

DURBAN UNIVERSITY OF TECHNOLOGY

**JOB SATISFACTION IN THE ROYAL SWAZILAND POLICE
SERVICE. A CASE STUDY OF MANZINI AND HHOHHO
REGIONS**

BY

NDIPHETHE OLIVE MABILA

A Thesis submitted in fulfilment for the requirements of the degree of
Doctor of Technology: Public Management in the
Faculty of Management Sciences at the Durban University of
Technology

Supervisor: Prof. N. Dorasamy: PhD Pub Admin, Masters Pub Admin, Hon Hist,
Hons, Ed., Adv Dip Pub. Admin., BPaed Ed.

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PhD (Manchester)

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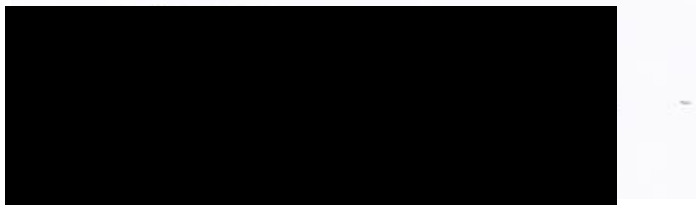
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DECLARATION

I, Ndiphethe Olive Mabila, declare that this thesis is the result of my own investigation and research and that it has not been submitted in part or in full for any other degree or to any other University.



02/04/2014

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ABSTRACT

World over, police officers are tasked with the responsibility of maintaining peace and order in the society. The Swaziland Government has given the Royal Swaziland Police Service (RSPS) performance targets of reducing crime in the country by twelve percent. Over the years, the RSPS has been struggling to meet its performance targets. The research aimed to investigate job satisfaction in the RSPS.

The objectives of the study included to examine the factors that influence job satisfaction within the RSPS, to explore the perceived impact of job satisfaction on performance and to make recommendations to the police management on how job satisfaction in the RSPS can be enhanced. A case study involving two administrative regions (Manzini and Hhohho) using a quantitative and qualitative research was adopted. Questionnaires were handed to 345 police officers (respondents) using a personal approach as part of the quantitative research. This showed a 100 percent response rate. The qualitative research involved conducting recorded semi-structured interviews with 10 senior police officers, which included serving and retired officers. A focus group discussion was conducted with 9 junior police officers as a form of control in the qualitative research. Data was scientifically analyzed using the Scientific Package for Social Sciences (SPSS) version 12. It enabled the researcher to describe and compare variable numerically.

The findings of the study showed that the respondents perform effectively when given necessary resources. Respondents are willing to put a great deal of effort beyond of what is normally expected of them in order to make the RSPS successful. On another note, most of the respondents are generally not satisfied with the salary increases and allowances as they are not adequate to meet the increasing cost of living. The respondents expressed that not everyone is treated fairly and that promotions are not based on ability. An improvement in police officers accommodation is needed.

Recommendations to improving job satisfaction in the RSPS are presented in the study. Finally, the literature reviewed and findings show that there is a significant relationship between job satisfaction and performance.

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ABBREVIATIONS

RSPS	Royal Swaziland Police Service
SPSS	Statistical Package for Social Sciences
Ms	Microsoft
IPA	International Police Association
SARPCCO	Southern African Regional Police Chiefs Co-operation Organisation
ERG	Existence Relatedness and Growth
PSMP	Public Sector Management Programme
PHQ	Police Head Quarters

CHAPTER 1

INTRODUCTION

1.1 Introduction

The role of the public sector is to provide quality services to the public. The Ministry of Public Service in Swaziland aims to promote a culture of commitment to public duty by ensuring an effective public service. The major initiatives of government to succeed in Swaziland require an efficient, responsive and effective public service. The Royal Swaziland Police Service (RSPS) is a major public institution which provides the maintenance of law and order services to the public. The RSPS developed plans and strategies to deliver quality services to the public. The Royal Swaziland Police Service Strategic Development Plan (2000:1) aims to improve the operational and administrative efficiency and effectiveness of the RSPS in an attempt to provide the highest possible service at a least cost.

The Constitution of Swaziland, Act Number 1 of 2005, Section 189, states that the RSPS shall be responsible for preserving the peace, for prevention and detection of crime and the apprehension of offenders. The mission statement of the RSPS states that the RSPS is responsible for upholding the rule of law fairly and firmly, and ensuring the safety of all communities in partnership with all stakeholders; through prevention of crime, protection of life and property, preservation of public peace and order; detection of crime and bringing offenders to justice (RSPS Annual Report 2010:1). The RSPS has developed a Service Charter that contains high standards which aim to improve the delivery of policing services to the public. According to the Service Charter (2000:6-7), the RSPS shall strive for and be guided by the following standards in service delivery to the public:

- When visiting a police station (seeking help or to make a report), the police will promptly, politely and courteously attend to a member or members of the public at least between one and five minutes of their arrival at the police station;
- A safe environment and privacy to discuss personal matters will be provided;
- When a report of crime, traffic accident and other incidents are received, the police will arrive at the scene of emergency between ten and twenty minutes

in urban areas and within an average of thirty minutes in rural areas;

- Feedback to customers shall be made within seven days on reported cases and, thereafter, at reasonable intervals as circumstances permit; and
- Response to all telephone calls shall be promptly and courteously conducted within one to three rings.

While every endeavour is made to fulfil the Service Charter obligations, the RSPS is faced with a challenge of reducing crime by twelve percent every year, as mandated by the Swaziland Government. The RSPS has failed to meet the target for the past eight years, despite the recruitment of new officers, the application of several crime prevention strategies and building of new police stations. Poor working conditions, poor standards of living, low rates of pay, and lack of transparent promotion criteria appear to be the main problems faced by most police officers.

In 2007, some police officers took Government to the High Court to compel it to register a Police Union which aimed to ensure and improve the living conditions, rate of pay, social security, and general welfare of all police officers. The Court of Appeal did not approve the main plea of the police officers of having a recognized Police Union, but the court was of the opinion that there are job satisfaction issues, which the organisation needs to attend to (Mhlanga and Swaziland Police Union v. Commissioner of Police, 2008). The study intends to investigate the nature of job satisfaction in the RSPS amidst all the challenges faced by police officers and present recommendations to police management on how job satisfaction in the RSPS can be enhanced.

1.2 Background and context of the study

Public sector reform has featured strongly within most western democracies over the past two decades (Bonald and Fowler 2000:417). The aim of much of the reform has been to achieve increased efficiency and effectiveness. This trend has affected a number of African states as well, including Swaziland in the southern African region. In Swaziland, government has initiated strategies of making an economic turnaround as millions of emalangeni (1E = 1R) are lost through the commission of crimes, such as corruption, robberies and fraud. The government has placed its trust in the RSPS to curb this monster by ensuring that crime is reduced by twelve percent each year.

However, this is a great challenge to the RSPS, as in the past years, it has failed to meet such targets. It can be argued that this failure can be mainly attributed to dissatisfied employees.

Employee job satisfaction not only ensures customer service quality, but also contributes to employee retention and commitment, hence adding to the human assets of an organization and elevating its competitiveness in the market (Lee, Nam, Park and Lee 2006:252). Job satisfaction has been found to significantly influence job performance, absenteeism, turnover and psychological distress (Chen, Yang, Shiau and Wang 2006:486). The RSPS, like all other organisations, needs to address problems in Swaziland pertaining to police job satisfaction to improve productivity, reduce staff turnover and enhance creativity and commitment. Managers must recognize that employees increasingly have an interest in meaningful work and organization commitment is an important component of job satisfaction (Yousef 2000:567). There is a need for the RSPS to be able to address problems in Swaziland. Hart (1999:580) concluded that job satisfaction contributes to overall life satisfaction. The study is based on job satisfaction within the RSPS.

1.3 Research problem

The purpose of the study was to explore job satisfaction in the RSPS. There is limited data on the extent of job satisfaction in the government sector as a whole. Further, there is no study that has examined factors associated with job satisfaction in the RSPS. Concerns about poor working conditions, inadequate training opportunities, poor remuneration, poor standards of living, high workloads and lack of transparent promotion criteria form the crux of the problems faced by most police officers in the country.

All the aforementioned factors have impacted on police performance as the crime level is still high, despite the recruitment and training of new police officers (police recruits) every year and the application of several crime prevention strategies. Since police officers are important instruments for maintaining public peace, they need working conditions that positively impact on job satisfaction. Police officers need to experience job satisfaction to be motivated to do their work to the best of their ability. If the job entails adequate variety, challenges, discretion and scope for using one's

own abilities and skills, then the employee doing the job is likely to experience job satisfaction (Sharma and Bhaskar 1991:23). The study seeks to provide an in-depth investigation into the nature of job satisfaction of police officers in the RSPS.

1.4 The research objectives

The study aimed to investigate job satisfaction in the RSPS. The research had the following objectives:

- To examine the factors that influence job satisfaction within the RSPS;
- To explore the impact of job satisfaction on performance; and
- To make recommendations to police management on how job satisfaction in the RSPS can be enhanced.

1.5 Significance of the study

It is often overlooked that, for the RSPS to have continuing relevance and effectiveness, it is important that there is commitment to duty, and job satisfaction of personnel. Policing functions and roles have assumed rather radical approaches. It has been observed that the services performed by the police are linked with various aspects of development that cannot be easily ignored (Tamuno 1993:116). This viewpoint shows the vital role of the police performing policing duties that contribute toward development within different nations.

The importance of studying job satisfaction stems from two important findings. First, according to Ellickson and Logsdon, (2001:173), job satisfaction is associated with increased productivity and organisational commitment, lower absenteeism and turnover, and, ultimately, with increased organisational effectiveness. The RSPS, in order to differentiate itself from other organisations and ensure survival effectiveness and competitiveness, must render services of high quality. To achieve this mission, the organisation is dependent upon employee productivity and performance. The benefits that employees receive from their organisations influence the effort, skill, creativity and productivity that they are willing to give in return, (Wright and Davis 2003:80).

Zeffane, Ibrahim and El Mehairi (2008:239) state that the second important finding is that low job satisfaction has negative outcomes, such as withdrawal behaviour,

increased costs, decreasing profits and, eventually, customer dissatisfaction. In the RSPS, no research has been conducted on job satisfaction, in general, and on enhanced performance, in particular. This study attempted to address this shortfall by analyzing the perceived impact of job satisfaction on performance in the organisation and suggest recommendations to enable or assist the RSPS to improve job satisfaction.

1.6 Scope of the study

The study was confined to the two most densely populated and busiest of the four regions of Swaziland, namely, Hhohho, Manzini, Lubombo and Shiselweni region. Hhohho region and Manzini region have the highest crime rates and highest number of police officers per region. The Hhohho region consists of the capital city, of the country known as Mbabane, Piggs Peak and Lobamba areas. The Manzini region, known as the hub of the country, consists of Manzini city and the rural areas of Mafutseni, Malkerns, Matsapha, Bhunya, Mankayane and Mliba. The Manzini region has nine hundred and seventy four (974) police officers and Hhohho region has a total of seven hundred and fifty one (751) police officers covering all ranks. The target population was thus one thousand seven hundred and twenty five police officers which was the total of police officers in the two regions targeted by the study.

All police stations and police posts found within the two regions were visited and police officers at different levels were administered questionnaires. Interviews were conducted with the most senior officers of the rank of superintendent and senior superintendent of the two police regions.

1.7 Clarification of key concepts

The concepts used in the study are defined below:

1.7.1 Job satisfaction

Job satisfaction is an attitude that embodies a deeper personal feeling of attainment, which can be either quantitative or qualitative, or is essential for reaching an increased level of motivation and performance (Mullins 2002:646). A closer look at the concept of job satisfaction refers to a person's feeling about his or her job, or the degree to which an individual enjoys his or her work (Mimon and Oplatka 2008:137).

For purposes of this research, the researcher adopted the following definition of job satisfaction: an individual expression of personal well being associated with doing the required job.

1.7.2 Policing

Policing is supervising or enforcing rules or laws. Policing is done by a police force or police service which is an organized civil force for maintaining order, preventing and detecting crime, and enforcing the laws. A police organisation is a service-intensive organization with a significant proportion of its employees working in direct contact with its customers, the general public (Waddington and Wright 2010:1).

1.7.3 Performance

Performance is the process of doing a job or action. It is the expected or predicted success level of an individual, company or organization. The expected or predicted success becomes a standard that is achieved or not achieved. High performance standards by individuals or organisations are appreciated by service recipients or customers (Winslow and Brawer 1994:2).

1.8 Methodology and design

1.8.1 The Study type

This is a case study research. A case study is a strategy for doing research which involves an empirical investigation of a particular phenomenon within its real life context, using multiple sources of evidence (Robson 2002:178). Swaziland is divided into four regions which are Manzini, Hhohho, Lubombo and Shiselweni. Manzini and Hhohho regions were chosen due to their socio economic conditions (including highest crime rates), as they are the most densely populated and busiest regions of Swaziland with the highest number of police officers.

This study is quantitative and qualitative in nature. Altinay and Paraskevas (2008:75) state that the quantitative approach aims to determine how one thing affects another in a population by quantifying the relationship between variables. Questionnaires were handed to police officers stationed in Hhohho and Manzini regions to identify, examine and analyse factors that influence job satisfaction within the RSPS.

Qualitative research is a descriptive, non-numerical way to collect and interpret information (White 2003:28). It involves investigating individuals and phenomena in their natural settings (at home, classroom, business or playground) so as to gain a better understanding of the area (Penzhorn 2002:244). Interviews were conducted with the aim of achieving an in-depth understanding of the job satisfaction situation in the RSPS with ten senior police officers of the two regions (five per region).

