I receive for the amount of work I do;
8. Co-workers – the way my co-workers get along with each other;
9. Creativity – the chance to try my own methods of doing the job;

10. Independence – the chance to work alone on the job;
11. Moral values – being able to do things that don't go against my conscience;
12. Recognition – the praise I get for doing a good job;
13. Responsibility – the freedom to use my own judgment;
14. Security – the way my job provides for steady employment;
15. Social services – the chance to do things for other people;
16. Social status – the chance to be “somebody” in the community;
17. Supervision, human relations - the way my boss handles his men;
18. Supervision, technical - the competence of my boss;
19. Variety – the chance to do different things from time to time;
20. Working conditions – the physical aspects of the work environment.

4.5) Instrument Validity and Reliability.

The MSQ has proven to be both a valid measure of job satisfaction across a wide range of occupational groups and has been shown to have adequate internal consistency reliability across the questionnaire scales.

In this study, the reliability of the instrument, with regard to the job satisfaction responses of the learners, was measured using the Cronbach Alpha test for internal consistency.

The Cronbach Alpha for the job satisfaction responses, measuring general job satisfaction and the satisfaction according to each of the twenty job dimensions, were computed and are displayed in Table 1.

Table 1

Instrument Reliability

Dimension No.	Job Satisfaction Dimension	Cronbach Alpha
	General job satisfaction	0.88
1	Ability utilization	0.82
2	Achievement	0.71
3	Activity	0.69 *
4	Advancement	0.74
5	Authority	0.81
6	Company policies and procedures	0.68 *
7	Compensation	0.77
8	Co-workers	0.78
9	Creativity	0.79
10	Independence	0.75
11	Moral values	0.57 *
12	Recognition	0.80
13	Responsibility	0.71
14	Security	0.75
15	Social services	0.74
16	Social status	0.75
17	Supervision , Human resources	0.73
18	Supervision, Technical	0.71
19	Variety	0.57 *
20	Working conditions	0.75

* $\alpha < 0.70$

The data, in Table 1, shows that the internal consistency coefficients ranged from 0.58 to 0.82 for the satisfaction responses to the twenty job dimensions and 0.88 for the responses to general job satisfaction. Of the twenty job dimensions, 80 %

had an alpha coefficient greater than 0.7 and were deemed to be acceptable. The alpha coefficients for the dimensions: *activity, company policies and procedures, moral values and variety*, were however, found to be below 0.7, and the satisfaction results for these dimensions must, therefore, be considered with caution in the final analysis.

4.6) Data Analysis

The aim of the study was to determine the following.

Objective 1: To measure the general level of job satisfaction of learners.

Objective 2: To measure the level of satisfaction of learners according to the twenty dimensions of the job, as measured by the MSQ.

Objective 3a: To determine the relationship between general job satisfaction of learners and the demographic variables: gender, age, work experience and level of education.

Objective 3b: To determine the relationship between the satisfaction of learners according to the twenty dimensions of the job, as measured by the MSQ and the demographic variables: gender, age, work experience and level of education.

In order to achieve the above objectives the following procedure was adopted:

1. Each questionnaire was numbered for reference in the data analysis.
2. The responses to the demographic characteristics and the MSQ questions, which consisted of nominal and ordinal data, were coded for statistical computer analysis (Appendix E).
3. The responses to the relevant 20 questions, from each questionnaire, were averaged, to determine the general satisfaction level of the learners. Measures of central tendency and dispersion were then computed on the averaged data.
4. The responses to each of the relevant five questions defining each of the twenty job dimensions, from each questionnaire, were averaged, to determine the level of job satisfaction of the learners according to the twenty job dimensions. Measures of central tendency and dispersion were then computed on the averaged data. The resulting information was ranked from the highest to the lowest, for interpretation and to reach conclusions.
5. To investigate the relationship between the independent demographic variables of the learners and both the general job satisfaction and the

satisfaction according to the twenty job dimensions, the appropriate responses from each questionnaire were firstly reduced to averages. The averaged satisfaction data for the demographic variables was then treated to hypothesis testing in order to determine if the variables considered in the study had an affect on the job satisfaction levels.

6. Tables and diagrams were used throughout the analysis to depict and provide a visual representation of the data and to assist in its interpretation.

Following the above procedures the researcher was able to generate information of sufficient value to address the objectives of the study and reach meaningful conclusions.

CHAPTER FIVE
ANALYSIS OF FINDINGS

This chapter presents the analysis of the data, which was obtained in the study of the job satisfaction of the learners within MAL. The data for the study was collected through the use of a questionnaire consisting of a data sheet for the demographic data, and the long form of the MSQ.

This analysis commences with a presentation of the demographics of the learner population within MAL and follows with an explanation of the MSQ scale used throughout the analysis. The remaining sections of the chapter are structured on the three objectives, which guided the study.

5.1) Demographic Analysis

At the commencement of the 2006 learnership program at Mal, 106 learners were enrolled onto the program. At the time that the census for the study was conducted, roughly half way through the program, 10 learners were no longer in the program, and two declined to participate in the study. This left a usable population of $N = 94$.

Table 2 describes the demographic make-up of this population.

Table 2

Demographic Characteristics of the Learner Population

Demographic	Characteristic	N	%
Gender	Male	59	62.8
	Female	35	37.2
	Total	94	100
Age	16 – 20	10	10.6
	21 – 25	59	62.8
	26 – 30	21	22.3
	31 – 35	4	4.3
	Total	94	100
Work exp	Never worked	50	53.2
	Worked before	44	46.8
	Total	94	100
Ed level	Std 8 - <Std 10	2	2.1
	Std 10	82	87.2
	Diploma	10	10.6
	Total	94	100

From Table 2, it can be seen that there were approximately twice as many males as there were females. 84 % of the respondents were in the 21 to 30 age group and of these, 63 % were between 21 and 25. A very small percentage of the respondents were older than 31. There were approximately equal proportions of respondents that had never worked before and that had had some work experience before joining the learnership program. The majority of respondents, 87 %, had a Std 10 level of education, 10 % had a post matric level of education and only 2% had an education level below Std 10.

5.2) Minnesota Satisfaction Questionnaire Scale

The MSQ scale used in the analysis to measure the level of job satisfaction was based on a Likert scale, ranging from 1 to 5, representing the response options: “not satisfied”, “slightly satisfied”, “satisfied”, “very satisfied” and “extremely satisfied”, respectively.

The responses to each of the MSQ questions were summed and averaged in the statistical analysis procedure. Due to this averaging process, the scale used in the final analysis and to draw conclusions from the findings, was converted to class intervals, as depicted in Table 3. The brackets surrounding the class interval indicate that “[“ is inclusive of the number, and ”)” is exclusive of the number.

Table 3

MSQ Rating Scale

MSQ Rating	Likert Scale	Class interval
Not Satisfied	1	[1 – 2)
Slightly Satisfied	2	[2 – 3)
Satisfied	3	[3 – 4)
Very Satisfied	4	[4 – 5)
Extremely Satisfied	5	[5]

5.3) Analysis of Objective 1

Objective 1 of the study, was to measure the general level of job satisfaction of the learners.

Measures of central tendency and dispersion were computed on the responses to the questions pertaining to general job satisfaction; the results of which are depicted in Table 4.

Table 4

Satisfaction Results for General Job Satisfaction

Variable	N	\bar{X}	SD	χ^2	p
General Job Satisfaction Results	94	2.38	0.63	4.37	0.74

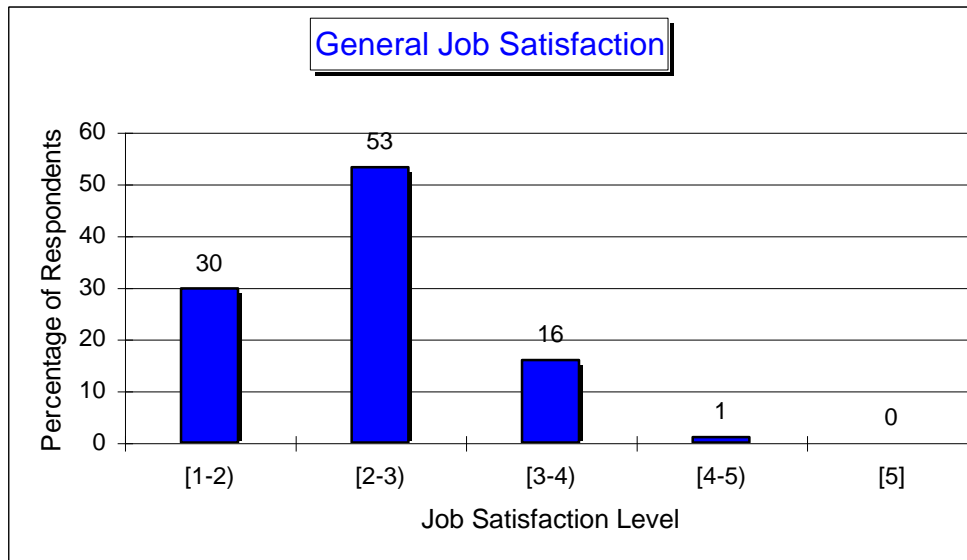
From Table 4 it is evident that the general job satisfaction of the group of learners within MAL had a mean of 2.38 and a standard deviation of 0.63, and therefore fell within the “slightly satisfied” range.

The goodness of fit, Chi squared test for normality, at 4.37, shows that the population was normally distributed around the mean. A visual representation of the distribution of the responses is depicted in Diagram 1. The frequency distribution also shows that the general job satisfaction level of “slightly satisfied”

applied to only 53 %of the respondents. 30 % of the respondents were in fact “not satisfied” with their jobs, while only 16 % were “satisfied” in their jobs.

Diagram 1

Frequency Distribution for General Job Satisfaction



5.4) Analysis of Objective 2

Objective 2 of the study, was to determine the level of job satisfaction of the learners, according to the twenty job dimensions as measured by the MSQ.

Measures of central tendency and dispersion were computed on the responses to the relevant questions pertaining to each of the twenty dimensions. A

goodness of fit, Chi Square test for normality, was also conducted on the data.

The results, depicted in Table 5, are ranked in descending order, according to the mean satisfaction of the learners.

The analysis of Objective 2 concludes with a presentation, in Table 6, of the frequency distribution of learner satisfaction responses for each of the twenty MSQ job dimensions.

Table 5

Satisfaction Results for the Twenty MSQ Job Dimensions

Dimension	Variable	N	X	SD	χ^2	p
8	Co-workers	94	3.01	0.83	4.49	0.72
3	Activity	94	2.82	0.76	7.33	0.40
15	Social services	94	2.76	0.80	8.99	0.25
2	Achievement	94	2.73	0.78	2.87	0.90
11	Moral values	94	2.67	0.75	6.22	0.51
19	Variety	94	2.59	0.71	11.79	0.11
16	Social status	94	2.54	0.85	5.72	0.57
18	Supervision Technical	94	2.53	0.71	2.39	0.94
6	Company policies/practice	94	2.51	0.76	5.14	0.64
1	Ability utilization	94	2.49	0.94	5.37	0.61
13	Responsibility	94	2.49	0.79	6.67	0.46
17	Supervision HR	94	2.47	0.80	6.76	0.45
10	Independence	94	2.43	0.85	7.33	0.40
9	Creativity	94	2.41	0.97	7.50	0.38
4	Advancement	94	2.41	0.74	25.27	0.00*
12	Recognition	94	2.39	0.90	10.14	0.18
14	Security	94	2.34	0.75	3.16	0.87
5	Authority	94	2.31	0.88	8.24	0.31
20	Working conditions	94	2.00	0.66	16.58	0.02*
7	Compensation	94	1.67	0.70	41.89	0.00*

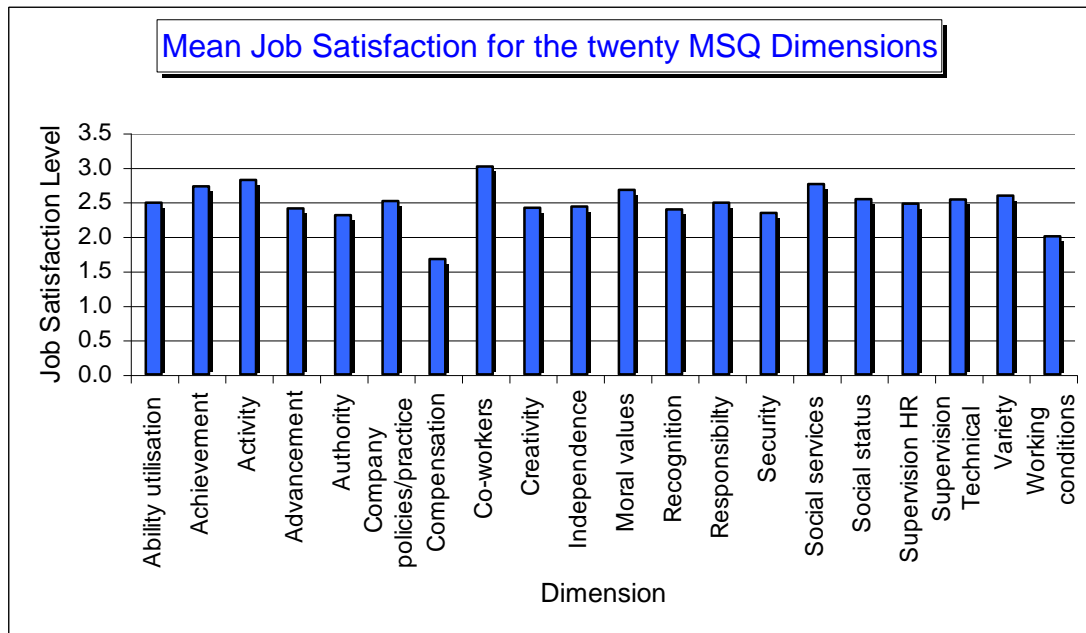
* p<0.05

The results in Table 5 show that at a mean of 3.01 and a standard deviation of 0.83, the learners were “satisfied” with respect to getting along with their co-workers. Conversely, at a mean of 1.67 and a standard deviation of 0.70, the learners were “not satisfied” with the amount of pay they received for the work they did. For the remaining 18 job dimensions, at mean satisfactions ranging from 2.00 to 2.82 and with standard deviations of 0.66 to 0.94, the learners were, on average only “slightly satisfied”.

A visual representation of the mean satisfaction data is depicted in Diagram 2.

Diagram 2

Mean Job Satisfaction for the MSQ Job Dimensions



The analysis of the data for Objective 2, also shows that, at a level of significance of 0.05, the satisfaction for the job dimensions; *opportunity for advancement, working conditions and compensation*, are not normally distributed around the mean. The Chi Square test results of 25.3, 16.6 and 48.9, for these three job dimensions, respectively, indicate that their distribution is positively skewed to the right. The implication of this finding is that the computed mean satisfaction for these three job dimensions is not a true and accurate representation of the satisfaction of the learners. The frequency distributions for the three job dimensions are depicted graphically in Diagrams 3, 4, and 5 and clearly highlight the effect of the skewness to the right.

Diagram 3

Frequency Distribution for the dimension Advancement

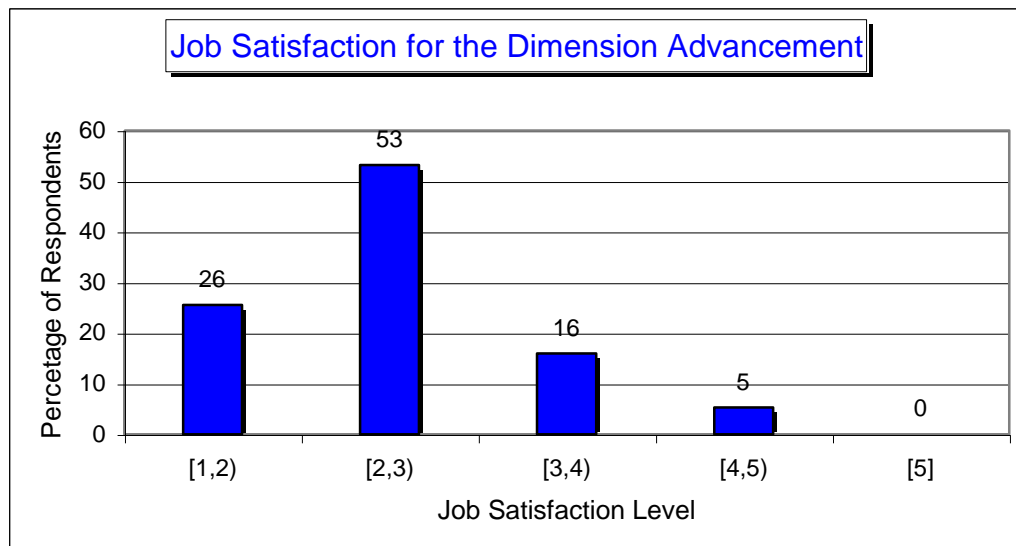


Diagram 4

Frequency Distribution for the dimension Working Conditions

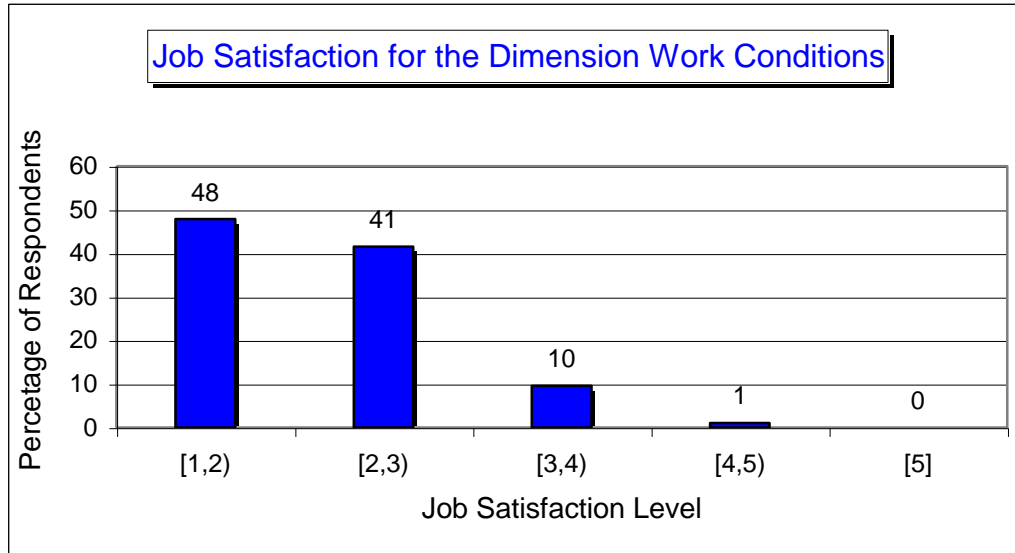
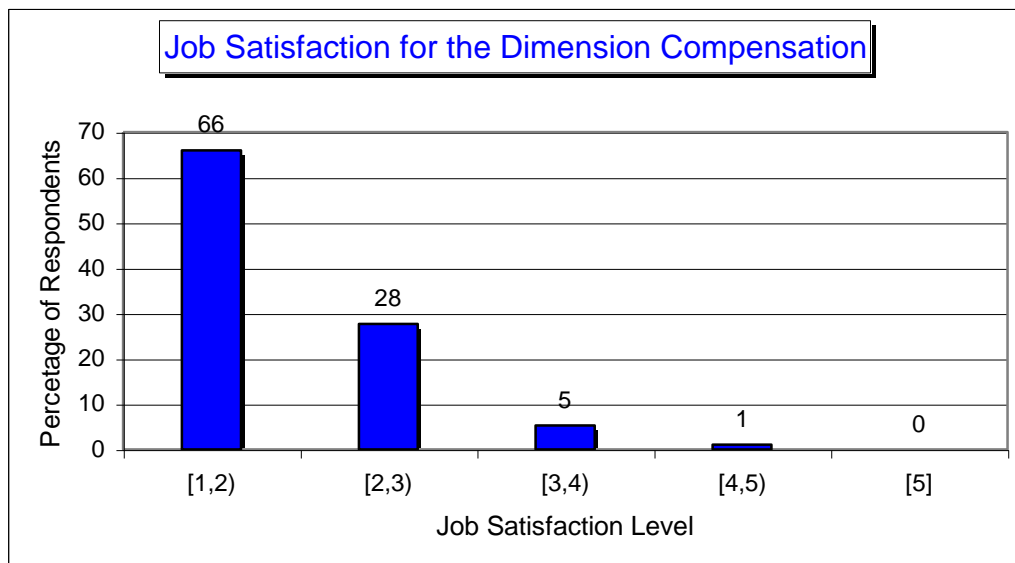


Diagram 5

Frequency Distribution for the dimension Compensation



The above Diagrams: 3, 4, and 5, show that.

- For the job dimension, *advancement*, for which the mean was only “slightly satisfied” at 2.41, a significant proportion of 16 % of the respondents were “satisfied” and a further 5 % were, in fact, “very satisfied”.
- For the job dimension, *work conditions*, for which the mean was just “slightly satisfied”, at 2.00, a major proportion of 48 % of the respondents were, in fact, “not satisfied”.
- For the job dimension, *compensation*, the positive skewness to the right did not materially effect the rating of “not satisfied”, but it did highlight the fact that the major proportion of the respondents, that is, 66 % of them, were “not satisfied”.

The analysis of Objective 2, concludes with a presentation of the satisfaction of the learners according to the twenty MSQ job dimensions. The percentage frequency distribution for the satisfaction responses is depicted in tabular form in Table 6.

Table 6

Percentage Frequency Distribution of Learner Satisfaction according to Job

Dimension

	Job Satisfaction class	[1,2)	[2,3)	[3,4)	[4,5)	[5]
	Job Satisfaction rating	Not Satisfied	Slightly Satisfied	Satisfied	Very Satisfied	Extremely Satisfied
1	Ability utilization	26	44	21	9	1
2	Achievement	12	47	34	7	0
3	Activity	12	45	34	9	1
4	Advancement	26	53	16	5	0
5	Authority	36	39	20	4	0
6	Company policies/practice	22	46	28	4	0
7	Compensation	66	28	5	1	0
8	Co-workers	9	36	40	15	0
9	Creativity	35	34	21	10	0
10	Independence	29	50	13	9	0
11	Moral values	14	50	29	7	0
12	Recognition	30	41	22	6	0
13	Responsibility	27	47	20	6	0
14	Security	29	50	20	1	0
15	Social services	11	50	33	4	2
16	Social status	24	41	29	5	0
17	Supervision HR	28	43	27	3	0
18	Supervision Technical	17	52	28	3	0
19	Variety	16	53	27	4	0
20	Working conditions	48	41	10	1	0

A study of the data in Table 6, shows that, with the exception of the job dimensions: *advancement, work conditions and compensation*, which exhibit positive skewness, the satisfaction of the learners, for the remaining job dimensions, was evenly distributed around the “satisfied” mean for *co-workers* and around the “slightly satisfied” mean, for the *remaining dimensions*.

The data also shows that, for these remaining job dimensions, approximately 90 % of the responses are in the “not satisfied” to “satisfied range”; with a small percentage of 1% to 10 % in the “very satisfied” range and a very small percentage of 1% to 2 % in the “extremely” satisfied range.