The use of questionnaires and conducting of interviews is also known as a mixed method approach which draws on both the quantitative and qualitative research methods after noting the strength and weaknesses that flow from purely quantitative and qualitative bias in research. The mixed method approach permitted the researcher to investigate emerging themes or trends that were aroused when conducting quantitative research, and which could be further explored by means of qualitative research. According to Cresswell (2003:216), the mixed-method approach presents an opportunity to compare the quantitative statistical results with the qualitative thematic results.

1.8.2 Population

Zigmond (2003:164) defines a population as a group of elements or cases, whether individual objects or events, that conform to specific criteria and to which it is intended to generalize the events of the research. A target population is the larger group of all the people of interest from which the sample is selected (Graziano and Raulin 1999:170). The Manzini region has nine hundred and seventy four (974) police officers and Hhohho region has a total of seven hundred and fifty one (751) police officers covering all ranks. The target population was thus one thousand seven hundred and twenty five police officers which was the total of police officers in the two regions targeted by the study.

1.8.3 Sample selection

Saunders, Lewis and Thornhill (2003:151) are of the view that sampling provides valid alternatives to a census when:-

- it would be impracticable for the researcher to survey the entire population;

- the budget constraints prevent the researcher from surveying the entire population;
- the time constraints prevent the researcher from surveying the entire population; and
- the researcher has collected all the data but needs the results quickly.

The researcher was faced with a similar situation in carrying out the study. It was impracticable to survey the target population as the police officers were all over the two geographical regions of the country. The non-probability sampling technique ensured that police officers from the two regions constituted the population before determining the target population.

This study adopted a purposive sampling. Welman, Kruger and Mitchell (2005:69) state that purposive sampling is where researchers rely on their experience, ingenuity and/or previous research findings to deliberately obtain units of analysis in such a manner that the sample they obtain may be regarded as being representative of the relevant population. It was purposive as it was possible to identify in advance the targeted population. This technique was particularly useful as the researcher could reach the targeted population quickly as well as obtaining their opinions on the subject matter, without necessarily considering representation of the population under study.

1.8.4 Size of sample

A sample is a subset, or some part, of a larger population. Leedy and Ormord (2005:207) are of the opinion that the larger the sample, the better. The researcher used the proportional allocation method to determine the sample sizes for the two regional samples: Manzini and Hhohho regions of Swaziland. The Manzini region has 974 police officers while the Hhohho region has 751 police officers. This allowed each of these stratum a sample proportional to the size of the strata, denoted by **N_h**, where the weight for each stratum is given as **W_h = N_h/N**. Hence, for Manzini region **W_{mz} = 974/1725 = 0.6** while for Hhohho region **W_{oo} = 751/1725 = 0.4**.

Using conservative procedures to determine the percentage or the probability of the target population falling within a sample size, which is a representative of the total

targeted population, the researcher assumed that the estimate can fall between 10 to 20 percent of the target population. So, taking 20 percent as the probability, the researcher choose 345 police officers to be in the sample; and further using the weights for the two regions, Manzini was represented by 207 police officers, whereas Mbabane was represented by 138 police officers.

The sample size was three hundred and forty five (345) police officers drawn from the two police regions. The researcher interviewed ten (10) senior officers, which included serving and retired senior officers.

1.8.5 Pilot test

The questionnaire was pilot tested before being finalised. According to Hussey (2000:87), pre-testing the questionnaire is used to make sure that respondents can understand and interpret the questions accurately and to enable collection of the required information. The questionnaire was pilot tested on twenty (20) police officers in the two regions, with ten per region who were not part of the sample population. The researcher learnt from the responses of the police officers who completed the pilot test questionnaires that the questions were short and precise, relevant and easy to understand.

1.8.6 Data collection methods

The research instruments used were questionnaires and interviews. Participants responded to questions with the assurance that their responses will be anonymous, so that they may be more truthful than they would be in a personal interview, particularly when they are talking about sensitive or controversial issues (Leedy and Ormord 2005:185). This is true as no research was conducted before in the RSPS on job satisfaction, as it is still viewed as a controversial issue touching on issues of salaries, promotion, living conditions and general welfare of police officers and the researcher had to fully convince the RSPS executive management about the purpose of the research before permission was granted for the study. Apart from primary data collection, secondary sources like policy documents, books, journal articles and reports were used.

1.8.6.1 Recruitment process for participants

The personal approach was used by the researcher to recruit the participants for questionnaires and semi-interviews. The researcher met and briefed the participants, both collectively and individually at a comfortable venue agreed upon by all concerned parties. Participants first completed the consent to participate form, before being given the questionnaire to complete.

1.8.6.2 Informed consent process

The researcher ensured all participants had an adequate understanding of the nature of the study and a full understanding of their required involvement in the research project as both the questionnaire and semi-interviews letters of information and consent stated the objectives of the study. The participants answered the questionnaires or the semi-interviews voluntarily and the participants had a chance to withdraw if they so wished for any reason.

The researcher emphasised that there would be no adverse consequences for the participant should he or she choose to withdraw. The researcher was honest to the participants about the nature of the study, as its findings were for academic purposes and may help the police organisation to get a clearer picture about job satisfaction issues in the organisation. These assurances were documented to allow both the participant and the researcher to sign as a binding agreement in the presence of a witness (if applicable).

1.8.6.3 Dissemination and collection of questionnaire

The questionnaires were hand delivered by the researcher to the respondents at a comfortable place agreed upon by both parties (participants and researcher) and they were given three weeks to complete them. Respondents were requested to place the completed questionnaires in blank envelopes and to seal them. At the end of the third week, the researcher collected the sealed envelopes containing the completed questionnaires.

1.8.6.4 Conducting of semi structured interviews

Interviews are generally used as a technique for discourse or interaction between two or more people, in which oral communication is used to achieve a certain

purpose such as gathering or giving information or influencing behaviour (Ziel and Antoinette 2003:194). Semi-structured interviews were conducted with ten (10) senior officers, including retired senior police officers of the two regions.

According to McQueen and Knussen (2002:180), semi structured interviews allow for more flexibility and for better flow of the interview, thereby allowing for a more exploratory study. The interviews were conducted in a comfortable environment or place agreed upon by the participant and the researcher. The interviews were tape recorded. Permission for recording of the interviews was requested from the participants beforehand.

The researcher asked probing questions. The semi-structured interviews followed a focus group discussion guide developed from the standard individual questionnaire and, in general, it covered the following broad topics or areas of interest:

- Security, comfort of the work;
- Working conditions and environment;
- Support and appraisal for work well done;
- Payment and allowances;
- Growth opportunities at work;
- Job demand; and
- Interpersonal relationship at work.

1.8.6.5 Anonymity and confidentiality

The participants were all assured of confidentiality in that all the information provided by them is only accessible by the researcher and supervisors. The data is stored in a locker and will be shredded after 15 years. The participants did not have to include their names, addresses or the names of their work stations in the questionnaires.

1.8.7 Validity and reliability

1.8.7.1 Validity

- Face validity

Zigmund (2003:302) defines validity as “*the ability of a scale or measuring instrument to measure what is intended to measure*”. This study constructed validity

as the extent to which an instrument measures a characteristic that cannot be directly observed but must instead be inferred from patterns in people's behaviour (such a characteristic is a construct). However, inputs from individuals and colleagues were acquired to ensure that the instrument was valid and consistent.

The questionnaire was pilot-tested to test its validity. A valid instrument will thus measure the variable it is supposed to measure, and yield scores whose differences reflect the true differences of the variables measured (Brown 2004:10). According to Mill and Johnson (2005:200), the complementary use of quantitative and qualitative methods holds greater reliability and validity than the single methodological approach. Validation of the study is also added in the form of semi-structured interviews and the use of questionnaires. Triangulation is one way in which one can try to enhance validity (Lee and Lings 2008:239). The process where two or more methods are used, in order to verify the validity of the information being gathered, is referred to as triangulation (Blaxter, Hughes and Tight 2006:84-85). Mouton (1996:156) stated that triangulation can be seen as an aspect that combines qualitative and quantitative approaches in research.

- **Content validity**

The researcher had to judge the degree to which the questions in the pilot test adequately represented the domain of interest (Christensen and Johnson 2008:152). The items in the questionnaire were influenced by the literature reviews presented and the research objectives. The researcher ensured that the factors captured in the literature review were well-represented by the items in Section B of the questionnaire.

The questionnaire and semi-structured interviews were separate exercises.

1.8.7.2 Reliability

Like validity, reliability takes different forms in different situations (Leedy and Ormrod 2001:83). Reliability refers to the ability, consistency or dependability of an instrument, which is reliable, measures accurately and reflects the time score of the attributes under investigation (Polit 2006:246). Reliability of the research was ensured by making use of the research instruments, namely, the interview schedule

with senior officers as a form of triangulation and with the questionnaires administered to police officers. The questionnaire used a Likert scale. The Cronbach alpha reliability coefficient was used to calculate reliability of the scaled items of the questionnaire (Brown 2004:11).

This study used the literature to compile the interview guide. A content analysis was conducted on the data gathered from the semi-structured interviews with senior officers and questionnaires. The inclusion of multiple sources of data collection in this research project was seen as likely to increase the reliability of the observation.

1.8.8 Data analysis

Data was analysed using descriptive statistics, since it enabled the researcher to describe and compare variables numerically. Descriptive statistics covered the demographics as well as the social characteristics of the individuals including age, sex, education and time spent in the police service. The same variables were further used to determine if they do influence individual responses through the development of cross tabulations. It was assumed that age, sex and education of respondents do not have an impact on responses and the researcher drew these to make valid conclusions on whether these, indeed, did hold true and were correct. The data was entered and analysed using the Statistics Package for Social Sciences (SPSS) version 12 and the Micro Soft (MS) Excel for graphical presentations.

1.9 Potential outputs

The study results will be presented to the Regional and National Royal Swaziland Police Services Head quarters. The RSPS can use the results as a yardstick or as a well-informed starting point for the implementation of issues of job satisfaction regarding police officers. The results will be published to add to the field of available research on policing management in Swaziland and in Africa, in general.

1.10 Ethical clearance

The Institutional Research Ethics Committee of the University provided an ethical clearance for the study to be conducted. The researcher applied necessary ethical measures that were a prerequisite in studies of this nature, namely, among others,

by obtaining permission from the RSPS Headquarters to conduct the research and by obtaining informed consent from the participants.

1.11 Limitations

Limitations are factors which cannot be adequately controlled in the design of the study and which cannot be accounted for, when analyzing, interpreting and generalizing the data. The following were considered limitations of the study.

- The RSPS is the only organization tasked with policing in Swaziland. Its findings, therefore, cannot be easily generalized across other government departments in the country;
- Despite assurances of confidentiality, some respondents may have been fearful of being too critical, while others might have used the opportunity to protest against certain issues, without necessarily giving reasoned comments; and
- The study covered only two regions of the country out of four regions.

1.12 Outline of chapters

Chapter One: Context of the study

This chapter presented the general overview to the study including introduction, background, problem statement and research aims and objectives of the study.

Chapter Two: Theoretical perspectives on job satisfaction and the public sector

A review of literature was conducted. The researcher critically discussed the different theories on job satisfaction. This formed the theoretical framework of the study.

Chapter Three: Job satisfaction and performance

This chapter presented a review of the factors that influence job satisfaction. The focus of reviewing the factors influencing job satisfaction was within a public management framework and with a special reference to the Royal Swaziland Police Service.

Chapter Four: Research methodology and design

This chapter outlined the design and the methodology of the research, sampling techniques and the research instrument.

Chapter Five: Analysis and presentation of data

This chapter focused on the data analysis, interpretation and the presentation of the research findings or results.

Chapter Six: Recommendations and conclusion

This chapter presented the conclusions and recommendations based on the analysis and results of Chapter Five. It also suggested possible areas for future studies.

1.13 Conclusion

This chapter provided a comprehensive background to the study by highlighting some of the challenges facing RSPS in terms of job satisfaction and performance. The chapter focused on the background of the study, problem statement, objectives and the scope of the study. The significance and limitations of the study were presented. This was followed the methodology and the analysis of data. The chapters for the study were outlined. The next chapter presents the theoretical perspectives on job satisfaction within the context of the public sector.

CHAPTER 2

THEORETICAL PERSPECTIVES ON JOB SATISFACTION AND THE PUBLIC SECTOR

2.1 Introduction

The previous chapter provided the background of this study. The research problem, significance of the study and design were briefly discussed. This chapter critically reviews public management, principles of management and the new public management. The reason for ascertaining the existence of the new public management is to establish how policing fits in public management. The objective of this chapter is to further provide a critical examination of the relevant theories on job satisfaction and their implications for the police service within a public management paradigm.

2.2 Public management

Du Toit (2002:5) states that public administration is a system of structures and functions, operating within a particular society as environment, with the objective of facilitating the formulation of appropriate government policy, and the efficient execution of the formulated policy. Naidoo (2005:64) states that the public management function is related to public administration and gives direction to the administrative conduct of public servants, to ensure the effective execution of policies by the public service. Van der Walldt and Du Toit (2002:15) state that public management is regarded as an integral part of public administration, the activity, and Public Administration, the discipline, which is necessary to perform public duties effectively and efficiently. Public management is, therefore, considered part of public administration and distinction is drawn between administrative and management functions. Cloete (1993:61) holds the opinion that the activities performed to establish and operate public institutions should be known as public administration or public management.

Public management can be seen as the execution of different categories of functions, instrumental functions and line functions. The public management functions are merely a continuation of the practice of public administration (Hughes

2003:45). Public management becomes a human capability to perform public administration effectively (Roux, Brynard and Fourie 1997:10). The following representation in Table 2.1 can be used to clarify matters.

Table 2.1 The administrative and public management functions

Administrative functions	Public management functions
Policy- making	Planning
Personnel provision	Organising
Organising	Leading
Control	Control
Work methods and procedures	Coordination
Financing	

Source: Adapted from Van der Waldt and Du Toit (2002:16)

Smit and Cronje (1992:8) summarise the purpose of the importance of public management as follows:-

- Management is necessary to enable the institution to achieve its objectives as the highest possible level of productivity;
- Management is necessary to direct an institution towards effective achievement of objectives; and
- Management is necessary to keep the institution in balance with its environment.

2.2.1 Planning

Planning is a basic process involving every manager to some extent. The higher the post in the hierarchy, the more significant the extent of planning and the greater the impact (Van der Waldt and Du Toit 2002:182). Planning is the facilitation of achievement of an institution's purpose, mission and objectives (Smit and Cronje 1992:88).

Smit and Cronje (1992:91-92) state that the advantages of planning are:

- Planning promotes cooperation between the various departments and individuals in an institution. If objectives are formulated clearly and suitable plans are prepared, tasks and resources can be allocated so that everyone can contribute effectively to the achievement of the objectives;
- Planning gives direction to an institution in that it helps formulate objectives and shapes plans that indicate how to achieve the objectives;
- Planning forces managers to look to the future. This eliminates crisis management, since management has to anticipate threats in the environment and take steps in good time to avert them;
- The increasing complexity of public institutions and the interdependence of the different functional management areas, such as financing, where decisions cannot be made in isolation, emphasises the necessity of planning; and
- The constant change in the macro and micro environments is a factor which makes planning indispensable. Planning, therefore, encourages proactive management.

The RSPS management in every police station arrive and meet early to plan about the day's activities to be carried out and further review past work before the rest of the police officers report for duty in each working day. This is popularly known as morning reports. Each police department is represented in the morning reports by the Heads of Department to ensure ownership, transparency and accountability of the day's plan. However, depending on the nature of work, some plans are prepared well in advance and the daily morning reports help to modify the initial plan. For example, if workers intend to demonstrate, police planning starts on that moment and as days draws nearer and more information is gathered and analysed each day up until the day of the demonstration.

Advantages of planning could be distorted by the barriers to planning. According to Van Der Walddt and Du Toit (2002:184), typical problems or barriers to planning include the following:

- Internal and external circumstances affecting the initial preparation and implementation of a plan;
- Human factors can cause plans to fail;

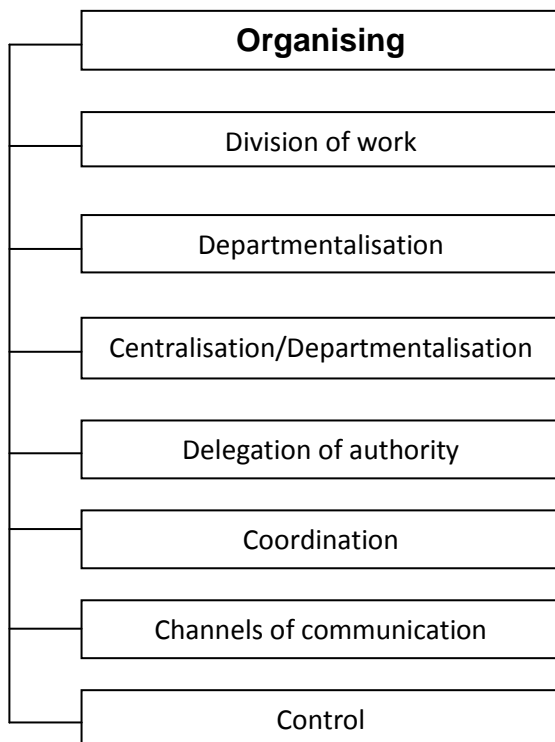
- Ineffective organisational systems; and
- Management's attitude towards planning.

The higher the post in the hierarchy, the greater the extent of planning and the greater is its impact. As a management function, the purpose of planning is to give guidelines to managers on what they will do in their departments in the future.

2.2.2 Organising

Organising are the activities or functions involved in creating and maintaining organisational units called institutions (Cloete 1993:112). Botes, Brynard, Fourie and Roux (1992:230) are of the view that, as soon as people work together in a specific group relationship, it becomes necessary to establish some form of organisational relationship. Steps need to be taken to formalise, systematise and balance the relations between individuals, and those official actions necessary to prescribe these formal relations are called organising. Organising has important components.

Figure 2.1 The important components of organising



Source: Adapted from Van der Waldt and Du Toit (2002:189).

Figure 2.1 reflects that one public manager cannot keep up with all the activities of the legislature. Work is, therefore, divided so that different people have different posts and duties in different departments. Certain categories of activities and services are allocated to these departments to be carried out and rendered either centralised or departmentalised. It is in this regard in the public sector that yielding of authority by a person in authority to a subordinate is permitted so that the latter can act independently, within limits.

A police station in Swaziland normally consists of the station administration department, general duty department, traffic department, criminal investigation department, intelligence department and shifts. They are under the leadership of the station commander who is assisted by the station officer and then the heads of departments. The station commander cannot perform all the activities but is responsible for organising and control as some activities are delegated or centralised to the heads of departments.

Activities and the personnel of public institutions across the spectrum of the public sector must be coordinated to ensure that it does not overlap and that all the institutions work together to achieve the objective set by legislation. This is done through channels of communication which must be in an orderly fashion with guidelines to effective communication.

Control must be exercised and steps should be taken to ensure that the subordinates, who have been given delegated powers or instructions, act within those powers or instructions and meet customary norms or principles. An efficient well-run department reduces frustration and increases job satisfaction. Similarly, high job satisfaction generally requires feelings of competence, responsibility and pride (Mumford, Hickey and Matthies 2006:91).

2.2.3 Leading

Smit and Cronje (2003:255) are of the view that leadership is an increasingly important management function in public management. Leaders should infuse employees with the desire to perform well. A leader should make policies, plan, organize, lead, motivate, control and evaluate (Du Toit 2002:5). Kroon (1995:327) views that leadership depends largely on the ability to motivate, influence, lead and

communicate with subordinates. Turner (2002:1495) mentions that leadership deals with the interpersonal aspects of a manager's job, as well as with change and inspiring, motivating and influencing employees to achieve the goal of the public service.

Leaders ought to communicate departmental goals to employees and then to ensure that their departments achieve their goals. Leaders determine how instructions are to be carried out and encourage subordinates to achieve a high level of performance (Van der Walldt and Du Toit 2002:199). In the RSPS, police station leaders or station commanders communicate verbally with their subordinates daily in the morning briefings and some instructions, through a instruction book known as RSP 16, where every officer, after reading the instructions also signs the book.

Urgent instructions are conveyed by raising an alarm where every officer has to attend to the alarm and receive urgent instructions. To be a successful leader of subordinates, public managers must display and be aware of certain leadership characteristics. The characteristics and actions expected of leaders differ from one institution to another.

Bennis (1998:3) identifies the following five qualities that are essential for successful leadership in his study of chief executive officers:

- Technical competence is defined as the combination of knowledge, broad experience and the ability to do whatever one does, as well as possible. These are people who are usually pragmatists and who have risen through the ranks as smart, insatiable and tireless workers;
- People skills are defined as the possession of self understanding of one's talents and flaws, plus the ability to eliminate the latter or to compensate for them; also the capacity to understand and work with others in terms of common needs;
- Conceptual skills consist of a viewpoint and vision that permits one to capitalize on existing opportunities and anticipate future ones;
- Judgement is defined as the artful mix of cognitive capabilities and intuition that translates into understanding and steadiness. With such judgement,

leaders see and understand what's happening, responding immediately, decisively and intelligently; and

- Character, that is defined as the perfect balance of ambition, ability and conscience; capable of doing the right thing and taking full responsibility for one's actions and those of his/her organization.

Kroon (1995:363) states that three elements in the work situation determine which style of leadership will be effective:

- Leader-subordinate relationship: If there is a relationship of trust between the leader and subordinates, the manager could adopt a lenient attitude;
- Task structuring: The degree to which a task is assigned properly with accompanying instructions; and
- The leader's position of power: The more authority a leader has, the better his or her chance of influencing subordinates.

A golden rule that can be applied is that the style of leadership should suit the specific situation. The RSPS uses formal leadership as the manager leads by exercising formal authority. Thus, it is called the disciplined organisation. In the RSPS, a leader delegates to subordinates and the norm is that the subordinate has to carry out the order first and complain later. Junior police officers respect and listen to the advice of those with more experience (Greene 2007:84). This is true with the RSPS as junior officers only take instructions from their seniors. It is a top - down approach as seniority is according to the Rank Structure of the RSPS as shown in Table 3.1.

2.2.4 Control

Controlling is an important function of public management (Daft 1997:9). Controlling implies monitoring employees' activities. Control is monitoring organisational process toward goal attainment (Griffin 1990:12). Cloete (1986:180) states that controlling entails determining whether the public service is on target towards its goals and making corrections as necessary. Smit and Cronje (1992:426) concur that control informs management of the following:

- That activities are proceeding according to plan, meaning those existing plans should be continued;
- That things are not proceeding according to plan and the existing plans should be adjusted; and
- That situation has changed, so that a new plan must be devised.

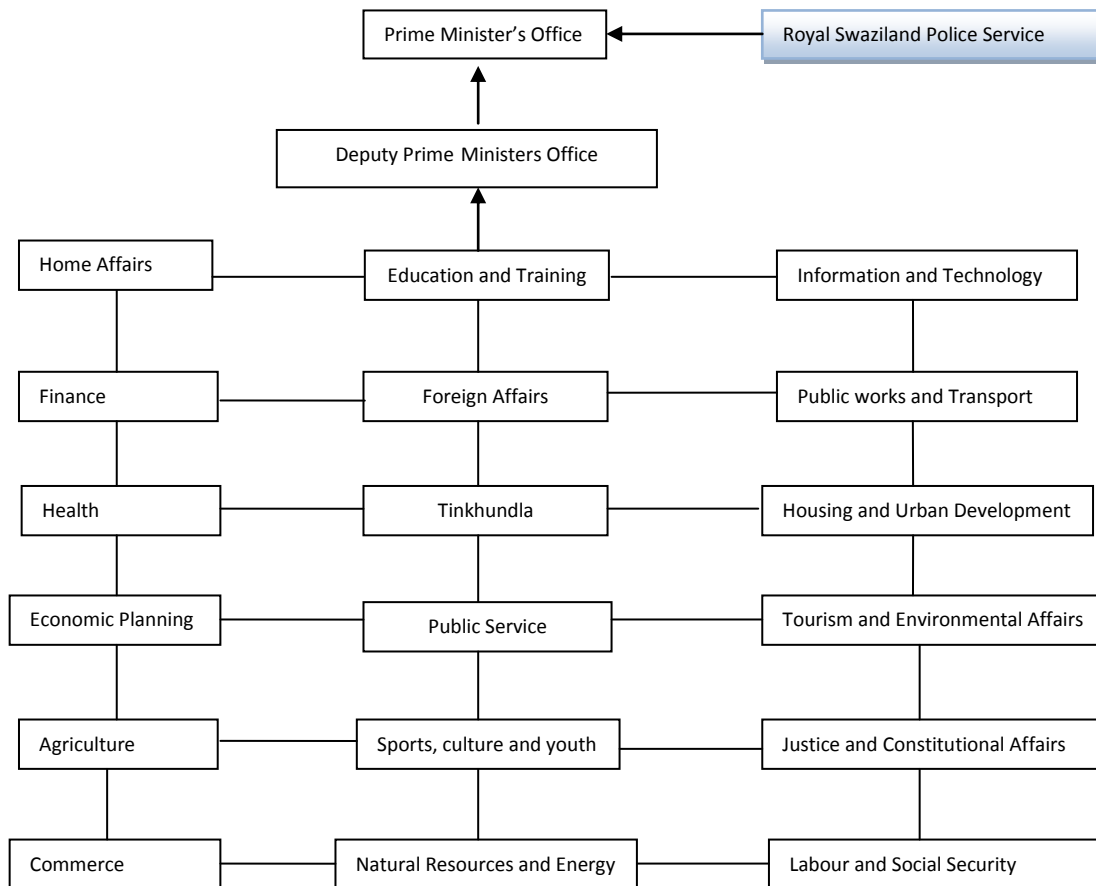
In the RSPS, each police station submits a performance monthly report to the Police Head Quarters (PHQ) so that the PHQ can monitor each police station's goal attainment or efforts in meeting the set target of reducing crime by 12%. Control should not be seen as a negative measure, but rather as an uninterrupted monitoring process for comparing planned results with actual results (Van de Waladt and Du Toit 2002:201).

2.3 Public management in Swaziland

The Swaziland Government launched the Public Sector Management Programme (PSMP) overall goals which were to contribute towards enhancing the capacity of the public service to perform at consistently high levels, to meet the expectations of government and people in matters pertaining to economic growth, social development and good governance (Swaziland Government 1999:4). The PSMP is under the office of the Prime Minister in collaboration with the Ministry of Public Service.

The Prime Minister is the leader of cabinet which has a mandate to effectively serve the nation. The Prime Minister is also a minister of police. The mission of the Government of the Kingdom of Swaziland is to provide a climate and infrastructure that will progressively maximize the quality and security of life of the people of Swaziland and make the best use of the country's natural and human resources (Swaziland Government Performance Report 2013:3). Below are is the setup of government departments or ministries.