5.5) Analysis of Objective 3

Objective 3 of the study consisted of two parts:

- The first part, Objective 3a, was to determine the relationship between general job satisfaction of the learners and the independent demographic variables: gender, age, work experience, and level of education.
- The second part, Objective 3b, was to determine the relationship between the satisfaction of the learners according to the twenty MSQ job dimensions and the independent demographic variables: gender, age, work experience, and level of education.

The procedure that was followed in answering the objectives, was to analyze the general job satisfaction level and the satisfaction levels for each of the twenty MSQ job dimensions, according to the independent demographic variables, using inferential hypothesis testing techniques.

For the demographic variables, *gender* and *work experience*, which consist of two categories each, the Student t test was employed to investigate the relationship. For the demographic variables, *age* and *education level*, each of which has more than two categories, the Analysis of Variance (ANOVA) test was used. In all cases the significance level was set at 0.05.

A comparison of the t test to t_{crit} was made, or the Scheffe post hoc test was computed, as appropriate, if significant differences at $p < 0.05$ were observed in the results. Statistically significant differences in the means, attributable to the independent demographic variable, were complemented with frequency distribution diagrams for clarification.

5.5.1) Analysis of Objective 3 a

The analysis of general job satisfaction according to demographic variables is depicted in Table 7 and is followed by a summary of these results.

Table 7

Demographic Satisfaction Results for General Job Satisfaction

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.43	0.64		0.97	0.34
	Female	35	2.30	0.62			
	Total	94	2.38	0.63			
Age	16 - 20	10	2.15	0.64	0.71		0.55
	21 - 25	59	2.39	0.59			
	26 - 30	21	2.50	0.75			
	31 - 35	4	2.29	0.61			
	Total	94	2.38	0.63			
Work exp	Never worked	50	2.24	0.52		2.36	0.02 *
	Worked before	44	2.55	0.71			
	Total	94	2.38	0.63			
Ed level	Std 8 - <Std 10	2	2.35	0.64	0.00		1.00
	Std 10	82	2.39	0.62			
	Diploma	10	2.38	0.77			
	Total	94	2.38	0.63			

* p < 0.05

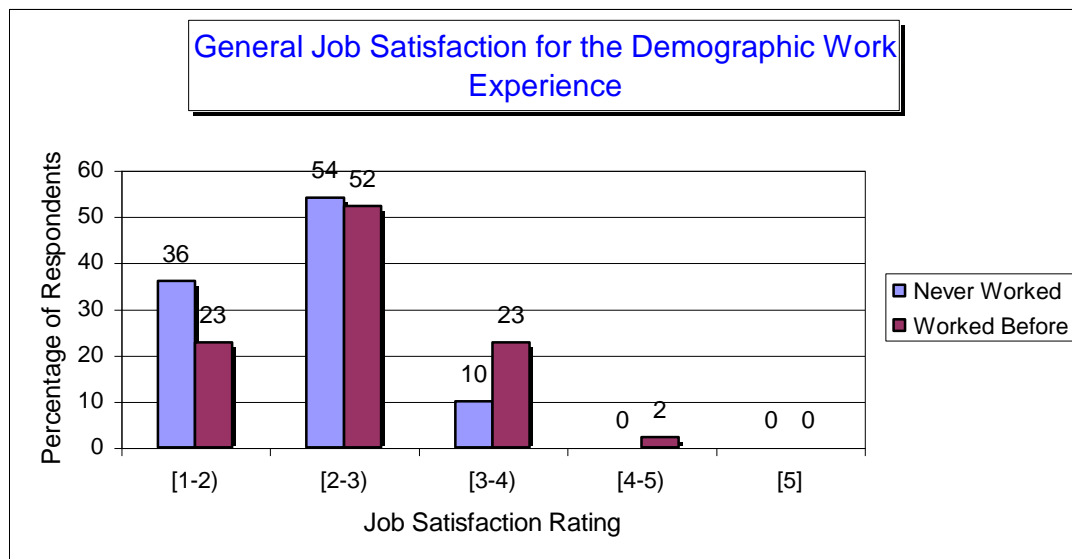
The results in Table 7, show that all the satisfaction scores, for general job satisfaction, fell within a narrow spread in the “slightly satisfied” range. Within this range, the most satisfied were the learners who had had previous work experience and those within the 26 – 30 age group. The least satisfied, were those who had never worked before and those in the 16 – 20 age group.

The Student t test indicates a statistically significant difference in the level of general job satisfaction of the learners for the demographic variable, *work experience*, at $p = 0.02$, $T = 2.36$ and $T_{crit} = 1.99$. This indicates that although in the “slightly satisfied” range, learners who had worked before, were more satisfied, in general, than those who had never worked before.

The frequency distributions of the demographic work experience, in Diagram 6, shows that, in contrast to learners that had never worked before, there was a greater proportion of learners who had previous work experience in the “satisfied” range and a small proportion of these in the “very satisfied” range.

Diagram 6

General Job Satisfaction for the Demographic Work Experience



5.5.2) Analysis of Objective 3 b

The analyses of learner satisfaction, for each of the twenty MSQ job dimensions according to the demographic variables, are depicted in Tables 8 through 27. Each table is followed by a summary of the results. The analysis is presented according to the job dimensions ranked from highest to the lowest in satisfaction.

Co-Workers

Table 8

Demographic Satisfaction Results for the Dimension – Co-workers

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	3.07	0.87			
	Female	35	2.91	0.74			
	Total	94	3.01	0.83			
Age	16 – 20	10	2.46	0.87			
	21 – 25	59	3.01	0.81			
	26 – 30	21	3.25	0.80			
	31 – 35	4	3.15	0.77			
	Total	94	3.01	0.83			
Work exp	Never worked	50	2.86	0.72			
	Worked before	44	3.19	0.91			
	Total	94	3.01	0.83			
Ed level	Std 8 - <Std 10	2	2.30	0.42			
	Std 10	82	3.02	0.82			
	Diploma	10	3.10	0.93			
	Total	94	3.01	0.83			

The results, in Table 8, show that the learners' satisfaction, with regard to their feelings on how they got along with their co-workers, was in the "satisfied" range for males; those in the age groups 21 – 35; those with previous work experience and those with an education level of Std 10 and higher. The level of satisfaction was the highest for the age group 26 – 30. The lowest level of job satisfaction fell in the "slightly satisfied" range for females, the age group 16 – 20, those never having worked before and those with an education level below Std 10.

The satisfaction of the learners, when it came to getting along with their co-workers, was found not to be dependent on any of their characteristics, at a significance level of 0.05.

Activity

Table 9

Demographic Satisfaction Results for the Dimension – Activity

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.91	0.71		1.44	0.15
	Female	35	2.67	0.81			
	Total	94	2.82	0.76			
Age	16 - 20	10	2.40	0.54	2.53		0.06
	21 - 25	59	2.96	0.74			
	26 - 30	21	2.59	0.80			
	31 - 35	4	2.95	0.87			
	Total	94	2.82	0.76			
Work exp	Never worked	50	2.67	0.70		2.10	0.04 *
	Worked before	44	2.99	0.79			
	Total	94	2.82	0.76			
Ed level	Std 8 - <Std 10	2	1.90	0.42	2.22		0.11
	Std 10	82	2.87	0.72			
	Diploma	10	2.58	0.96			
	Total	94	2.82	0.76			

* P<0.05

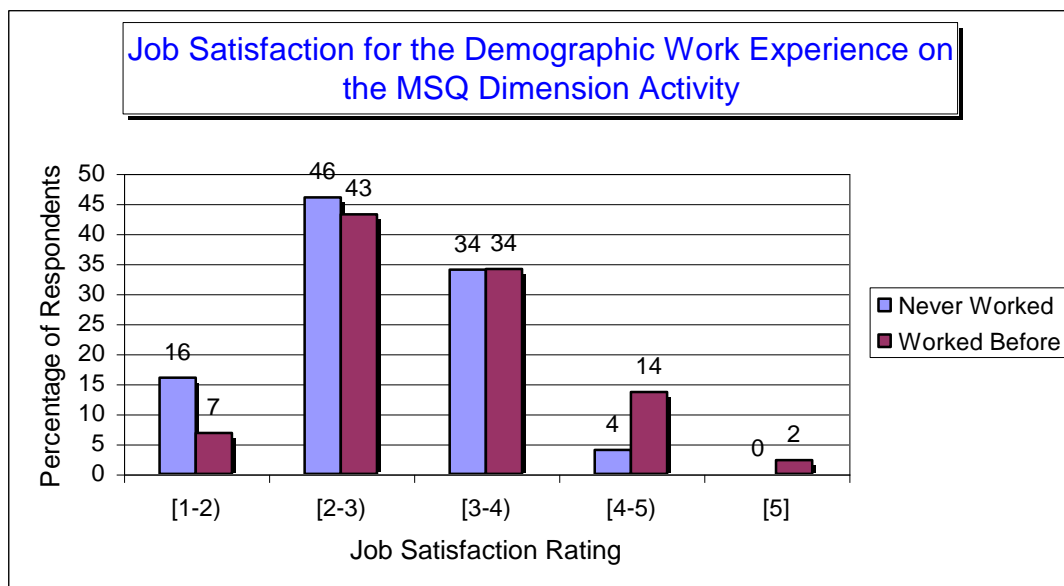
The results in Table 9 show that the learners' satisfaction, with regard to keeping busy in their jobs was overall, only "slightly satisfied". Within this range, the most satisfied were males, those who had worked before and those in the age group 21 – 25 and 31 – 35. The least satisfied, within the range, were those in the age group 16 – 20. Learners with an education level below Std 10 were "not satisfied" with their ability to keep busy.

In this job dimension, the Student t test indicates a statistically significant difference in the level of satisfaction for the demographic variable, *work experience*, at $p = 0.04$, $T = 2.10$ and $T_{crit} = 2.0$. This indicates that, although in the “slightly satisfied” range, learners who had worked before, were more satisfied than those who had never worked before, when it came to keeping busy in their jobs.

Diagram 7 shows that, in contrast to learners who had never worked, there was a greater proportion of the learners who had worked before, in the “very satisfied” range, as well as some who were in the “extremely satisfied” range.

Diagram 7

Job Satisfaction Results for the Dimension Activity according to the Demographic Work Experience



Social Services

Table 10

Demographic Satisfaction Results for the Dimension – Social Services

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.81	0.84		0.74	0.46
	Female	35	2.68	0.73			
	Total	94	2.76	0.80			
Age	16 - 20	10	2.46	0.60	0.80		0.50
	21 - 25	59	2.84	0.86			
	26 - 30	21	2.73	0.74			
	31 - 35	4	2.50	0.60			
	Total	94	2.76	0.80			
Work exp	Never worked	50	2.64	0.70		1.56	0.12
	Worked before	44	2.90	0.89			
	Total	94	2.76	0.80			
Ed level	Std 8 - <Std 10	2	2.20	0.00	3.30		0.04 *
	Std 10	82	2.70	0.76			
	Diploma	10	3.32	1.01			
	Total	94	2.76	0.80			

* p<0.05

The results in Table 10, show that the level of satisfaction of the learners with regard to being of service to others, was only “slightly satisfied”, with the exception of learners with a diploma level of education, who were found to be in the “satisfied” range. In the “ slightly satisfied” range, the most satisfied were males, those who had worked before, and those in the 21 – 30 age group. The learners least satisfied, were those in the 31 – 35 age group and those with an education less than Std 10.

In this job dimension, the analysis of variance indicates a statistically significant difference in the satisfaction level for the demographic variable, *education level*, at $p = 0.04$, $F = 3.3$ and $F_{crit} = 3.3$. A Scheffe post hoc test, depicted in Table 10a, conducted to determine which pairs were significantly different, did not, however, support the findings of statistically significant difference in the means.

Therefore, the satisfaction of the learners, when it came to being of service to others, was found not to be dependent on any of their characteristics, at a significance level of 0.05.