Figure 2.2 Swaziland Government departments/ministries



Source: Adapted from Swaziland Government (2013:3)

According to Figure 2.2, the RSPS is under the office of the Prime Minister. The function of the RSPS is being responsible for preserving the peace, for prevention and detection of crime and the apprehension of offenders (Section 189 of the Constitution of Swaziland Act, 2005). The RSPS renders service to the public. The RSPS, like all government departments, is tasked to render professional service to the nation and has a formulated a Service Charter.

2.4 Management principles

Principles refer to the existence of formal, written procedures, generally not open to public scrutiny, which pre-scribe specific courses of action to be taken under specific situations and which bureaucrats must follow without regard to personal preferences or special interests (Fox and Meyer 1995:101). Management principles refer to the conduct and rules that public managers have to respect and adhere to in the performance of their tasks (Van der Waladt 2004:70). Managers should apply these

principles to the style in which they carry out their management functions. Cloete (1994:64-86) explains the rules of conduct as principles of public administration which originate from three broad categories, namely, guidelines from the body politic, guidelines from community values, and prescribed guidelines.

2.4.1 Guidelines from the body politic

These include:

- Political supremacy – Ministers are the political heads of public institutions and, therefore, have authority over the actions of officials. The RSPS is under the office of the Prime Minister. The Constitution of Swaziland Act Number 1 of 2005 is the sovereign authority in the country;
- Public Accountability – Includes the public responsibility of the legislative, judicial and executive authorities with regard to service delivery and conduct which is in the public interest; and
- Tenets of democracy – Which imply that those who govern must not abuse the power vested in them in their personal interest or in the interest of one's population group only, and that deliberations and consultations with the community must take place.

2.4.2 Guidelines from community values

These include:

- Religious doctrines and value systems;
- Fairness and reasonableness;
- Balanced decision-making;
- Thoroughness;
- Probity and honesty; and
- Efficiency and effectiveness.

The RSPS is working in line with the guidelines of community values. The RSPS has eight overriding values, which are:

a) Loyalty;

b) Honesty and integrity;

- c) Impartiality;
- d) Confidentiality;
- e) Courtesy;
- f) Patience;
- g) Customer satisfaction; and
- h) Community participation.

For example, the RSPS, in fulfilling customer satisfaction, pledged that it will attend to every phone call within three rings and respond to crime incidents within five minutes in urban areas and within 30 minutes in rural communities (Service Charter 2000:7).

2.4.3 Prescribed guidelines

Van der Walddt and Du Toit (2002:43) are of the view that, as far as prescribed guidelines are concerned, the following distinctions can be made:

- (i) Legal rules – Every action of a public official must be within the limits of enabling provisions of Acts and regulations;
- (ii) Fundamental rights – Chapter three of the Constitution of Swaziland Act 1 of 2005 contains the list of fundamental rights, called Bill of Rights, which are binding on all legislative and executive organs of the state at all levels of government. Fundamental rights provide for, among other things, equality, the right to life and respect for and protection of dignity; and
- (iii) Code of ethics or conduct – Every specialist unit within the public sector has a set of guidelines governing conduct. The RSPS, in particular, has a code of conduct and the same applies to health services, state prosecutors, teachers and other officials.

2.5 Code of conduct of the RSPS

The Police Duties Module (2005:63) of the Royal Swaziland Police College mentions that police officers should be aware at all times that the powers vested upon them have a direct impact on the quality of life of individuals and society at large. The

Southern African Police Chiefs Co-operation (2003:141) states that police officers need to always strive to balance their objectives with respect for human rights in the following manner:

- Serve community – police officers should, at all times, fulfil the duty imposed upon them by law, by serving the community and by protecting all persons against illegal acts, consistent with the high of responsibility required by their profession;
- Honesty and integrity – a police officer must not engage in acts of corruption or bribery, nor will an officer condone such acts by other officers. The public demands that integrity of police officers be above reproach. Police officers must, therefore, avoid any conduct that might compromise integrity and thus undercut the public confidence in the law enforcement agency;
- Cooperation with other police officers and agencies – police officers must cooperate with all legally authorised agencies and their representative in pursuit of justice. It is imperative that police officers assist colleagues fully and completely with respect and consideration at all times;
- Fairness and impartially – a police officer shall perform all duties impartially, without fear or favour or affection or ill will and without regard to status, sex, race, religion, political belief or aspiration;
- Politeness and tolerance – Officers should treat members of the public and colleagues with courtesy and respect, avoiding abusive or derisive attitudes or behaviour;
- Use of force and abuse of authority – officers should never abuse their authority. Officers must never knowingly use more force than is reasonable. There may only use that force which is necessary for the performance of their duties;
- Discretion – a police officer must use responsibly the discretion that vests in his or her position and exercise it within then law;
- Performance of duties – officers should be careful and diligent in their performance of their duties. They should be prompt at the start of their duties;

- Lawful orders – officers must obey all lawful orders and abide by the provisions of police regulations;
- Confidentiality – information in possession of the police should be treated as confidential. It should not be used for personal benefit and nor should it be divulged to other parties, except in the proper course of police duty;
- Criminal offences – officers should report any proceedings of a criminal offence taken against them (conviction of a criminal offence may result in further disciplinary action taken);
- Property – officers must exercise reasonable care to prevent loss of damage to property;
- Sobriety – Officers, whilst on duty, should be sober. Officers should not consume alcohol while on duty since this amounts to a disciplinary offence;
- Appearance – unless on duties that dictates otherwise, officers should always be well turned out, clean and tidy on duty in uniform and in plain clothes (detectives);
- Professional capabilities – police officers should be responsible for their own standards of professional performance and must take every reasonable opportunity to enhance and provide their level of knowledge and competence; and
- Private life and general conduct – police officers should behave in a manner that does not bring discredit to the police profession. A police officer's character and conduct, while off duty, must always be exemplary, thus maintaining a position of respect in the community in which he or she lives and serves. The officer's behaviour must be beyond reproach.

2.6 New public management

The New Public Management (NPM) or managerialism, is a new '*paradigm for public management*' which emerged in the Organisation of Economic Co-operation and Development (OECD) countries in the 1970's (Ocampo 2007:249). According to Gultekin (2011:345), the NPM is a new philosophy in governmental service production and delivery to citizens. The new concept of NPM is not about adopting a corporate management approach to administration. It is about making the operation

of the state more profitable (effective). Schafer (1995:139) states that the general aim of the “*movement*” was to change the social (welfare) state back to the neo-liberal state which dealt only with the most important tasks of society.

Farnham and Horton (1996:259) state that the managerialism philosophy that underlines the system of NPM, was first introduced in contemporary history in Great Britain under the Conservative Government of Prime Minister Margaret Thatcher after she came to power in 1979. The Americans were second to adopt the system.

Turner (2002:1495) identify the following managerial specific features of the NPM:

- The need for leadership;
- Setting explicit standards;
- Performance appraisal and efficiency within the public;
- Greater competition in the public service;
- The use of private sector management techniques;
- Use of quasi markets and contracting out of services; and
- Cost cutting and the involvement of different role players, such as the private sector, civil-based organisations in the delivery of services.

Shafritz (2004:188) defines managerialism as “*an entrepreneurial approach to public management that emphasizes management rights and reinvigorated scientific management*”. Important elements of the rising process of managerialism in police services are new forms of leadership and a growing popularity of notions such as citizens being “*customers*” – this new understanding implies an increasing trend towards customer orientation.

The NPM is largely derived from private sector management and its entrepreneurial characteristics and implies that if government performs like the private sector, it will be effective and more efficient. Citizens are viewed as customers who need to be satisfied with the services provided by government. The NPM is outcome-based and citizen-oriented, focusing on empowering leadership, while holding government accountable (Peete 2001:14). In the NPM, economic efficiency requires performance and cost-oriented thinking: performance should be reached at minimum costs. In other words, expenses should result in maximum performance (Hood 1991:503). However, with the paradigm shift from public administration to public management,

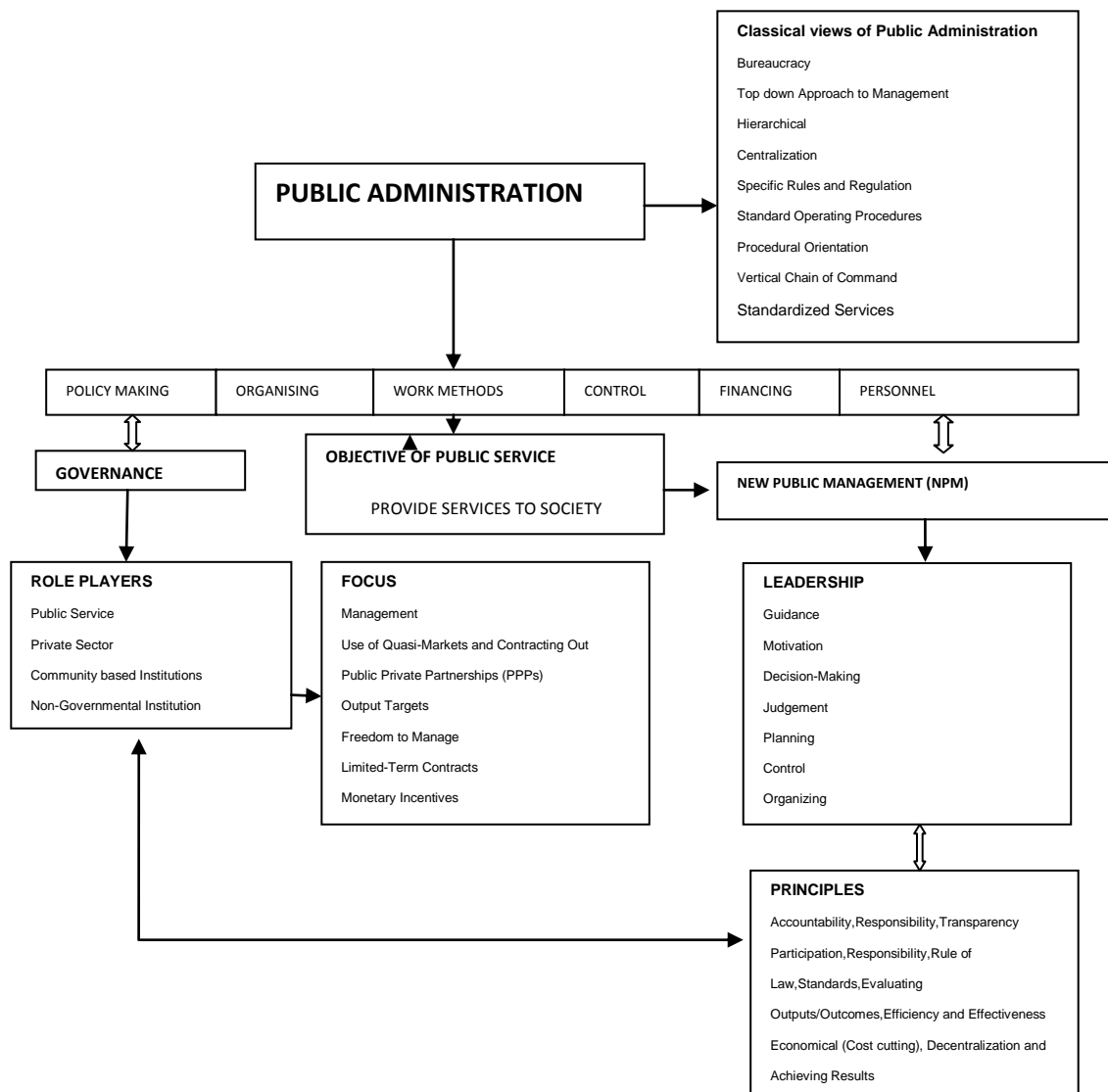
organisations, including governments, initially in western countries, have adapted to managerialism as their new doctrine of public administration reform (Nghidinwa 2007:21). Ocampo (2007:249) states that, for the OECD, a new paradigm for public management had emerged with eight characteristic trends:

- Strengthening steering function at the centre;
- Developing authority, providing flexibility;
- Ensuring performance, control, accountability;
- Improving the management of human resources;
- Optimizing information technology;
- Improving the quality of regulation; and
- Providing responsive service.

Ferlie (1996:10) indicates that the NPM focuses on a set of values such as productivity, profitability, competitiveness and quality, which are considered to be crucial. Hood (1991:503) relates the rise of NPM to four trends throughout the world: the rise of an international agenda; the rise of privatization; an increase in economic thinking, and reverse growth in staffing and spending in government.

Gore (1993:465) states that the NPM movement has four basic tenets: 1) cut red tape, since it constrains public administrators; 2) put customers first for effective and efficient service; 3) empower employees, so that they can use discretion in uncertain situations and work better; and 4) produce more for less. The execution of these functions is a very comprehensive process. Figure 2.3 is a relational model depicting the trends in public administration, new public management, leadership, governance and service delivery.

Figure 2.3 Relationships between public administration, new public management, leadership, governance and service delivery



Source: Adapted from Naidoo (2005:66)

NPM considers citizens as customers and the role of government now is to steer and provide services to its customers (deLeon and Denhardt 2000:91). The NPM is the first policy to overwhelmingly support the empowerment of employees. Terry (1998:197) states that public administrators are expected to take risks and lead public organisations toward more efficient public service provision and delivery.