Table 10a

Scheffe post hoc test for the Dimension Social Services according to the Demographic - Education Level

Scheffe post hoc	$\bar{X} - \bar{X}$	S
Std 8 - Std 10	0.50	1.39
Std 8 – Diploma	1.12	1.51
Std 10 – Diploma	0.62	0.65

Achievement

Table 11

Demographic Satisfaction Results for the Dimension – Achievement

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.71	0.76		0.32	0.75
	Female	35	2.76	0.83			
	Total	94	2.73	0.78			
Age	16 - 20	10	2.30	0.78	1.66		0.18
	21 - 25	59	2.81	0.75			
	26 - 30	21	2.78	0.87			
	31 - 35	4	2.30	0.50			
	Total	94	2.73	0.78			
Work exp	Never worked	50	2.72	0.74		0.07	0.94
	Worked before	44	2.73	0.84			
	Total	94	2.73	0.78			
Ed level	Std 8 - <Std 10	2	2.60	0.00	0.18		0.83
	Std 10	82	2.71	0.77			
	Diploma	10	2.86	0.99			
	Total	94	2.73	0.78			

The results in Table 11, show that the satisfaction levels of learners, with regard to their feelings of accomplishment on the job, were “slightly satisfied”. Within this range, those with a diploma and those in the age group 21 – 30, were the most satisfied, while those in the age group 16 – 20, and 31 – 35, were the least satisfied.

The satisfaction of the learners, when it came to their feelings of accomplishment on the job, was found not to be dependent on any of their characteristics, at a

significance level of 0.05.

Moral Values

Table 12

Demographic Satisfaction Results for the Dimension – Moral Values

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.74	0.74			
	Female	35	2.57	0.77			
	Total	94	2.67	0.75			
Age	16 - 20	10	2.10	0.62			
	21 - 25	59	2.74	0.73			
	26 - 30	21	2.72	0.73			
	31 - 35	4	2.80	1.12			
	Total	94	2.67	0.75			
Work exp	Never worked	50	2.64	0.70			
	Worked before	44	2.71	0.81			
	Total	94	2.67	0.75			
Ed level	Std 8 - <Std 10	2	3.10	0.71			
	Std 10	82	2.64	0.73			
	Diploma	10	2.84	0.94			
	Total	94	2.67	0.75			

The results in Table 12, show that the level of satisfaction of the learners with regard to their feelings of not doing things contrary to their morals, was only “slightly satisfied”. The exception in this job dimension, was the learners with an education level of less than Std 10, who were “satisfied”. In the “slightly satisfied” range, the most satisfied were those with a diploma and those in the age group 31 – 35. The learners least satisfied, were those in the age group 16 – 20.

The satisfaction of the learners, when it came to not having to do things contrary to their morals, was found not to be dependent on any of their characteristics, at a significance level of 0.05.

Variety

Table 13

Demographic Satisfaction Results for the Dimension – Variety

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.63	0.72		0.67	0.51
	Female	35	2.53	0.69			
	Total	94	2.59	0.71			
Age	16 - 20	10	2.48	0.77	0.16		0.92
	21 - 25	59	2.58	0.65			
	26 - 30	21	2.67	0.85			
	31 - 35	4	2.55	0.91			
	Total	94	2.59	0.71			
Work exp	Never worked	50	2.42	0.68		2.48	0.02 *
	Worked before	44	2.78	0.70			
	Total	94	2.59	0.71			
Ed level	Std 8 - <Std 10	2	2.50	0.42	0.20		0.82
	Std 10	82	2.58	0.68			
	Diploma	10	2.72	1.00			
	Total	94	2.59	0.71			

* p<0.05

The results in Table 13, show that the satisfaction of the learners with regard to their feelings about the opportunity they have to do different things in their jobs, was narrowly spread within the “slightly satisfied” range. Those learners with work experience, as well as those with a diploma, showed the highest job

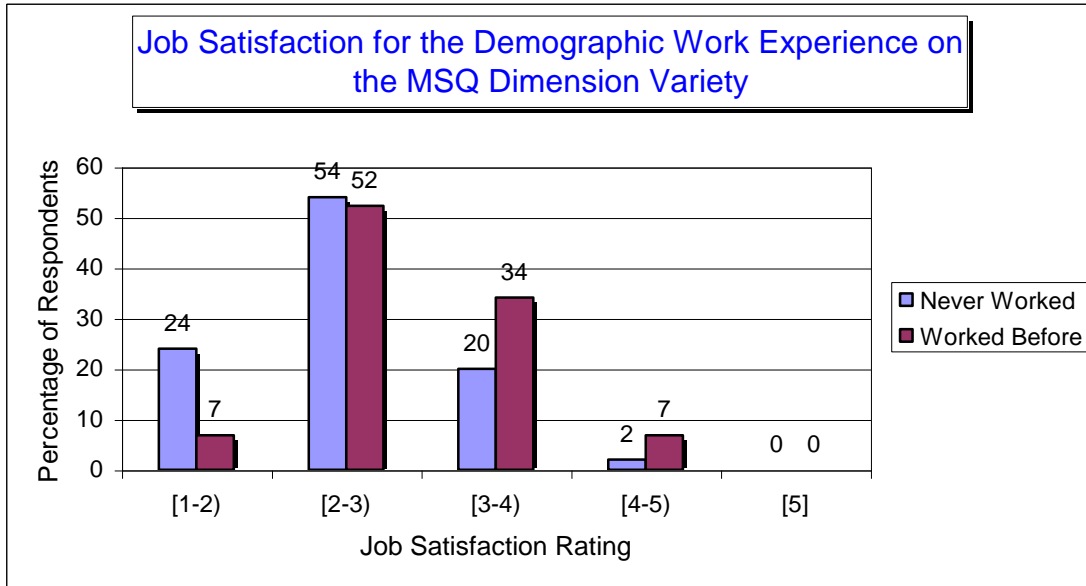
satisfaction within the range, while those that had never worked before and in the age group of 16 – 20, showed the lowest.

In this dimension, the Student t test indicates a statistically significant difference in the level of satisfaction of the learners for the demographic variable, *work experience*, at $p = 0.02$, $T = 2.48$ and $T_{crit} = 1.99$. This indicates that, although in the “slightly satisfied” range, learners who had worked before were more satisfied than those who had never worked before; when it came to the opportunity they had to do different things in their jobs.

Diagram 8 shows that, in contrast to learners that had never worked, there were a greater proportion of the learners who had worked before in both the “satisfied” and “very satisfied” levels.

Diagram 8

Satisfaction Results for the Dimension Variety according to Work Experience



Social Status

Table 14

Demographic Satisfaction Results for the Dimension – Social Status

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.54	0.85		0.06	0.95
	Female	35	2.53	0.85			
	Total	94	2.54	0.85			
Age	16 - 20	10	2.32	0.72	0.39		0.76
	21 - 25	59	2.59	0.82			
	26 - 30	21	2.54	0.96			
	31 - 35	4	2.30	1.01			
	Total	94	2.54	0.85			
Work exp	Never worked	50	2.47	0.83		0.81	0.42
	Worked before	44	2.61	0.86			
	Total	94	2.54	0.85			
Ed level	Std 8 - <Std 10	2	2.70	0.71	0.76		0.47
	Std 10	82	2.50	0.79			
	Diploma	10	2.84	1.24			
	Total	94	2.54	0.85			

The results in Table 14, indicate that the level of satisfaction of the learners, with regard to their feelings towards the respect they felt for the community in the work environment, was, overall, “slightly satisfied”. Within this range, the most satisfied were the learners with a diploma level of education; while the least satisfied were those in the age group of 31 – 35.

The satisfaction of the learners, when it came to the respect they felt for the community in the work environment, was found not to be dependent on any of

their characteristics, at a significance level of 0.05.

Supervision – Technical

Table 15

Demographic Satisfaction Results for the Dimension – Supervision Technical

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.64	0.72			
	Female	35	2.35	0.66			
	Total	94	2.53	0.71			
Age	16 - 20	10	2.24	0.76			
	21 - 25	59	2.58	0.71			
	26 - 30	21	2.59	0.76			
	31 - 35	4	2.35	0.25			
	Total	94	2.53	0.71			
Work exp	Never worked	50	2.44	0.66			
	Worked before	44	2.64	0.77			
	Total	94	2.53	0.71			
Ed level	Std 8 - <Std 10	2	1.80	0.85			
	Std 10	82	2.53	0.69			
	Diploma	10	2.70	0.89			
	Total	94	2.53	0.71			

The results in Table 15, show that the satisfaction of the learners with regard to their feelings about the technical supervision they received in their jobs, was “slightly satisfied”. The exception, were those learners with an education level below Std 10, who were “not satisfied”.

The highest satisfaction within the “slightly satisfied” range, were for those learners with a diploma and for those who had worked before; while the least satisfied were those in the age group of 31-35.

The satisfaction of the learners, when it came to their feelings towards technical supervision, was found not to be dependent on any of their characteristics, at a significance level of 0.05.

Company Policies and Practices

Table 16

Demographic Satisfaction Results for the Dimension – Company Policies and Practice

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.59	0.81			
	Female	35	2.38	0.68			
	Total	94	2.51	0.76			
Age	16 - 20	10	2.26	0.95			
	21 - 25	59	2.49	0.70			
	26 - 30	21	2.70	0.87			
	31 - 35	4	2.40	0.67			
	Total	94	2.51	0.76			
Work exp	Never worked	50	2.37	0.67			
	Worked before	44	2.67	0.84			
	Total	94	2.51	0.76			
Ed level	Std 8 - <Std 10	2	2.50	0.71			
	Std 10	82	2.55	0.78			
	Diploma	10	2.22	0.65			
	Total	94	2.51	0.76			

The results in Table 16, show that the satisfaction of the learners with regard to their feelings towards the company’s policies and practices, was in the “slightly satisfied” range. Those learners with work experience, as well as those in the age group of 16 – 20, showed the highest job satisfaction within the range, while those with a diploma level of education, showed the lowest.

The satisfaction of the learners, when it came to company’s policies and practices, was found not to be dependent on any of their characteristics, at a significance level of 0.05.

Ability Utilization

Table 17

Demographic Satisfaction Results for the Dimension – Ability Utilization

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.45	0.95		0.47	0.64
	Female	35	2.55	0.92			
	Total	94	2.49	0.94			
Age	16 - 20	10	2.04	0.72	1.05		0.37
	21 - 25	59	2.52	0.91			
	26 - 30	21	2.65	1.07			
	31 - 35	4	2.30	0.93			
	Total	94	2.49	0.94			
Work exp	Never worked	50	2.50	0.85		0.16	0.87
	Worked before	44	2.47	1.03			
	Total	94	2.49	0.94			
Ed level	Std 8 - <Std 10	2	2.70	0.71	0.17		0.85
	Std 10	82	2.47	0.94			
	Diploma	10	2.62	0.96			
	Total	94	2.49	0.94			

The results in Table 17, show that the satisfaction of the learners with regard to their feelings towards being able to utilize their abilities in their work, was narrowly spread within the “slightly satisfied” range. Those learners in the 26 – 30 age group and those with an education level below Std 10, had the highest level of job satisfaction within the range, while those in the age group of 16 – 20, had the lowest.

The satisfaction of the learners, when it came to their opportunity of being able to utilize their abilities in their work, was found not to be dependent on any of their characteristics, at a significance level of 0.05.