2.6.1 Service delivery

Du Toit (2002:82) states that the public service is responsible for the provision of services to society. The process of enabling the public service to deliver services and product depends on the execution of a series of functions. Dunleavy and Hood (1994:9) consider the NPM as a collection of more flexible strategies in terms of service delivery. Public service delivery and customer orientation has come to the heart of government attention. Figure 2.3 reflects that the objective of the public service is to provide services to society. NPM has provided for a future of smaller, faster-moving service delivery organizations that would be kept lean by the pressures of competition, and that would need to be user-responsive and outcome-oriented in order to survive (Alexandre 2007:35). Improved accountability in the conduct of public affairs is another reform objective of many countries in and outside Africa (Olowu 1999:19-20).

The Swaziland Public Charter Towards a Renewed Commitment to Service, Ethics and Accountability in Government (2002:10) states that the primary objective of the Charter's quality service initiative is to foster in government officials the constant craving for perfection that is so essential to the attainment of zero-defect in the delivery of public services. It also states that, while circumstances and customer priority vary from one place to another, every agency offering service to the public shall publish and conspicuously display a Customer Service Pledge. According to the Swaziland Government (2002:10), the Customer Service Pledge incorporated the following standards, among others:

- Unambiguous definition of eligibility;
- Ease of access;
- Timeliness of service delivery;
- Process simplification;
- Convenience of holistic facilities;
- Courtesy and politeness of service delivery agents;
- Accountability for actions or omissions;
- Provision for fault-reporting and rectification;
- Sensitivity to transparency and due process;
- Adequacy, reliability and clarity of information;

- Assurance of security, dependability and confidentiality; and
- Cost effectiveness or economy of operation.

The Prime Minister of Swaziland presented a Government Programme of Action 2008-2013 which stated that seeking excellence in service delivery, Government intends to have a well-managed public service, including the private sector (Swaziland Government 2008:16).

2.6.2 Governance

The NPM approach requires more than effectively and efficiently managing government business, but falls within the broader context of public governance (Rhodes 2003:53). Public governance has a broader meaning than the restricted business like, market-oriented interpretation of the term NPM (Kickert 2002:1472).

In August 1999, the Swaziland Government launched the Public Sector Management Programme (PSMP). The overall goal of the PSMP was to contribute towards enhancing the capacity of the public service to perform at consistently high levels, and to meet the expectations of government and people in matters pertaining to economic growth, social development and good governance. The PSMP's overriding purpose was to raise the standards of service delivery and to realise greater efficiency and cost effectiveness of the public service in Swaziland. According to the Swaziland Government (1999:4), the PSMP has the following:

- To develop clear and appropriate ministerial missions objectives, strategies, structures and staffing levels;
- To identify areas where Government involvement needs to be reduced or is found to be inappropriate, and to increase the participation of the private sector, non-governmental organisations and individuals in the provision of services;
- To improve the performance and productivity of the public service for effective and efficient delivery of services, through new or revised operating, technical and management systems and new or revised human resources management systems;
- To build the capacity of operational staff, middle level and senior public sector managers, through training; and

- To create awareness and disseminate information to public servants and the nation about the goals, objectives and activities of the programme in order to encourage support and ownership of the PSMP.

In order to improve the performance and productivity of the public service for effective and efficient delivery of services: - the following outputs were targeted in the PSMP (Swaziland Government 1999:5):

1. New or revised operating, technical and management systems and procedures in place;
2. New or revised human resources management systems in place:
 - New performance planning and management systems including a new performance appraisal instrument in place;
 - Organisation of the human resources development and management function to be rationalised;
 - Improved remuneration structure at all levels and geared towards a high performing civil service;
 - Revised Civil Service Board or Commission functions and regulations in place; and
 - Revised Government General Orders in place.

2.6.3 Policing

The police force, established on 22 February 1907, by Proclamation Number 4 of 1907, is responsible for preventing and detecting crime, presenting peace, apprehending offenders and bringing them before justice, to execute court summons, subpoenas and lawful orders, to enforce all laws of the state and to collate information affecting the internal state of Swaziland. In 1907, Swaziland was under the British colonial rule. As a high commission territory, she gained her independence on 6 September 1968.

There is a great deal of debate among scholars regarding any definition of “*what the police do, and how they do it*”. Sir Robert Peel, founder of the British system of policing, succinctly stated that “*the basic mission for which the police exist is to reduce crime and disorder*” (Sutor 1976:68). The police are expected to objectively and impartially prevent and detect crime, preserve peace and the apprehension of

offenders as enshrined in the Constitution of Swaziland, Act Number 1 of 2005: Section 189 (Constitution of Swaziland 2005:113). Police officers serve society. Swaziland is a member of the International Police Association (IPA) and the regional body known as the Southern African Regional Police Chiefs Co-operation Organisation (SARPCCO).

Article 11 of the SARPCCO Code of Conduct for Police Officials (2003:142) states that police officials shall ensure that they treat all persons in a courteous manner and that their conduct is exemplary and consistent with the demands of the profession and the community they serve. Schneider (2009:23) mentioned that all professionals must maintain standards of performance and a sense of service. Policing is no different in that respect. True professionalism means the pursuit of excellence, not just competence (Maister 1997:6). Improved accountability, strong leadership, continual professional development of police, training, proper resource management, co-operation, integrity, quality of service and delivery, performance and procedures are all partnering variables in promoting police professionalism.

Professionalism requires that police officers possess a great deal of specialized knowledge and that they adhere to organisational standards and ethics as set forth by and for the profession. According to the Sunday Times of Swaziland (18 November 2012:1-2), a front page headline *“RSPS brutality worsens: Cops shoot unarmed tractor driver. Man shot on the face at close range, cops say he failed to stop and when shot he had already stopped the tractor”*, reflected that police failed to act professionally and adhere to organisational standards when they shot and killed an unarmed tractor driver for failing to stop when ordered to do so by the police.

Bain (1939:18) states that the citizen expects police officers to have the wisdom of Solomon, the courage of David, the strength of Sampson, the patience of Job, the leadership of Moses, the kindness of the Good Samaritan, the strategic training of Alexander, the faith of Daniel, the diplomacy of Lincoln, the tolerance of the Carpenter of Nazareth, and, finally, an intimate knowledge of every branch of natural, biological, and social sciences. If a police officer had all these, he/she might be a good police officer. These are attributes which form the characteristics of a good professional police officer biblically.

The Commissioner of Police, Isaac Magagula, during the official opening of a first of its kind course in Swaziland for thirty (30) cadet police officers from the Republic of Equatorial Guinea, asserted that, to function effectively in today's dynamic society, a professional police officer has to have a better understanding of issues relating to members of the public (Times of Swaziland 15 November 2012:10). Therefore, police officers, as trained professionals must view issues in the context of bringing or maintaining public peace and stability in the country and not to promote acts of violence and abuse.

2.6.4 Police management

Giller (2002:42) argues that the word "*management*" comes from Latin and means "hand" and is typified by the word "control". Management is the process of efficiently achieving organizational objectives with and through people (Decenzo and Robbins 2005:35). Moreover, the definition given by Torrington, Hall and Taylor (2005:13) for the two terms mentioned hereunder implies that the two terms can be used interchangeably:

- Personnel management is most realistically seen as a series of activities enabling working men/women and their employer organizations to reach agreements about the nature and objectives of the employment relationship between them and to fulfil those agreements; and
- Human resource management is a series of activities which first enable working people and the organization which uses their skills, to agree about the objectives and nature of their working relationship and, secondly, to ensure that the agreement is fulfilled.

Jon (2010:8) states that improving police management necessitates a logical structure that connects police activities to intermediate objectives and to end outcomes. This provides the basis for systematic evaluation of effectiveness, efficiency and quality by creating a more rational structure with the aim of developing the technical core of policing. For example, the RSPS improved its management by coming up with various management strategies such as the Crime Reduction Strategy which details how police will respond to crime incidents and the 999 hotline

messages. It set out a time frame of arrival at the scene of crime and how the crime was attended. The 999 hotline number requires a feedback as to the time of arrival of the police and what action was taken at the scene. The station commander has to evaluate the response time and the action taken in collaboration with the PHQ communication office which reports to the police executive. This ensures effectiveness, efficiency and quality of police work through the improvement of police management.

Growing costs of public sector policing and ongoing concerns about growing crime and fear of crime, have, in turn, led to concerns about the efficiency and effectiveness of public police agencies across different countries (Palmer 1997:666). Job satisfaction offers many positive benefits to both the police employee as well as the police organization (Carlan 2007:75). In fact, one could argue that the community, as a whole, is better off if the police officer is satisfied with his or her job. Therefore, the motto "*value for money*" unites the demands for high performance (Terpstra and Trommel 2009:129-130). The police should be accountable for their performance targets (Terpstra and Van der Vijver 2006:94).

2.7 Job satisfaction

Oshagbemi (1996:389) states that job satisfaction is an important subject because of its effect on the physical and mental wellbeing of employees. In any work setting, it can be acknowledged that satisfied workers generally are productive workers. Manzoni and Eisner (2006:206) are of the view that job satisfaction refers to the extent to which an individual is content with a job. Gibson, Donnelly and Ivancevich (2000:352-353) argue that job satisfaction is an individual expression of personal well being, associated with doing the required job.

Rothman and Cooper (2008:59) define job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Mockler (2002:251) argues that employee satisfaction seeks to address an organisation's bottom line through factors such as innovative thought; good customer care; quality production and profitability; and lower absenteeism together with higher turnover. Taking into account the various perspectives, job satisfaction, therefore, has a direct

impact on the level of absenteeism, commitment, performance and productivity (Khan, Ahmad, Aleem and Hamed 2011:2).

Job satisfaction is especially crucial to police work. Satisfied employees are those ones who engage themselves in discretionary or pre-social behaviour that is edifying to the effective functioning of the organisation (Baron, Bryne, Nayler and Branscombe 2006:544). Werner (2007:335) states that only satisfied employees seem more likely to display positive behaviour that contributes to the overall functioning of the organisation. Sheley and Nock (1979:53) emphasise that knowing the factors that affect or contribute to job satisfaction for police officers can make the difference in the retention of professional, veteran police officers or an ever changing group of new recruits.

Dantzer (1994:32) states that police organisations should have an interest in job satisfaction for their officers, as it would be beneficial to both the police organisation and administrators to be knowledgeable of factors that characterize a satisfied work force. The case of the appellant police officers in *Mhlanga and Swaziland Police Union v. Commissioner of Police* (2008:10) is that they were discriminated against and found themselves in a disadvantaged position because they could not form a trade union and they, therefore, had no bargaining power and no means to enforce improvements in their salaries and working conditions. This meant that they had no input toward their wellbeing and welfare in the RSPS.

This led to dissatisfaction and the appellant police officers approached the court to intervene. The Supreme Court also noted that the evidence presented do indicate dissatisfaction on the part of the appellants regarding their pay and working conditions, and frustration on their part due to their lack of bargaining power (*Mhlanga and Swaziland Police Union v. Commissioner of Police* 2008). This evidence collaborates the evidence was initially noted by the High Court of Swaziland that there are job satisfaction issues which the police organization needs to attend to such as housing, pay and conditions of service but it did not approve that police officers should strike nor have a registered police union (*Swaziland Police Union v. Swaziland Government* 2007). The main prayer of the appellants was to have a Police Union registered by the Swaziland government to effectively address

job satisfaction issues. The Supreme Court and High Court dismissed the application on the grounds that the Industrial Relations Act number 1 of 2000 prohibits police officers from forming a police union.

Balgobind (2002:41) indicated that there are two broad categories or groups of job satisfaction theories. These groups of job satisfaction theories are explained.

2.8 Theories of Job satisfaction

Steers, Porter and Bigley (1996:9) identified that two basic groups of theories exist, namely; content theories and process theories. Tosi, Rizzo and Carroll (1994:207) highlighted that those which focus on 'what' motivates behaviour are called content theories and those which focus on 'how' behaviour is motivated are called process theories. Kini and Hobson (2002:605) fully agree with the distinction between content and process theories as they argue that content theories are concerned with the identification of important internal elements and the explanation of how these elements may be prioritized within the individual, whereas process theories focus on certain psychological processes underlying action and place heavy emphasis on describing the functioning of the individual's decision system as it relates to behaviour.

2.8.1 Content theories

Content theories focus on the factors within the person that energize, direct, sustain, and stop behaviour. Amos, Ristow, Pearse and Ristow (2009:175) state that content theories suggest that motivation and satisfaction result from the individual's attempt to satisfy needs. Maslow's hierarchy of needs, Alderfer's ERG theory, McClelland's learned needs theory and the Herzberg two-factor theory are four important content theories of job satisfaction (Gibson, Ivancevich, Donnelly and Konospaske 2003:128),

The content theories that the researcher intends to deal with are those by Maslow, Alderfer, McClelland and Herzberg.