Responsibility

Table 18

Demographic Satisfaction Results for the Dimension – Responsibility

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.47	0.76			
	Female	35	2.51	0.85			
	Total	94	2.49	0.79		0.23	0.82
Age	16 - 20	10	2.02	0.88			
	21 - 25	59	2.51	0.75			
	26 - 30	21	2.67	0.81			
	31 - 35	4	2.50	0.96			
	Total	94	2.49	0.79	1.56		0.20
Work exp	Never worked	50	2.37	0.75			
	Worked before	44	2.63	0.82			
	Total	94	2.49	0.79		1.60	0.11
Ed level	Std 8 - <Std 10	2	2.70	0.14			
	Std 10	82	2.49	0.78			
	Diploma	10	2.44	0.98			
	Total	94	2.49	0.79	0.09		0.92

The results in Table 18, show that the satisfaction of the learners with regard to the feelings they have towards being able to implement their own judgment in doing their work, was narrowly spread within the “slightly satisfied” range. Those learners in the 26 – 30 age group, those with an education level below Std 10 and those with previous work experience, showed the highest level of job satisfaction within the range, while those in the age group of 16 – 20, showed the lowest.

The satisfaction of the learners, when it came to implementing their own judgment in doing their work, was found not to be dependent on any of their characteristics, at a significance level of 0.05.

Supervision – Human Resources

Table 19

Demographic Satisfaction Results for the Dimension – Supervision Human Resources

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.48	0.85			
	Female	35	2.46	0.72			
	Total	94	2.47	0.80			
Age	16 – 20	10	2.24	1.00			
	21 – 25	59	2.45	0.74			
	26 – 30	21	2.76	0.84			
	31 – 35	4	1.95	0.70			
	Total	94	2.47	0.80			
Work exp	Never worked	50	2.32	0.71			
	Worked before	44	2.65	0.88			
	Total	94	2.47	0.80			
Ed level	Std 8 - <Std 10	2	2.10	0.99			
	Std 10	82	2.48	0.82			
	Diploma	10	2.52	0.73			
	Total	94	2.47	0.80			

The results in Table 19, show that the satisfaction of the learners with regard to their feelings about their relationship with their supervisors, was “slightly satisfied”, with the exception of those in the age group 31 – 35, who were “not

satisfied”. The highest level of satisfaction, within the “slightly satisfied” range, was for the learners in the age group 26 – 30.

The satisfaction of the learners, when it came to their relationship with their supervisors, was found not to be dependent on any of their characteristics, at a significance level of 0.05.

Independence

Table 20

Demographic Satisfaction Results for the Dimension – Independence

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.60	0.88		2.48	0.01 *
	Female	35	2.16	0.71			
	Total	94	2.43	0.85			
Age	16 – 20	10	2.16	0.55	0.97		0.41
	21 - 25	59	2.54	0.86			
	26 - 30	21	2.26	0.87			
	31 - 35	4	2.45	1.23			
	Total	94	2.43	0.85			
Work exp	Never worked	50	2.31	0.81		1.55	0.12
	Worked before	44	2.58	0.88			
	Total	94	2.43	0.85			
Ed level	Std 8 - <Std 10	2	2.60	1.13	1.95		0.15
	Std 10	82	2.37	0.74			
	Diploma	10	2.92	1.41			
	Total	94	2.43	0.85			

* p<0.05

The results in Table 20, show that the satisfaction of the learners with regard to their feelings towards being able to work alone, was quite widely spread within the “slightly satisfied” range. Learners who were male and those who had an education level of a diploma and less than Std10, showed the highest job satisfaction within the range, while female learners and those that are in the 16 – 20 age group, showed the lowest.

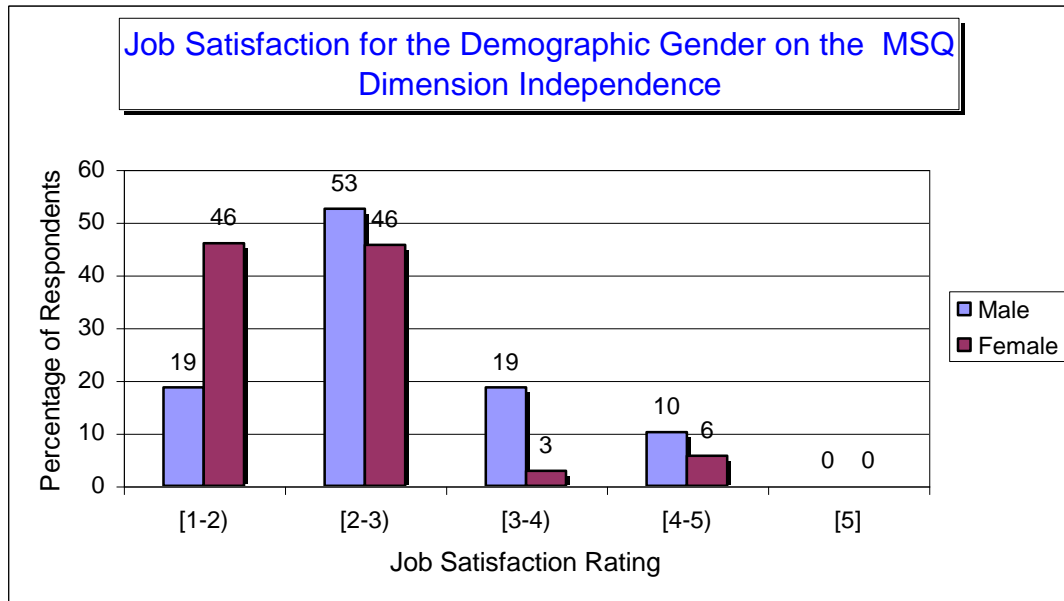
In this dimension, the Student t test indicates a statistically significant difference in the satisfaction level of the learners, for the demographic variable, *gender*, at $p = 0.01$, $T = 2.48$ and $T_{crit} = 1.99$. This indicates that, although in the “slightly satisfied” range, male learners were more satisfied than female learners, when it came to the opportunity to work alone in their job.

Diagram 9 shows that in contrast to learners that were female, there were a greater proportion of male learners in both the “satisfied” and “very satisfied” range, and far fewer who were “not satisfied”.

Diagram 9

Satisfaction Results for the Dimension Independence according to the

Demographic Gender



Creativity

Table 21

Demographic Satisfaction Results for the Dimension – Creativity

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.31	0.96			
	Female	35	2.58	0.98			
	Total	94	2.41	0.97		1.31	0.19
Age	16 - 20	10	2.06	0.85			
	21 - 25	59	2.43	0.98			
	26 - 30	21	2.58	1.00			
	31 - 35	4	2.15	1.14			
	Total	94	2.41	0.97	0.75		0.53
Work exp	Never worked	50	2.38	0.89			
	Worked before	44	2.45	1.07			
	Total	94	2.41	0.97		0.30	0.76
Ed level	Std 8 - <Std 10	2	2.90	0.42			
	Std 10	82	2.36	0.95			
	Diploma	10	2.76	1.20			
	Total	94	2.41	0.97	1.02		0.37

The results in Table 21, show that the satisfaction of the learners with regard to their feelings towards being able to try their own methods, was quite widely spread within the “slightly satisfied” range. Learners that had an education level of a diploma and those with less than Std 10, showed the highest satisfaction within the range, while males and those in the age group 16 – 20, as well as the 31 – 35 age group, showed the lowest.

The satisfaction of the learners, when it came to trying their own methods on the job, was found not to be dependent on any of their characteristics, at a significance level of 0.05.

Advancement

Table 22

Demographic Satisfaction Results for the Dimension – Advancement

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.44	0.80			
	Female	35	2.35	0.61			
	Total	94	2.41	0.74			
Age	16 - 20	10	2.04	0.55			
	21 - 25	59	2.44	0.73			
	26 - 30	21	2.50	0.86			
	31 - 35	4	2.30	0.20			
	Total	94	2.41	0.74			
Work exp	Never worked	50	2.30	0.64			
	Worked before	44	2.53	0.82			
	Total	94	2.41	0.74			
Ed level	Std 8 - <Std 10	2	2.20	0.00			
	Std 10	82	2.45	0.72			
	Diploma	10	2.08	0.87			
	Total	94	2.41	0.74			

The results in Table 22, show that the satisfaction of the learners with regard to their feelings about their opportunity for advancement, was narrowly spread within the bottom half of the “slightly satisfied” range. Learners who had worked before and those in the 26 – 30 age group, showed the highest job satisfaction

within the range, while males, those in the 16 – 20 age group and those that had a diploma, showed the lowest.

The satisfaction of the learners, when it came to their feelings on the opportunity for advancement, was found not to be dependent on any of their characteristics, at a significance level of 0.05.

Recognition

Table 23

Demographic Satisfaction Results for the Dimension – Recognition

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.28	0.92		1.47	0.14
	Female	35	2.57	0.86			
	Total	94	2.39	0.90			
Age	16 – 20	10	2.00	0.73	0.85		0.47
	21 – 25	59	2.41	0.94			
	26 – 30	21	2.53	0.87			
	31 – 35	4	2.25	0.91			
	Total	94	2.39	0.90			
Work exp	Never worked	50	2.36	0.86		0.29	0.77
	Worked before	44	2.42	0.95			
	Total	94	2.39	0.90			
Ed level	Std 8 - <Std 10	2	2.60	0.57	0.09		0.91
	Std 10	82	2.38	0.90			
	Diploma	10	2.46	0.98			
	Total	94	2.39	0.90			

The results in Table 23, show that the job satisfaction of the learners with regard

to their feelings towards being recognized for the work they do, was narrowly spread within the bottom half of the “slightly satisfied” range. Female learners and those in the 26 – 30 age group, showed the highest job satisfaction within the range, while those learners in the 16 – 20 age group and those learners with a diploma, showed the lowest.

The satisfaction of the learners, when it came to being recognized for the work they do, was found not to be dependent on any of their characteristics, at a significance level of 0.05.

Security

Table 24

Demographic Satisfaction Results for the Dimension – Security

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.46	0.74		1.99	0.05
	Female	35	2.14	0.74			
	Total	94	2.34	0.75			
Age	16 – 20	10	2.08	0.79	1.64		0.19
	21 – 25	59	2.36	0.72			
	26 – 30	21	2.51	0.84			
	31 – 35	4	1.75	0.41			
	Total	94	2.34	0.75			
Work exp	Never worked	50	2.22	0.74		1.61	0.11
	Worked before	44	2.47	0.76			
	Total	94	2.34	0.75			
Ed level	Std 8 - <Std 10	2	2.50	0.99	0.23		0.80
	Std 10	82	2.35	0.76			
	Diploma	10	2.20	0.75			
	Total	94	2.34	0.75			

The results in Table 24, show that the satisfaction of the learners with regard to their feelings towards the job providing them with future employment, was narrowly spread within the bottom half of the “slightly satisfied” range. The exception, were those learners in the age group of 31 – 35, who fell into the “not satisfied” level. Within the “slightly satisfied” range, males, those in the 26 – 30 age group and those who had worked before, showed the highest job satisfaction, while females, learners with a diploma and those who had never worked before, showed the lowest level of job satisfaction within the range.

The satisfaction of the learners, when it came to their feelings about the job providing them with future employment, was found not to be dependent on any of their characteristics, at a significance level of 0.05.

Authority

Table 25

Demographic Satisfaction Results for the Dimension – Authority

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.35	0.89		0.56	0.58
	Female	35	2.24	0.88			
	Total	94	2.31	0.88			
Age	16 - 20	10	1.90	0.91	1.89		0.14
	21 - 25	59	2.38	0.89			
	26 - 30	21	2.42	0.82			
	31 - 35	4	1.60	0.57			
	Total	94	2.31	0.88			
Work exp	Never worked	50	2.17	0.78		1.64	0.10
	Worked before	44	2.46	0.97			
	Total	94	2.31	0.88			
Ed level	Std 8 - <Std 10	2	2.10	0.71	0.37		0.69
	Std 10	82	2.29	0.87			
	Diploma	10	2.52	1.01			
	Total	94	2.31	0.88			

The results in Table 25, show that the job satisfaction of the learners with regard to their feelings towards being able to tell others what to do, was at the bottom of the “slightly satisfied” range. In this job dimension, learners who were in the 16 – 20 and 31 – 35 age groups fell within the “not satisfied’ range. The most satisfied learners in the “slightly satisfied” range, were those who had worked before and those with a diploma level of education.

The satisfaction of the learners, when it came to being able to tell others what to do, was found not to be dependent on any of their characteristics, at a significance level of 0.05.

Work Conditions

Table 26

Demographic Satisfaction Results for the Dimension – Working Conditions

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	2.04	0.69		0.77	0.44
	Female	35	1.93	0.63			
	Total	94	2.00	0.66			
Age	16 – 20	10	1.78	0.82	1.52		0.22
	21 – 25	59	1.98	0.64			
	26 – 30	21	2.23	0.66			
	31 – 35	4	1.70	0.26			
	Total	94	2.00	0.66			
Work exp	Never worked	50	1.87	0.63		2.02	0.05
	Worked before	44	2.15	0.68			
	Total	94	2.00	0.66			
Ed level	Std 8 - <Std 10	2	1.80	0.00	0.85		0.43
	Std 10	82	2.03	0.67			
	Diploma	10	1.76	0.67			
	Total	94	2.00	0.66			

The results in Table 26, show that the satisfaction of the learners with regard to their feelings about their working conditions, was just in the “slightly satisfied” level, with seven out of the eleven demographic variables falling within the “not satisfied” level of satisfaction. Only male learners, learners who had worked

before, those in the 26 – 30 age group and those with Std 10, were “ slightly satisfied”.

The satisfaction of the learners, when it came to their feelings of their working conditions, was found not to be dependent on any of their characteristics, at a significance level of 0.05.

Compensation

Table 27

Demographic Satisfaction Results for the Dimension – Compensation

Demographic	Variable	N	\bar{X}	SD	F	T	p
Gender	Male	59	1.72	0.72		0.87	0.39
	Female	35	1.59	0.67			
	Total	94	1.67	0.70			
Age	16 - 20	10	1.48	0.64	1.30		0.28
	21 - 25	59	1.67	0.67			
	26 - 30	21	1.85	0.84			
	31 - 35	4	1.20	0.28			
	Total	94	1.67	0.70			
Work exp	Never worked	50	1.56	0.60		1.55	0.12
	Worked before	44	1.79	0.79			
	Total	94	1.67	0.70			
Ed level	Std 8 - <Std 10	2	1.70	0.14	0.14		0.87
	Std 10	82	1.68	0.73			
	Diploma	10	1.56	0.53			
	Total	94	1.67	0.70			

The results in Table 27, show that the satisfaction of the learners with regard to their feelings towards the pay they earned for the amount of work they did, was in the “not satisfied” level. Within this level, learners that fell within the 26 – 30 age group, had worked before and had a level of education below Std 10, were the most satisfied. Learners in the 31- 35 age group were the least satisfied.

The satisfaction of the learners, when it came to the pay they received for the work they did, was found not to be dependent on any of their characteristics, at a significance level of 0.05.

CHAPTER SIX
DISCUSSION OF FINDINGS

The purpose of the study was to determine the job satisfaction of the learners at MAL. To fully address the objectives of the study, an in depth analysis was conducted on the gathered data.

The findings of the study, based on the objectives that guided the research, can be summarized into two groups. The first two objectives, which were to determine both the general level of job satisfaction and the job satisfaction level of the learners according to the twenty MSQ job dimensions, were descriptive in nature. The third objective, comprising of two parts, was to investigate the relationship between the levels of the satisfaction of the learners and their demographic characteristics. This objective was addressed by using statistical hypothesis testing.

This chapter concludes the study. The first section of the chapter summarizes the descriptive and statistical findings of the study. The second section discusses the findings and gives a conclusion to the study. The third and final section of the study discusses the limitations of the study and makes recommendations for future research.

6.1) Summary of Descriptive Findings

6.1.1) Objective 1

According to the MSQ, the general job satisfaction of the learners out of the classroom and in their work environment, was found to be, on average, “slightly satisfied”. The job satisfaction responses were normally distributed, with a mean score of 2.38 and a standard deviation of 0.63.

6.1.2) Objective 2

The satisfaction of the learners out of the class room and in their work environment, based on the 20 dimensions of the MSQ which describe the components of a job, was found to be as follows:

- On average, the learners were “satisfied” with respect to getting along with their co-workers.

- On average, the learners were “slightly satisfied” with:
 - being able to keep busy all the time;
 - the chance to do things for other people;
 - the feeling of accomplishment they got from the job;
 - being able to do things that were not contrary to their conscience;

- the chance to do different things from time to time;
 - the chance to be “somebody” in the community;
 - the technical competence of their boss in making decisions;
 - the way company policies were put into practice;
 - the chance to do something that made use of their abilities;
 - the freedom to use their own judgment;
 - the way their boss managed human relations and handled his men;
 - the chance to work alone on the job;
 - the chance to try their own methods of doing the job;
 - the chances for advancement;
 - the praise they got for doing a good job;
 - the way their job provided for steady employment;
 - the chance to tell other people what to do;
- On average, the learners were “slightly satisfied” with their working conditions; however, the distribution of the responses, shows, that a large proportion of the learners were not satisfied.
- On average, the learners were “not satisfied” with the amount of pay they received for the work they did.

6.2) Summary of Statistical Findings

The following summary of the statistical findings, is preceded by a visual representation of the satisfaction of the learners, according to the four demographic categories, gender, age, work experience and education level.

The following Diagrams; 10, 11, 12, and 13, summarize the relative satisfaction levels for variables in each demographic category, for both general job satisfaction and satisfaction according to the twenty MSQ job dimensions.