2.8.1.1 Maslow's Hierarchy of Needs

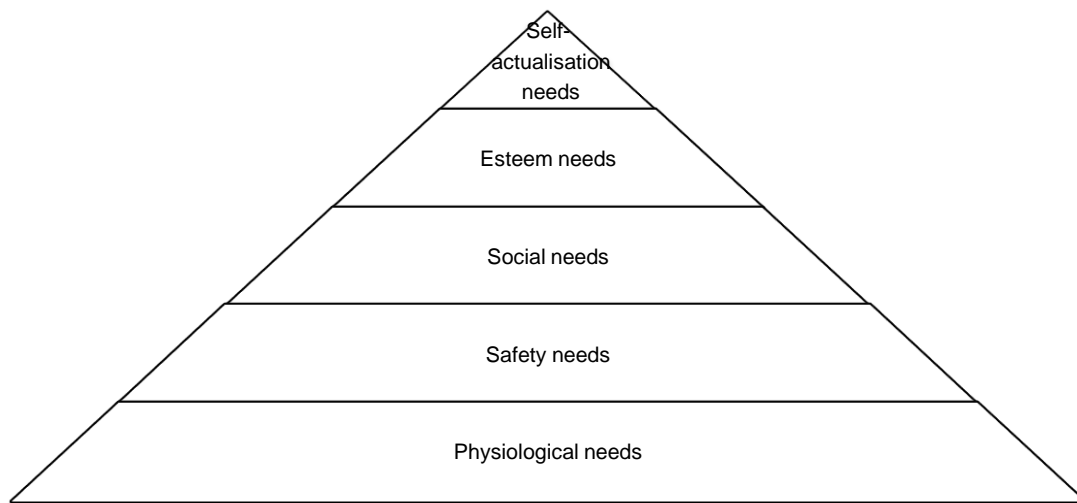
Greenberg and Baron (2003:129) emphasize that probably Abraham Maslow, who was a clinical psychologist, proposed the best known conceptualization of human needs in the organisation. The focus of Maslow's theory is that people have a set of needs or deficiencies that require satisfaction. His theory is based on the premise that, if people grow up in an environment in which their needs are not met, they would be unlikely to function as healthy, well-adjusted individuals. This implies that, if police officers work in an environment in which their basic needs are not met, they would be unlikely to perform effectively. The basic needs that satisfy a person to work are food and shelter. It is very unlikely for a police officer to chase and apprehend criminals when suffering from starvation, as the chase requires a lot of energy.

Maslow (1970:35) mentions that, the following five key categories of need exist:

- Physiological needs;
- Safety needs;
- Belonging and love needs (social needs);
- Esteem/ego needs; and
- Self-actualization.

Schaefer (1977:6) states that, since the needs were in a hierarchical order, starting with relative pre-potency needs, people act to fulfil the needs that are important to them at a particular time. Maslow's hierarchy of needs is shown in Figure 2.4

Figure 2.4 Maslow's Hierarchy of Needs



Source: Adapted from Schaefer (1977:6)

The needs are arranged in hierarchical order that requires the 'lower', more basic needs (physiological) to be satisfied before the less basic ones (Hollyforde and Whiddett 2005:94). Greenberg and Baron (2003:193) state that, taken together as a group, psychological, safety, and social needs are known as deficiency needs. Maslow's idea was that, if these needs were not met, an individual would fail to develop into a healthy person – both physically and psychologically. The partial or full satisfaction of a lower-order need, with an assurance of satisfaction of such a need in the future, results in the arousal of a higher-order need (Sell and Shipley 1979:83).

Jordaan and Jordaan (1989:652) state that physiological needs are what most psychologists refer to as basic, primary, physical and lower-order needs. The RSPS is still struggling to fully provide for these needs, especially shelter. Poor living conditions (accommodation) have made the organisation introduce a policy allowing police officers to reside at home as police camps are congested with police officers. The number of police officers exceeds the capacity of the police houses as police officers in Swaziland are expected to be accommodated at police camps.

This housing system has failed to yield any positive results in the light of the current economic challenges, whereby each police officer has to foot the bill of transport to and from work and the transport must be reliable at all times, yet most rural roads are not accessible by car. Police camps and police stations in the rural areas such

as Mliba, Ngonini-Ossu, Sandlane, Lushikishini, Lundzi and Mahlangatsha, operate without adequate water. Greenberg and Baron (2003:193) state that people, who are too hungry or too ill, will hardly be able to make much of a contribution to their companies. When police officers are hungry, they cannot perform police duties effectively.

The esteem/ego needs and self-actualization needs are known as growth needs. Esteem needs include the need for status, recognition and achievement (Robbins 2005:24). The satisfaction of the need for self-esteem builds self-confidence, while lack of self-esteem leads to an inferiority complex (Sargent 1990:5). Gratification of these needs is said to help a person grow and develop to his or her fullest potential. The RSPS is faced with an outcry regarding promotions as there is no clear promotion policy. To a certain extent, junior police officers are made to appear before a promotion board once in a while, but, to a larger extent, most police officers are promoted without appearing before a promotion board.

Greenberg and Baron (1993:190) state that individuals, who have self – actualized, are working at their peak and represent the most effective use of an organisation's human resource. Gibson *et al.* (2003:129) state that, according to Maslow, once satisfied, a need ceases to satisfy. For example, when the safety need is satisfied for a police officer, the police officer will aim for the social needs, and so on following the rigid Maslow hierarchy of needs. In other words, when a need is satisfied, it reduces the number of existing needs.

Maslow's theory is portrayed as rigid in that movement from one level of the hierarchy to another is possible only once a lower need has been fully satisfied. Schermerhon, Hunt and Osborn (2004:93) state that Maslow assumes that some needs are more important than others and must be satisfied before other needs. Maslow (1954:86) state that this may have given the impression that these five sets of needs can lead to the following: If one need is satisfied, then another emerges. This statement might give the impression that a need must be satisfied one hundred percent before the next need emerges.

It can be argued that most members of our society are partially satisfied in all their basic needs and partially unsatisfied in all their basic needs at the same time

(Hollyforde and Whiddett 2005:97). This is true with the RSPS organisation, because most police officers stay in government houses (partially satisfied) and are partially unsatisfied as most of them live on a sharing basis. In most instances, three police officers share a house that was initially designed to accommodate one police officer.

In general, Maslow's theory has not received a great deal of support with respect to the specific notions it proposes – namely, the exact needs that exist and the order in which they are activated. Specifically, many researchers have failed to confirm that there are only five basic categories of need and that they are activated in the exact order specified by Maslow (Greenberg and Baron 2003:194).

2.8.1.2 Alderfer's Existence, Relatedness and Growth (ERG) Theory

Alderfer proposed the ERG theory that condensed Maslow's five hierarchical levels into three (Roos 2005:24). Alderfer's approach is much simpler than Maslow's. Alderfer specified that not only are there only three types of needs instead of five, but that these needs are not necessarily activated in any specific order (Greenberg and Baron 2003:194).

According to Alderfer's theory, more than one need may be in operation at a given moment. This implies that a lower level need does not have to be substantially gratified in order for a higher level of need to come into operation (Robbins 1998:219). The three needs specified by the ERG theory are the needs for existence, relatedness and growth.

2.8.1.2.1 Existence needs

These needs relate to various forms of material and physical needs. Sargent (1990:7) states that the needs include the need for food, shelter, and, if working, the need for a reasonable salary, and for good working conditions. Gibson, Ivancevich and Donnelly (1994:152) state that these needs are satisfied by such factors as food, air, water, pay, and working conditions. A key characteristic of these needs is that they can be divided among people in such a way that one person's gain is another's loss when resources are limited (Alderfer 1969:142).

2.8.1.2.2 Relatedness needs

The social relationships one has with colleagues and the intimate relations with friends and families are regarded as the relatedness needs (Steers 1979:33). These needs are satisfied by meaningful social and interpersonal relationships (Gibson *et al.* 2003:130). A key characteristic of these needs is 'that their satisfaction depends on a process of sharing or mutuality (Hollyforde and Whiddett 2002:71).

2.8.1.2.3. Growth needs

These are needs that relate to personal creativity and productivity. Satisfaction of growth needs comes from people doing things that require them to use skills to their maximum capability and to develop new skills (Hollyforde and Whiddett 2002:69). The satisfaction of growth needs depends on a person finding the opportunities to be what he/she is most fully and to become what he/she can (Alderfer 1972:78).

When a police officer states the need for increased compensation (existence need) to be in line with what he or she is expected to carry out or to do, as well the need to improve results (growth need) and have a winning team (relatedness need) on his/her side, he or she is practically indicating the need for all three simultaneously. Sargent (1990:8) stated that it is possible for more than one need to be operational at any one time.

The ERG theory represents a more valid version of Maslow's need hierarchy. Robbins (1998:175) argues that the ERG theory is more consistent with one's knowledge of individual differences among people.

2.8.1.3 McClelland's Learned Needs

McClelland proposed a learned needs theory, believing that many needs are acquired from one's culture and from coping with one's environment (Ivancevich and Matteson 1999:155). The learned theory proposes that a person with a strong need will be motivated to use appropriate behaviours to satisfy the need (Gibson *et al.* 1994:157). A person's needs are learned from the culture of society. McClelland studied the basic needs and divided them into three groups (Pinder 2008:78).

McClelland identified three primary needs that are important to different individuals, viz, the need for achievement, the need for power, and the need for affiliation.

- The need for achievement is the drive to accomplish something difficult, to excel, to achieve in relation to a set of standards and goals, to strive to succeed, and to surpass others (Daft 1991:408).
- The need for power is defined as the need to control and influence other people (Sargent 1990:8). It is associated with the need to make others behave in a way that they would not have behaved otherwise, to have responsibility/authority over others, and to control or influence them.
- The need for affiliation, is the need for warm and friendly relationships with others (Steers 1979:57). For people with affiliation needs, quality social relationships take precedence over task accomplishment (Ivancevich and Matteson 1999:155).

Schaefer (1977:10) states that McClelland did not place the needs in any particular order or hierarchy, but acted from the premise that every person has each of these needs to some degree. McClelland explained that since needs are learned behaviour that is rewarded, it tends to recur more frequently (Ivancevich and Matteson 1999:155-156). Pinder (2008:78) clarifies that what is of greater significance is that McClelland argues that the needs are not inborn or innate, but are learned from experience in the environment.

2.8.1.4 Herzberg's Two-Factor Theory

According to Mullins (2002:647:648), Herzberg's Two-Factor theory is effectively a theory of job satisfaction. Mimon and Oplatka (2008:137) state that, of the major theories in the area of job satisfaction, Herzberg's Two-Factor theory is regarded as the pioneer theory of motivation. Mbundu (2011:32) states that this theory is more often presented as a motivation theory; when it has become another famous theory that explains job satisfaction.

This theory is premised on things people find satisfying in their jobs and is not always the opposite of the things they find dissatisfying (Hollyforde and Whiddett 2005:103). Steers (1979:392) stresses that, unlike Maslow, Murray and McClelland, who did not address the problem of the workplace, Herzberg specifically looked into the role of motivation in the workplace.

This theory is concerned with factors that are responsible for job satisfaction and job dissatisfaction. It also contends that motivation is a function of job satisfaction. Herzberg's Two-Factor theory is systematically depicted in Figure 2.5.

Figure 2.5 Representation of Herzberg Two-Factor Theory



Source: Adapted from Mullins (1994:495)

In Figure 2.5, it is evident that Herzberg's model assumes that management should remove the dissatisfiers – provide sufficient hygiene factors to fulfil basic needs –

and use the motivators to meet individual higher order needs to propel employees to greater achievement and satisfaction (Daft 1991:408). Schultz, Bagrain, Potgieter, Viedge and Werner (2003:60) state that Herzberg's research showed that factors that made employees feel good about their jobs were significantly different from the factors that made them feel bad about their jobs. Gerber, Nel and Van Dyk (1998:264) argue that the motivators, such as achievement, recognition, responsibility and growth, will not be readily present unless the job itself is interesting, challenging and meaningful.

Herzberg (1987:112) suggested that motivation, as a function of the fear of punishment or failure to get extrinsic rewards, should be actually called 'movement' and it is not motivation at all. The RSPS is known as a discipline-based organisation, meaning that police officers carry out the orders without questioning. The notion is that a police officer should carry out an order first and ask questions later. It is on this strength that this study seeks to find answers, whether or not police officers are satisfied with their work or they function because of fear of punishment. It is what one can accomplish that makes one human, and what one can accomplish on the job will determine one's human feelings (Herzberg 1976:60).

The Herzberg Two-Factor theory is also known as the Satisfaction-Motivation Theory or the Motivator-Hygiene Theory. Tietjen and Myers (1998:226) are of the view that the Herzberg two-factor theory was also developed as a result of Herzberg's inquiry about the attitudes of employees. It is possible for an employee to be happy about certain aspects of the job while unhappy with other aspects. Pinder (2008:32) states that the opposite of job satisfaction is not job dissatisfaction, but no job satisfaction.

Herzberg (1976:58) identifies several sources of job satisfaction which he called 'motivators', which include:

- achievement;
- recognition;
- the work itself;
- responsibility; and
- advancement/ growth.

For Hollyforde and Whiddett (2005:104), hygiene factors include the following:

- working conditions;
- work relationship / interpersonal relationship;
- leadership; and
- remuneration and benefits.

Daft and Noe (2001:172-173) state that critics have indicated that the model does not specify how motivators and hygiene factors can be measured. Thierry and Hoopman-Iwema (1984:112), who are critics of Herzberg's Two-Factor Theory, pointed out that a lack of a motivator must, by definition, be 'unsatisfactory' and, therefore, be dissatisfying. At the opposite end of the scale, the presence of a hygiene factor is satisfactory and, therefore, satisfying. They referred to this as the Herzberg controversy (Hollyforde and Whiddett 2002:109).

Robbins (2001:146) further listed five key criticisms of the Herzberg Two-Factor Theory:

- The methodology used by Herzberg does not take into account that, often, when things are going well, people take credit for themselves, and when things are not going well, they blame others or the situation.

For example, policing is about accountability and the Constitution of Swaziland, Act Number 1 of 2005, Section 16; Subsection 8 states that, a person who is unlawfully arrested or detained by any other person or by a police officer shall be entitled to compensation from that other person or police officer. This situation brings accusations or blaming one another, since policing is based on carrying out orders or instructions. A valid order or instruction must be in line with the law. However, when everything is going very well, every police officer may want to take the credit.

- Since people undertaking the research had to interpret what people were saying about their jobs, there may well have been some unreliability on how responses were recorded.

For example, every research has its limitations and unreliability of respondents could be one of them.