Diagram 10

Job Satisfaction According to Gender

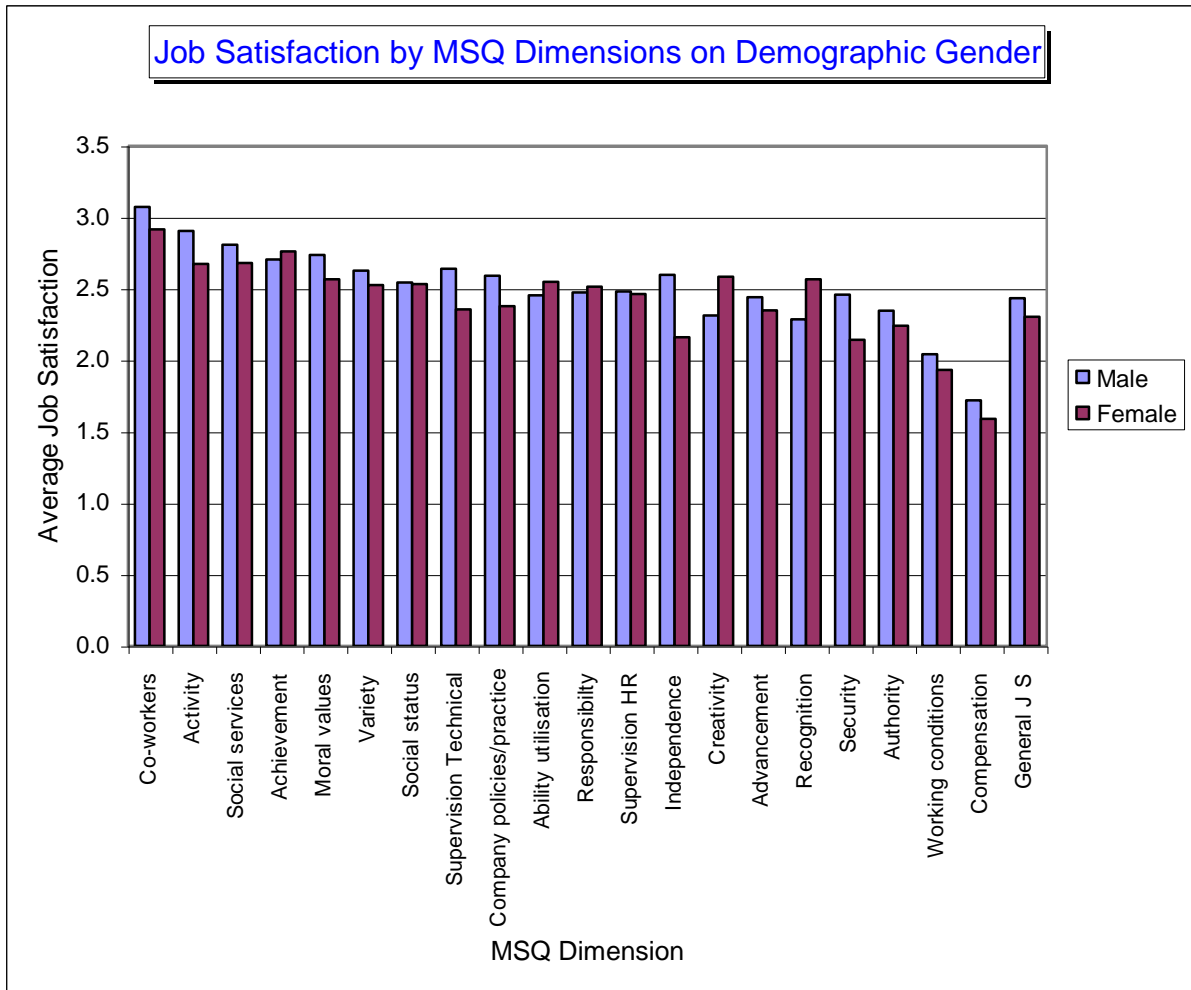


Diagram 11

Job Satisfaction According to Age

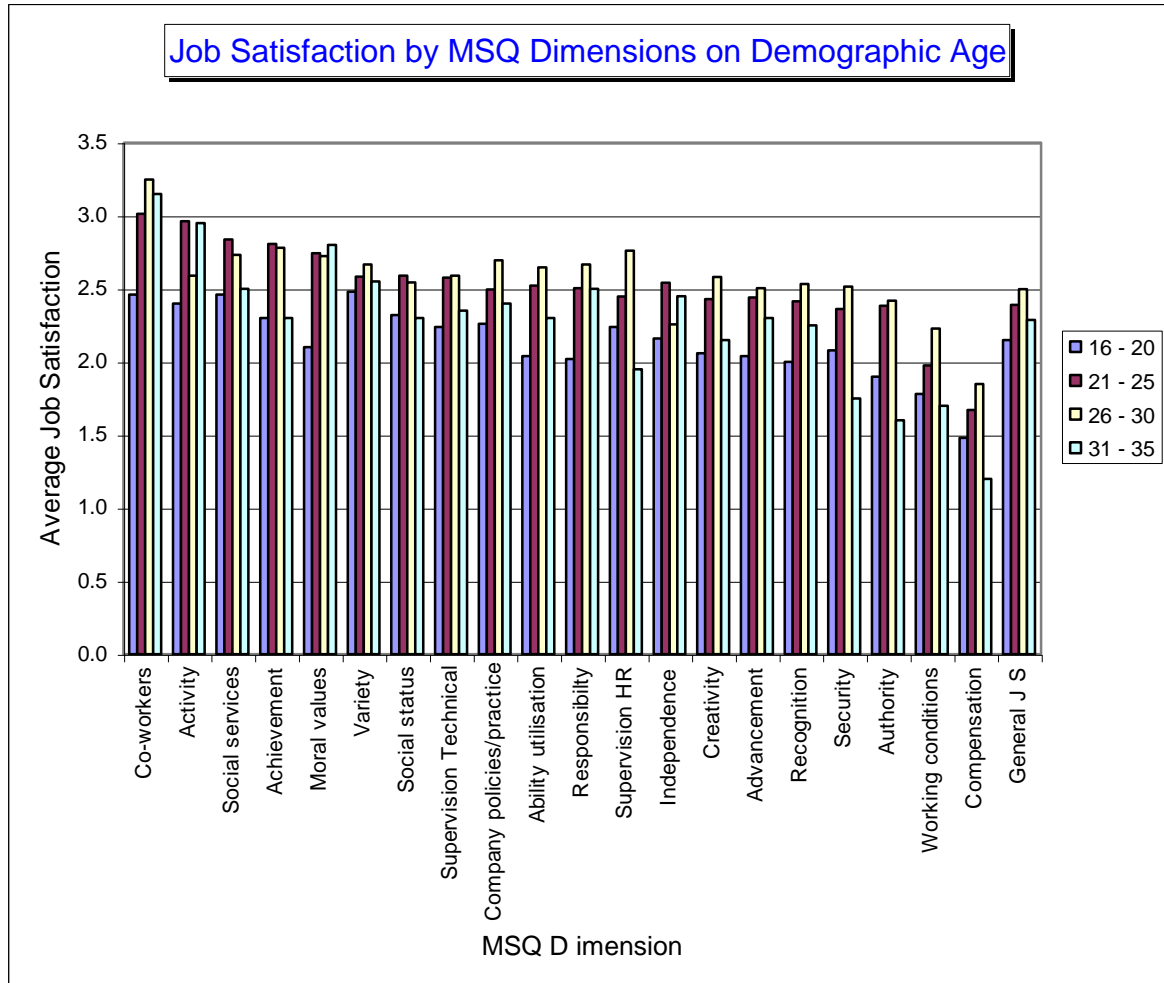


Diagram 12

Job Satisfaction According to Work Experience

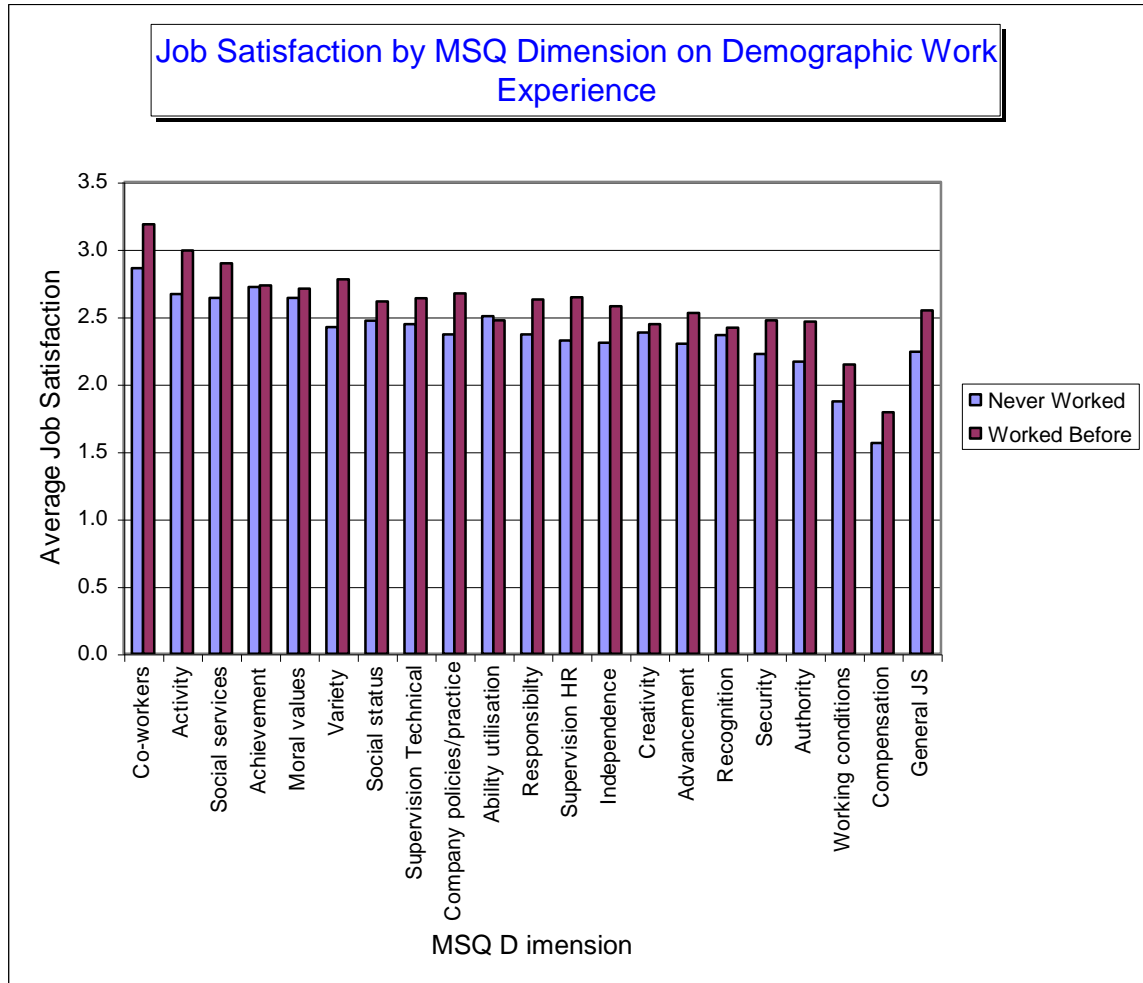
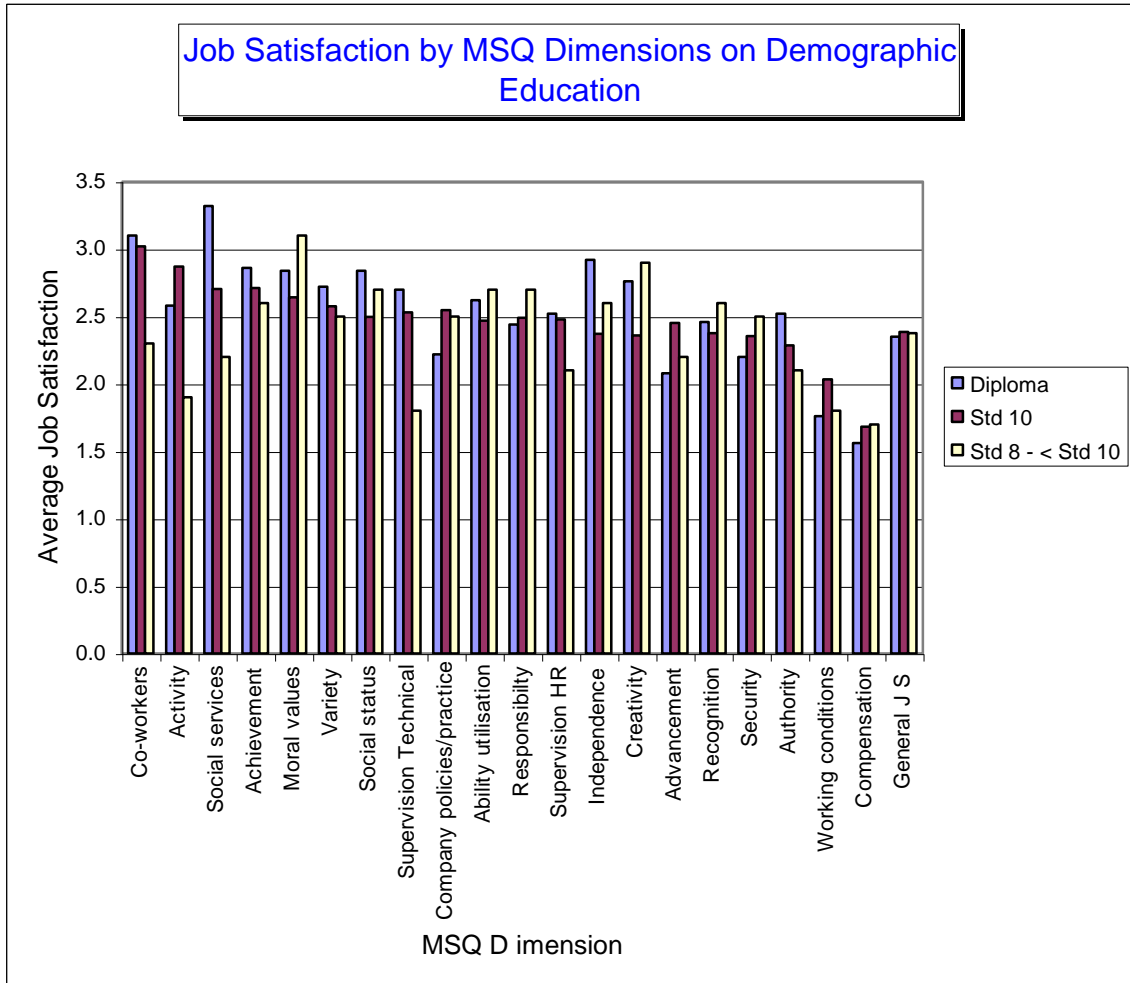


Diagram 13

Job Satisfaction According to Education Level



6.2.1) Objective 3a

The influence of the demographic characteristics of the learners, when in their work environment, on their level of general job satisfaction, was found to be as follows:

- The gender of the learners was found not to have an influence on their level of general job satisfaction.
- The age of the learners was found not to have an influence on their level of general job satisfaction.
- At a 0.05 level of significance, the *work experience* of the learners was found to have an influence on their level of general job satisfaction. Although both in the “slightly satisfied” range, learners who had had prior work experience, were, in general, slightly more satisfied than those learners who had never worked before.
- The education level of the learners was found not to have an influence on their level of general job satisfaction.

6.2.2) Objective 3b

The influence of the demographic characteristics of the learners, when in their work environment, on their level of satisfaction according to the twenty MSQ job dimensions, was found to be as follows:

- At a significance level of 0.05, the *gender* of the learners was found to have an influence on their level of satisfaction for the job dimension *independence*. While both were in the “slightly satisfied” range, male learners were slightly more satisfied than the female learners with regard to their opportunity to work alone.
- The age of the learners was found not to have an influence on their level of satisfaction for any of the twenty MSQ job dimensions.
- At a significance level of 0.05, the *work experience* of the learners was found to have an influence on their level of satisfaction, for the job dimensions, *activity* and *variety*. While both were in the “slightly satisfied” range, learners who had, at one time or another, worked before, were slightly more satisfied than learners who had never worked before, with regard to being busy all the time and doing different things in their job.

- The education level of the learners was found not to have an influence on their level of satisfaction for any of the twenty MSQ job dimensions.

6.3) Conclusion.

The purpose of the study was to determine the job satisfaction of the learners at MAL, when in their work environment.

The findings revealed that in general, the learners were only slightly satisfied in their jobs. The findings also showed that the learners were satisfied with how their co-workers got along with each other but they were not satisfied with the pay they received for the work they did, or, for a large majority of them, with the physical conditions within their work environment.

The study revealed that at a stated confidence of 95 %, learners with prior work experience, were, in general, slightly more satisfied than the learners who had never worked, before joining the learnership program. These learners where also slightly more satisfied when it came to the opportunity of keeping busy in their job and doing work of a different nature. The study also revealed that male learners were slightly more satisfied than female learners with regard to their opportunity to work alone in the job.

Age and education level were found not to have had an impact on the learner's level of job satisfaction.

6.4) Discussion of Results

The findings of the study are not surprising. It is clearly demonstrated in the literature, that job satisfaction is correlated with a number of factors, observable as the consequences of job satisfaction in the work place. Kreitner, Kenicki & Buelens (2002), list a number of such factors, some of which closely resemble those exhibited by the learners at MAL. These factors, which are correlated to job satisfaction to varying degrees, are listed as:

- Factors strongly related to job satisfaction - organizational commitment and perceived stress.
- Factors moderately related to job satisfaction - motivation, job involvement and organizational citizenship behavior, turnover, heart disease, life satisfaction, mental health and pro – union voting.
- Factors weakly related to job satisfaction - absenteeism, tardiness, and job performance.

It is, therefore, not surprising that the satisfaction level of the learners has been found, to be in general, only “slightly satisfied”.