- There was no overall measure of satisfaction against which people could rate their jobs. This meant that individuals could dislike part of their job and yet still think that the overall job is acceptable.

For example, police officers may dislike the dangerous situations they are exposed to when arresting armed criminals and yet still like the police profession.

- Situational factors were ignored.

For example, situational factors in satisfaction could include the extent of rewards and task difficulty.

- The relationship between satisfaction and productivity was not independently proven. It was taken from peoples' own accounts of their inputs and could, therefore, only be assumed.

For example, Herzberg assumed a correlation between satisfaction and productivity. However, the research conducted by Herzberg stressed upon satisfaction and ignored productivity.

Herzberg's model has contributed very positively toward research and critics have been unable to empirically disprove the model with any reliability. Despite the criticisms, the Herzberg Two-Factor theory is a key theory of job satisfaction. Gibson, Ivancevich, Donnelly and Konopaske (2003:134) state that it is surprising that Herzberg's theory has withstood the test of time as the Two-Factor theory, as it remains popular among managers, who continue to increase job satisfaction by using Herzberg's identified motivators.

2.8.2 Process theories

Gruneberg (1979:19) states that the aim of process theories is to describe the interaction between variables in their relationship to job satisfaction. Process theories explain the process, by which behaviour is initiated, directed, sustained and stopped (Amos *et al.* 2009:175).

For purposes of this study, the process theories that the researcher dealt with are the equity and expectancy/valence theories as they relate to the current situation in the RSPS.

2.8.2.1 Equity theory

The equity theory was introduced by Adams in 1965 (Chindanya 2002:52). It is one of the more well-known discrepancy theories, which argues that job satisfaction is caused by the inverse of one or more discrepancies between the perceived nature of the job and some other state (Beehr 1996:70). Luthans (1998:180) states that the Equity Theory of Adams argues that a major factor influencing job performance and satisfaction is the degree of equity or inequity that employees perceive in the environment.

The Equity Theory generally suggests that the way people evaluate their jobs is largely influenced by their perceived treatment in comparison to others in a similar situation (Sell and Shipley 1979:59). It states that people at work make comparisons to ensure fairness in terms of their contributions to the organisation, such as time worked, experience, performance and qualifications compared to the outputs they receive such as pay; fringe benefits; promotions; praise and recognition. Baron and Greenberg (2000:144-145) are of the view that there are instances in which people are underpaid, and they feel unhappy; and, when they are overpaid, they feel the need to be blamed, hence, the need to be treated fairly.

The beliefs of people regarding how they are treated are always in comparison to the treatment that others receive who are in similar circumstances (Pinder 2008:316). According to this theory, when the ratio between the input and output is out of balance, inequity occurs. Individuals might also leave the organisation if the perceived inequity is not redressed (Daft 1997:51). Ivancevich and Matteson (1999:160-161) are of the view that the Equity Theory suggests a number of alternative ways that can be used to restore a feeling or sense of equity; changing inputs, changing outputs, changing attitudes, changing the reference person, changing the inputs or outputs of the reference person, and leaving the field. Steers (1979:114) explains some of the actions that individuals, such as police officers, can take, guided by their specific circumstances as discussed below:

- Altering the inputs: When altering the inputs, people can either increase productivity when they assume that an increased input will result in increased

outcome, or they may reduce production/input to a level where they assume that it matches the outcome;

- Altering outcomes: Individuals may negotiate for an increase in salary or benefits, so as to try and match what they perceive to be in line with their input;
- Distorting inputs and outcomes cognitively: People can drop their expectations by changing the weight placed on the value they have placed on the outcomes in relation to the inputs; and
- Leaving the field: This can happen in several ways, namely, by absenteeism, quitting the job, or taking a transfer.

Greenberg (1988:606) contends that research on the theory has focused on the outcomes of financial compensation. Different people also see inputs and outcomes differently based on many other factors and variables (Balgobind 2002:42). Robbins (1998:186) argues that people have a great deal more tolerance of overpayment inequities than of underpayment inequities, or are better able to rationalise them. Not all people are equity sensitive and actually prefer that their outcome-input ratio be less than that of the referent comparison. Predictions from equity theory are not likely to be very accurate with these people. Few employees would want to work for an organisation that willingly causes them to experience inequity.

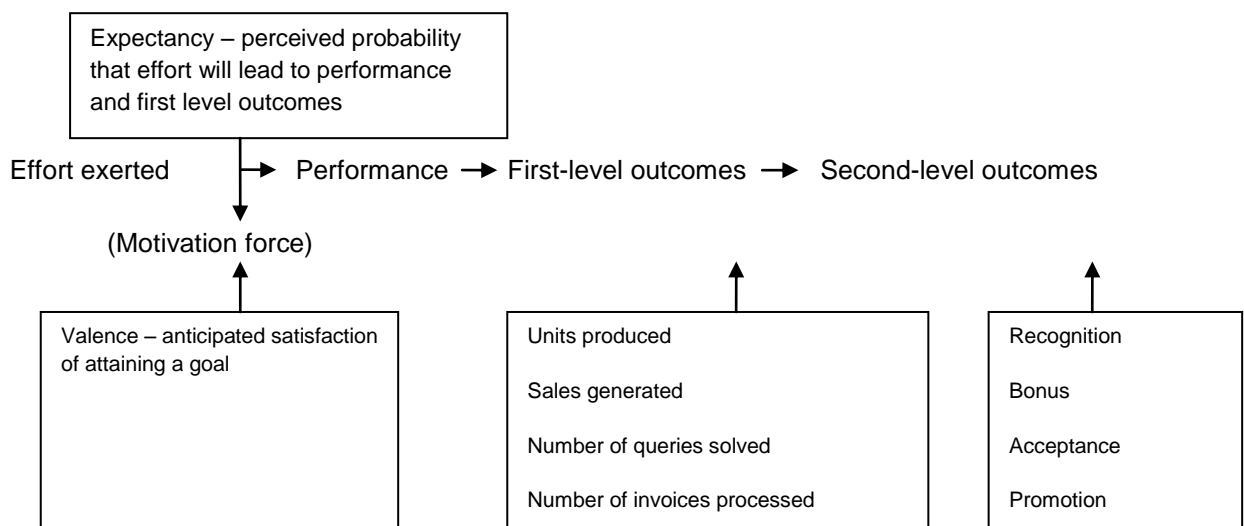
2.8.2.2 Expectancy/Valence Theory

Expectancy refers to the person's belief that a certain level of effort will lead to a certain level of (company) performance (Nel, Gerber, Van Dyk, Haasbroek, Schultz, Sono and Werner (2003:336). In support, Nel *et al* (2004:318) state that expectancy refers to an individual's belief that a certain level of effort will lead to a certain level of performance and reward. The Expectancy Theory explains that an employee is willing to perform with a high level of effort when he or she believes that this will lead to desired rewards (Robbins 2005:189). Wahba and House (1974:121) called Vroom's Expectancy Theory (1964) "*perhaps the most widely accepted theory of work and motivation among today's industrial and organizational psychologists*".

Steers (1979:217) states that the Expectancy Theory is based on the following assumptions:

- Behaviour is determined by a combination of forces in the individual (intrinsic) and environment factors (extrinsic). This means that people have specific needs which are influenced by their experiences in life. They then develop expectations of how they will be treated at work. The work environment provides other extrinsic factors that will affect how an individual reacts;
- People make decisions about their own behaviour in organisations. They determine whether they want to stay in the organisation or not. If they stay, they will determine how long they want to stay. They make decisions based on their input and performance;
- Different people place different values on the same things, as different people have different needs and goals; and
- People do the things that they regard as bringing about desirable outcomes and avoid those that they perceive as causing undesirable outcomes.

Figure 2.6 Vroom's Expectancy Theory



Source: Adapted from Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner (2004:318)

According to Figure 2.6, in the Expectancy Theory, motivation is produced by three types of beliefs: expectancy, instrumentality and valence as explained below:

- Expectancy: if the expectancy is that performance will be impossible or improbable, little or no effort will be made. If the probability of achieving a specific performance goal is regarded as high, every effort will be made to achieve the goal (Greenberg and Baron 2000:150);
- Instrumentality: is an individual's belief that his or her own level of performance (first level outcome) will result in obtaining the reward (second-level outcome) (Gerber *et al.* 1998:269). Some outcomes, such as the completion of a certain task, may be regarded as positive or negative in valence even if the person does not perceive them to be intrinsically satisfying or dissatisfying – that is, satisfying in and of themselves (Hayibor 2005:125); and
- Valence: (applies to first-and second level-outcomes) refers to the value people place on the rewards they expect to receive or their preference for that particular outcome (Ivancevich and Matteson 1999:158). Positive valence leads to job satisfaction, while negative valence leads to job dissatisfaction.

Greenberg and Baron (2000:149) argue that higher levels of motivation result when expectancy, instrumentality, and valence are all high, compared to a situation when they are all low, and if any one of the components is zero, then the overall level of motivation will also be zero. This theory is well accepted for two reasons. Firstly, it is logical to think that employees or police officers will not be satisfied by the things they do not wish to have. Secondly, this theory is compatible with other job satisfaction theories such as the Maslow's and Herzberg's theories (Drafke and Kossen 2002:287).

2.9 Conclusion

This chapter focused on public management, management principles, theoretical perspectives on job satisfaction and the public sector. The conceptual framework for policing and the different job satisfaction theories were critically discussed. The next

chapter critically examines factors that influence job satisfaction focusing on policing and, in particular, Swaziland.

CHAPTER 3

JOB SATISFACTION AND PERFORMANCE

3.1 Introduction

Job satisfaction does not occur in a vacuum, but in a workplace where both employers and employees have expectations that need to be achieved in a manner that befits the situation. Expressions of job satisfaction are not inherently rooted in their demographic or attitudinal factors. Instead, job satisfaction itself appears to be a situational determined construct. In certain work environments, specific factors may correlate strongly with the variance in job satisfaction (Buzawa 1984:78). Lawler (1994:106) states that satisfaction is an outcome of performance, as people will perform their jobs according to the size and desirability of the reward.

This chapter focus on the factors that influence job satisfaction and performance in the RSPS.

3.2 Factors that influence job satisfaction

According to Arnold and Feldman (1996:86), there are a variety of factors that make people feel positive and negative about their job. This argument is supported by Baron and Greenberg (2000:170), who state that job satisfaction is a person's views about his or her job, which can either be positive or negative. For several decades, numerous studies have attempted to classify and determine factors influencing job satisfaction. Rollinson (2008:99) states that the two perspectives (content theories and process theories) are complementary and advocates that scholars incorporate both of these in the study of those factors that determine job satisfaction. The factors affecting job satisfaction in the RSPS are critically discussed.

3.2.1 Working conditions/living conditions

Moomaw and Pearson (2005:38) indicated that working conditions are more related to satisfaction, than background variables such as sex, age, or years of experience. According to Gerber *et al.* (1998:44), working conditions are created by the interaction of employees with their organisational climate. Luthans (1998:146) stated that, if working conditions are good, for example, clean and attractive surroundings – employees will find it easier to carry out their jobs. The absence of such working

conditions, amongst other things, can impact poorly on the workers mental and physical well-being (Baron and Greenberg 2003:159-160).

Arnold and Feldman (1996:90) promote the view that factors such as temperature, lighting, ventilation, hygiene, noise, working hours, and resources form part of working conditions. On the other hand, if the working conditions are poor, like dilapidated buildings and noisy surroundings, employees will find it difficult to get their work done and will be dissatisfied. Police posts, such as Lushikishini, Lundzi, and Mahlangatsha (Manzini region) and Horo (Hhohho region), have dilapidated offices, an observation made by the researcher. In police camps (police houses), the serious shortage of accommodation has reached a stage where even sitting rooms are now converted to bedrooms. Several houses have been converted under this arrangement. The Police Public Relations Officer confirmed that the houses were being partitioned, after seeking permission from the Ministry of Public Works and Transport to alter them (Swazi Observer 30 October 2011:3).

The current situation is that three police constables living with or without their families are to share a two-bedroom house normally designed for one police officer and his or her family members. The sharing setup is that Police Constable A uses the master bedroom to keep his/her bed and all valuable goods such as wardrobe, refrigerator, television set, chairs and pots; Police Constable B uses the second bedroom to keep all his/her belongings and Police Constable C uses the sitting room as his/her bedroom.

All police constables live on this sharing basis. The accommodation problem has escalated up to the rank of sergeants, who, since the year 2011, were forced to share a house with police constables (their subordinates). Currently, this scenario has not affected the senior ranks (from Inspector to Commissioner of police). A visit by the Swazi Observer team to one of the police stations in the country confirmed that three (3) police officers share a two-bedroom house, irrespective whether they live with their families or not. Due to the shortage of space in the Lobamba Police Camp, two-bedroom houses are being partitioned to make way for a third bedroom. A masonite board is being used to convert the sitting room into a third bedroom.

The Swazi Observer (30 October 2011:10) reported that a junior police officer (police constable) stationed in one of the over twenty police stations (Lobamba Police Station) took the Commissioner of Police to court as he alleged that he was forced to share a house and that a sitting room have been divided into two to make two bedrooms for other officers despite the fact that he has served the organisation more than twenty years and also has a big family.

The RSPS is still struggling to fully provide for these needs. The issue of poor living conditions (accommodation) is far from being over as the organization has introduced a policy allowing police officers to reside at home as police camps are congested. This system has failed to yield positive results in the light of the current economic challenges, whereby each police officer has to foot the bill for transport to and from work and the transport must be reliable at all times, yet many rural roads are not accessible by car. In a recent article in the Times of Swaziland (16 July 2012:4), the Commissioner of Police was quoted as saying “*the police are packed like sardines in the government houses they live in; we have a huge accommodation problem in the Police Service*”. It is clear that, from the Commissioner of Police above statement, the living conditions of police officers in the RSPS, as one of the factors that influence job satisfaction, need urgent attention.