The absence of satisfaction, when it came to the feelings the learners had for the pay they earned, for the amount of work that they did, was also not unexpected. The researcher would speculate that, on the strength of Equity theory, the perceived “difference” of the learners, coupled with the different pay received by relevant others for similar work, would create an environment of dissatisfaction for the learners.

Adam’s Equity theory is based on the concept that people are motivated to maintain a balance between their cognitive beliefs and their behavior and when inconsistencies are perceived, changes occur to restore this balance. Such changes generally take the form of changes in behavior and attitude (Kreitner, *et al.*; 2002). Field studies support the researcher’s view that the situation experienced by the learners is perceived as both procedural and distributive injustice, giving rise to an absence of job satisfaction, with the resulting consequences of poor behavior and attitude, and high turnover and absenteeism that have been experienced in the learnership program at MAL.

The highest level of satisfaction measured in the study, was the satisfaction the learners experienced in their interaction with co-workers. While the learners are part of MAL, their short stay of one year, their absence from the work place for

30% of the time due to classroom training and their uniqueness within the work environment, may have forced them to be, to some extent, alienated from the general company environment and culture.

It is the researcher's opinion that this alienation, together with the close group work in the classroom, has resulted in the formation of a group exhibiting effective co-operation, mutual trust and cohesiveness, within which the learners have a feeling of satisfaction.

Literature on job satisfaction indicates that a number of socio-emotional factors, such as self-esteem, tolerance to stress, and the belief that there is greater control over outcomes, are prevalent in groups and teams and are positively correlated to job satisfaction (Robins, 2001).

Contrary to the studies and conclusions in the literature reviewed by the researcher, the findings of this study did not demonstrate the expected strength in the relationship between the demographic variables of the learners and their job satisfaction.

The study revealed that learners with prior work experienced were more satisfied in general terms, in keeping busy all the time, and in doing different things in their job. Male learners were also found to be more satisfied than female learners

when it came to working alone. These relations were however relatively weak and did not materially effect the measured satisfaction levels.

Additional study of the literature conducted by the researcher, did reveal that in some cases, the influence of these demographic variables was indirect and in some instances was also irrelevant (Newby, 1999). It is hypothesized by the researcher that in this study, work factors and the overall low satisfaction level exhibited by the learners, overshadowed the expected effects of the demographic variables.

6.5) Limitations of the Study.

The study was limited to a survey of the population of the learners within MAL. The findings of this study can only describe the job satisfaction of this unique group of learners and cannot, therefore, be generalized to other learnership levels, learner groups, or populations, outside this company's environment.

In addition, the influence of the learners' macro and micro environment makes this study valid only for that point in time in which the investigation was conducted. At best, this investigation can act as a guide to further research in field.

This study is also limited to the responses of the subjects to the questions

comprising general job satisfaction and satisfaction according to the twenty MSQ job dimensions.

6.6) Recommendations

Comparison studies should be conducted within the industry sector to determine if the findings and trends observed at MAL, are particular to the company or are indicative of the job satisfaction of learners in various programs, in similar industries. Whether this is found to be the case or not, such studies would broaden the knowledge base of work-based training programs and would be of particular benefit within the skills development initiative in South Africa.

Within Mal, the following are recommendations, based on the results of the study:

- The current, less than satisfactory job satisfaction of the learners, should be further investigated by the human resources and training practitioners. Due to remediation implemented by these practitioners, an improvement in the attitude and behavior of the learners, has been noted in the second year of the learnership program at MAL; however, the known correlates of job satisfaction, examined in a multitude of studies, are an additional and invaluable tool, that should be used in addressing the remaining problems in the learner work place. These learners form an integral component of the

work force within the company and any increase in their job satisfaction would be of benefit to both the learners and the company.

- It is recommended that an alternate study, of learner job satisfaction within the workplace, should be conducted, using either interviewing techniques, or open-ended survey instruments. Such methods allow for greater respondent interaction in the survey and would present respondents with the opportunity to express ideas and to highlight any dissatisfaction with their day-to-day activities in the work place.
- Compensation ranked the lowest in the job satisfaction scores and the learners surveyed were, unanimously, not satisfied with the pay that they received for the work that they did. The factors contributing to this level of job satisfaction should be investigated and dependent on the findings, alternative methods of reward should be considered.
- A study should be conducted on the higher levels of learnership programs within the company to determine whether or not there is a difference between the groups. Such differences could be further explored, the results of which may contribute to improving the job satisfaction of learners on various learnership programs, both within MAL and throughout the country.

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APPENDIX A

DEMOGRAPHIC DATA SHEET

Dear Respondent,

Please answer all questions

Ref. No.

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Section A: Please tick the appropriate box.

1. Gender

Male	
Female	

2. Age

16 – 20	
21 – 25	
26 – 30	
31 – 35	

3. Work Experience

Never worked before	
Worked before	

4. Highest level of Education

Grade 10 / STD 8, but lower than grade 12 / Matric	
Matric	
Diploma	

APPENDIX B

MINNESOTA SATISFACTION QUESTIONNAIRE

Section B: Please read each statement carefully and ask yourself:

How satisfied am I with this aspect of my work in the factory?

Please tick the appropriate box

When I am working in the factory, this is how I feel about....		Not satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied
1	The chance of being of service to others					
2	The chance to try out some of my own ideas					
3	Being able to do the job without feeling it is morally wrong					
4	The chance to work by myself					
5	The variety in my work					
6	The chance to have other workers look to me for direction					
7	The chance to do the kind of work I do best					
8	The social position in the community that goes with the work					
9	The policies and practices towards the learners of this company					
10	The way my supervisor and I understand each other.					
11	My job security.					
12	The amount of pay for the work that I do.					
13	The working conditions (heat, light, ventilation, cold, dust, smoke)					
14	The opportunities for advancement with the company					
15	The technical know how of my supervisors					
16	The spirit of cooperation among my co-workers.					
17	The chance to be responsible for the planning of my work.					
18	The way I am noticed when I do a good job.					
19	Being able to see the results of the work that I do.					
20	The chance to be active much of the time.					
21	The chance to be of service to people.					
22	The chance to do new and original things on my own.					
23	Being able to do things that don't go against my religious beliefs.					
24	The chance to work alone on the job.					
25	The chance to do different things from time to time.					

When I am working in the factory, this is how I feel about....		Not satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied
26	The chance to tell other workers how to do things					
27	The chance to do work that is well suited to my abilities					
28	The chance to be "somebody" in the community					
29	Company policies and the way they are administered					
30	The way my boss handles his/her learners					
31	The way my work in the factory provides for a secure future					
32	The chance to make as much money as my friends					
33	The physical surroundings where I work					
34	The chances of getting ahead in my work					
35	The competence of my supervisor in making decisions					
36	The chance to develop close friendships with my co-workers					
37	The chance to make decisions on my own					
38	The way I get full credit for the work I do					
39	Being able to take pride in a job well done					
40	Being able to do something much of the time					
41	The chance to help people					
42	The chance to try something different					
43	Being able to do things that don't go against my conscience					
44	The chance to be alone on the job					
45	The routine in my work					
46	The chance to supervise other people					
47	The chance to make use of my best abilities					
48	The chance to "rub elbows" with important people					
49	The way learners are informed about company policies					
50	The way my boss backs up his/her learners (with management)					
51	The way my work in the factory provides for steady employment					
52	How my pay compares with that for similar jobs in other companies					
53	The pleasantness of the working conditions					
54	The way promotions are given out on this job					
55	The way my boss delegates work to others					
56	The friendliness of my co-workers					
57	The chance to be responsible for the work of others					
58	The recognition I get for the work I do					
59	Being able to do something worthwhile					
60	Being able to stay busy					
61	The chance to do things for other people					
62	The chance to develop new and better ways of doing the work					
63	The chance to do things that don't harm other people					
64	The chance to work independently of others					
65	The chance to do something different every day					

When I am working in the factory, this is how I feel about....

		Not satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied
66	The chance to tell people what to do					
67	The chance to do something that makes use of my abilities					
68	The chance to be important in the eyes of others					
69	The way company policies are put into practice					
70	The way my boss takes care of the complaints of his/her learners					
71	How steady my work is					
72	My pay and the amount of work I do					
73	The physical working conditions of the job					
74	The chances for advancement in the factory					
75	The way my boss provides help on hard problems					
76	The way my co-workers are easy to make friends with					
77	The freedom to use my own judgment					
78	The way they usually tell me when I do my work well					
79	The chance to do my best at all times					
80	The chance to be "on the go" all the times					
81	The chance to be of some small service to other people					
82	The chance to try my own methods of doing the work					
83	The chance to do the work without feeling I am cheating anyone					
84	The chance to work away from others					
85	The chance to do many different things in the factory					
86	The chance to tell other what to do					
87	The chance to make use of my abilities and skills					
88	The chance to have a definite place in the community					
89	The way the company treats the learners in the factory					
90	The personal relationship between my boss and his/her learners					
91	The way layoffs and transfers are avoided in my job					
92	How my pay compares with that of other workers					
93	The working conditions					
94	My chances for advancement					
95	The way my boss trains his/her learners					
96	The way my co-workers get along with each other					
97	The responsibility of my job					
98	The praise I get for doing a good job					
99	The feeling of accomplishment I get from the job					
100	Being able to keep busy all the time					

APPENDIX C

ACKNOWLEDGEMENT OF CONSENT

Dear Learner,

I am currently undertaking a research project as part of my studies towards an MBA with the Business Studies Unit at the Durban Institute of Technology.

The aim of the research is to determine the current level of job satisfaction of the level 1 learners within Masonite Africa (Ltd).

The answers you will provide in the questionnaire will be for research purposes only.

As you can see your name does not appear on the questionnaire ensuring that your identity and your answers remain both confidential and anonymous. Participation is completely voluntary and you may decide to withdraw from the study at any time.

As a willing participant in this research can you please sign and date your consent.

Ivoluntarily agree to participate by completing the attached questionnaire and fully understand that I will remain anonymous and may withdraw at any time.

SignatureDate.....

Your participation in this research will be greatly appreciated.

Yours faithfully,

Harry Prando.

Masonite Africa (Ltd)

APPENDIX D

MINNESOTA SATISFACTION QUESTIONNAIRE MATRIX

General Satisfaction questions

24	25	28	30	35	43	51	61	66	67
69	72	74	77	82	93	96	98	99	100

Job dimension questions

Ability utilization	7	27	47	67	87
Achievement	19	39	59	79	99
Activity	20	40	60	80	100
Advancement	14	34	54	74	94
Authority	6	26	46	66	86
Company policies and practices	9	29	49	69	89
Compensation	12	32	52	72	92
Co – workers	16	36	56	76	96
Creativity	2	22	42	62	82
Independence	4	24	44	64	84
Moral values	3	23	43	63	83
Recognition	18	38	58	78	98
Responsibility	17	37	57	77	97
Security	11	31	51	71	91
Social services	1	21	41	61	81
Social status	8	28	48	68	88
Supervision – human resources	10	30	50	70	90
Supervision – technical	15	35	55	75	95
Variety	5	25	45	65	85
Working conditions	13	33	53	73	93

APPENDIX E

Coding Sheet for Data Analysis

Variable	Coding	Min-Max	Range	Variable type
Questionnaire reference number	Unique number	1-94	94	Ratio
1) Gender	1 = Male 2 = Female	1-2	2	Nominal
2) Age	1 = 16-20 2 = 21-25 3 = 26-30 4 = 31-35	1-4	4	Nominal
3) Work Experience	1 = Never worked before 2 = Worked before	1-2	2	Nominal
4) Level of Education	1 = Std 8 - <Std 10 2 = Std 10 3 = Diploma	1-3	3	Nominal
5) MSQ Likert Scale	1 = Not satisfied 2 = Slightly satisfied 3 = Satisfied 4 = Very satisfied 5 = Extremely satisfied	1-5	5	Ordinal