Many police camps and police stations in drought vulnerable rural areas like Lundzi, Lushikishini, Ngonini-Ossu, Sandlane, and Mahlangatsha operate without adequate water. The situation is so serious, that police officers fetch water from nearby streams or fight with livestock in the dams to get drinking water. People, who are starving or unwell, cannot be optimally productive. Police officers, who face similar predicaments, cannot be expected to make effective contributions in their roles.

According to Hullis-Turner (1999:271), an environment conducive to work should meet the following criteria: it should be physically acceptable; it should be safe; and it should satisfy social needs. Failure to provide these facilities makes it impossible for employees to carry out their jobs effectively, thereby promoting dissatisfaction. It is absolutely crucial that a conducive environment be established (Botha 2000:211). People who execute their tasks in pleasant working conditions, usually experience moderate job satisfaction, contrary to people who work in dirty, noisy places who are

likely to be dissatisfied (Nel, Gerber, Van Dyk, Haasbroek, Schultz, Sono and Werner 2001:587).

3.2.2 Interpersonal relationships at work

Robbins (2001:443) states that the relationship between the organisation and its staff is governed by what motivates them to work, and the fulfilment they derive from it. Job satisfaction can only be enhanced if goals or needs of individuals are met. The value of work relationships in an organisation involves attaining the performance levels necessary to achieve organisational goals. It is important to maintain a good interpersonal relationship with workmates and to create trust. The RSPS advocates that police officers maintain a good work relationship amongst themselves. This is instilled during the police basic recruit training.

It is a norm that police officers conduct foot patrols mainly in pairs or groups. This is monitored as the police officers are frequently rotated to avoid being choosy regarding workmates on patrol as well as to encourage teamwork and tolerance. This is very crucial as it helps when they have to arrest a suspect and if they are not in a good work relationship, then the other officer may leave his or her workmate wrestling with the suspect alone and not offer any form of assistance to apprehend the suspect.

It is almost impossible to have corroborating evidence in court between two or more police officers if they do not maintain a good interpersonal relationship. Also, this helps in a situation when one of the officers is indisposed, as the other officer will carry on with the case as he or she was present when it occurred. According to Oshagbemi (2000:213), research indicates that individuals who perceive that they have better interpersonal relationships with co-workers report higher levels of job satisfaction.

Greenberg and Baron (2003:406) note that trust is a person's degree of confidence in the words and actions of another. A police officer must be trustworthy as he or she undertakes different tasks like conducting speed traps, arresting criminals or any offender, and even seizing exhibits. If he or she decides to take bribes or receive

kickbacks, then his or her interpersonal relationship will be questionable and trust will be lost.

Further, employees usually have certain expectations concerning the attitude of their seniors, and their satisfaction is influenced by whether the attitude of the seniors conforms to their expectations or not (Gruneberg 1976:109). The RSPS is a disciplined organisation and the behaviour of subordinates toward their superiors is closely monitored for acts of ill-discipline. Not much emphasis is placed on a top-down approach, meaning that senior officers are not closely monitored regarding their attitude to junior officers with respect to working relationships.

3.2.3 Leadership

According to Morrison (1993:271), leadership is the process whereby an individual influences other group members toward the attainment of a defined group or organisational goals. However, through leading, the manager influences the staff, gives orders, motivates them (individuals or groups), manages conflict and communicates with subordinates. Sheehan and Cordner (1989:122) point out that good leadership is a critical element in police organisations because the organisation's best chance for achieving desired behaviour is through employee commitment to well-established professional values and goals and it is through leadership that police executives must seek that commitment.

Bergh and Theron (2001:191) argued that the style of leadership adopted by a supervisor plays an integral role in determining the levels of job satisfaction in an organisation. In this regard, Mullins (2002:165) stated that, when there is no job satisfaction among the staff, dissatisfaction may occur due to stumbling blocks that arise from managers. Gibson *et al.* (2003:402) suggest that a leader could make a difference in terms of end-result factors like performance, goal attainment, individual growth and development.

In a review of police leadership, Densten (1999:2) identifies three crucial issues that need to be addressed: the importance of leadership in police organisations, the negative behaviours of police leaders and the unique aspects of the law enforcement environment which affect leadership. With respect to the importance of leadership, Densten (1999:2) found that:

- The actions, values, beliefs, goals, and styles of police leaders significantly influenced rank-and-file officers, particularly in any process of change within the police organisations;
- That police leaders controlled several key variables, which influenced individual police attitudes and departmental philosophy; and
- A range of negative behaviours such as frequent empty and ritualistic gestures, conservative, cautious and authoritarian management styles, poor communication skills and lack of managerial support for skills, affect leadership of the unique aspects of a policing environment.

In the RSPS, a leader delegates to subordinates and the norm is that the subordinate has to carry out the order first and complain later. The aspects of a policing environment, which affects leadership, are formal rank and control. Table 3.1 presents the formal rank structure of the RSPS and control. The senior the rank, the more is the control over the lower rank(s). These issues need to be considered when evaluating interventions, such as a supportive leadership within a policing environment.

Mullins (2002:665) states that a participative, open style of management is essential for the realization of improved job satisfaction and increased level of work performance. If workers view their superiors as fair, competent and sincere, the level of job satisfaction is likely to be high (Baron and Greenberg 2003:158). Sheehan and Cordner (1989:355) conclude that leadership is difficult to provide in police organisations because they operate in an environment that includes the constraining influences of politics; law; other interdependent agencies; police fraternal organisations and unions' budgets and human behaviour. Day (2005:284) indicates that what separates effective leaders from ineffective ones is not only the quality of vision, courage and resilience, but interpersonal relations. Muller, Maclean and Biggs (2009:71) state that, despite these difficulties, addressing such leadership issues may ultimately lead to a less stressful work environment in police organisations.

3.2.4 Salary and benefits

Gruneberg (1976:115) contends that controversy exists over the meaning of salary satisfaction, as put forth by various behavioural scientists. Nel *et al.* (2003:59) mention that people perceive their remuneration as an indication of what they are worth to the organisation. Gibson, Ivancevich and Donnelly (1994:106) state that the amount of pay received by an employee may be perceived by an employee as fair or unfair.

Drafke and Kossen (2002:293) identify the following reasons why people ask for money as a reward for working:

- Traditional: This has to do with the way people are brought up and their societal expectations. One often hears employees asking their manager for a raise in salary as a reward instead of something that is not monetary, for instance, better working conditions and more satisfying assignments;
- Tangible: Money is something that can be seen by the employee himself or herself, and also by others;
- Objective: Employees also ask for money because the amount they receive is measurable and visible;
- An objective reward: People often feel foolish when asking for the more subjective alternatives to money, for instance, less stressful work or more feedback; and
- Symbolic: More money represents success or achievement. The amount of money an employee receives can indicate how well he or she is doing at work, and it is sometimes an indication of a person's self worth.

Chung (1977:23) warned that, if salaries are not market related, this can lead to dissatisfaction and discontent. Employees, in general, show their unhappiness by voicing out their grievances resulting in protest action. Some reflect their unhappiness by leaving the organisation for well paying jobs.

It is worth mentioning that police officers are not allowed to strike in Swaziland as they are viewed as an essential service and are in the disciplined force. According to the Swaziland Industrial Relations Act of 2000, an essential service means a service whose interruption would endanger the life, personal safety or health of the whole or part of the population. Section 91 of the Industrial Relations Act of 2000 states that “*strikes or lock out actions are prohibited in essential service providers*” which include the police officers. The Supreme Court of Appeal upheld the decision that police should not strike in the country. The responsibilities given to police officers have increased and become more complex, yet the salaries for police officers have not always been commensurate to their responsibilities.

Nel *et al.* (2004:553) concur that staff members will compare with other employees to what they put in and get out from an organisation. Interestingly, most organisations reward employees for membership (for belonging to the organisation) rather than performance (Armstrong 1990:78). This is visible in the RSPS, as police officers are paid a basic monthly salary. They are not paid according to work performance or meeting job targets as there is no effective performance management system in place.

Robbins (2001:158) states that achievement of employees has to be reinforced by performance-based rewards. It is therefore a comprehensive approach to performance that includes planning work and setting expectations, continually monitoring performance, developing the capacity to perform, periodically rating performance in a holistic fashion and rewarding good performance (Sangweni 2003:20-21). Luthans (2002:231) agrees that pay and benefits play a meaningful role in the attainment of high levels of needs satisfaction, but stresses that money is more persuasive than fringe benefits as it encourages employees to perform better, in recognition of services rendered. Arnold and Feldman (1996:86) state that pay can have a powerful effect in determining job satisfaction.

3.2.5 Recognition

According to Gerber *et al.* (1998:42), recognition refers to the respect an employee enjoys among colleagues in the organisation, which is the result of the status value of the job. Tappen (1995:67) states that recognition promotes self-confidence and

raises the self-esteem of employees by which productivity is increased. It also promotes achievement of organisational goals and objectives. It also further motivates other employees to improve their performance.

Recognition includes praise for a job well done and directs feedback on the results of one's work from customers and from the work itself (Hollyforde and Whiddett 2005:105). Long serving police officers, who have studied at various colleges and universities in their spare time, for instance, through distance learning, receive less recognition from the RSPS than graduates who are recruited in the RSPS fresh from the university, i.e., University of Swaziland. Most of the experienced officers are forced to leave the RSPS as their academic efforts plus the loyal service to the organisation are over-shadowed by the instant recognition and promotion of new graduates who have no work experience. In this regard, Robbins (1998:225) states that, when managers use recognition and rewards to encourage desired behaviours in their organisations, they keep good employees in their organisations.

Costley and Todd (1987:205) point out that recognition could come from the organisation, managers, fellow employees or the public. Recognition may be in many forms such as oral or written, praise, pay increases and bonuses. In the RSPS, it is a procedure that, when police officers resume duty for major operations, they are briefed about the work to be done on that particular day and they are de-briefed after the operation. It is during such meetings that police managers provide feedback or recognise good work by staff. This creates a sense of satisfaction as staff become aware of recognition of their achievements. According to Steyn and Van Wyk (1999:38), recognition is one of the factors regarded as a motivator which is intrinsic to the job.

3.2.6 Advancement and promotion

The issue of promotion is often a very contentious one in many organisations. For many employees, promotions happen so often; some never experience it in their careers. Criteria often used to reach promotion decisions are performance and seniority (Gibson *et al.* 2003:173). Performance, if it can be accurately assessed, is often given significant weight in promotion and reward allocations. According to Chelladurai (2006:270), it is the frequency of promotions, the importance of

promotions and the desirability of promotions that influence an employee's satisfaction level.

Like most employees, police officers in the RSPS face challenges such that, in order to witness a significant increase in their salaries, there has to be a promotion. According to Table 3.1, for an ordinary police officer (police constable) to reach the rank or position of Commissioner of Police, he or she would have to be promoted eight times based on the current rank structure. The rank of constable has the highest number of police officers in the RSPS, and, for many of them, promotions do not happen often, while some never experience even one in their policing career.

Table 3.1 The Rank Structure of the Royal Swaziland Police Service

Ranks	Number of present police officers
Commissioner of Police	1
Deputy Commissioner of Police	2
Assistant Commissioner	8
Senior Superintendent	18
Superintendent	40
Assistant Superintendent	68
Inspectors	144
Sergeants	592
Cadets	8
Constables	3283
Total	4164

Source: Adapted from The Royal Swaziland Police Service Annual Report (2010:8)

Stewart (2006:220) points out that most people appreciate the increased money that goes with a promotion, but they may be concerned with the promotion itself. It is true that the RSPS is also faced with an outcry regarding the criteria for promotion, as some police officers are made to appear before a promotion board whereas some are promoted without this step. The key ethical issue in managing the promotions of employees is fairness (Brewster, Carey, Dowling, Brobler, Holland and Warnich 2003:261), which appears to be compromised, regarding promotion of police officers. Hoy and Miskel (1991:114) warn that those top achievers promoted too quickly can result in dissatisfaction among loyal, intelligent but less creative senior workers.

3.2.7 Achievement

Newstrom and Davis (1997:567) see achievement as a drive to overcome challenges and obstacles in pursuit of goals. Moreover, Robbins (1988:34) states that achievement is a drive to excel, to achieve in relation to a set of standards and strive to succeed. Achievement is present when employees have feelings of personal accomplishment or the need to accomplish. Police work is challenging in that every reported crime presents new challenges and new ways of solving it, despite the fact that the same crime has been committed once again. In order for the police officer or an individual to experience achievement, he or she must be able to succeed, have abilities to solve job related problems, and perform effectively.

3.2.8 The job itself

Beach (1991:320) noted that work is an activity that produces value for other people. Morrison (1993:125) states that the work itself should be a challenging experience that encourages creativity and self-expression. The work itself will play a critical role in determining how satisfied a worker is with his or her job (Arnold and Feldman 1996:88). Hollyforde and Whiddett (2002:101) state that the work itself should include elements of the job such as creativity, challenge, variety, and an opportunity to do the job from beginning to end. Nel *et al.* (2001:587) explain that, when the work itself is interesting with challenging tasks, it enables individuals to become what they are capable of becoming, getting a sense of recognition and feeling of self-fulfilment.

Currently, in the RSPS, a police officer, who arrived first at the scene of crime, faces many challenges including providing emergency assistance to any injured victims, search and collection of physical evidence, obtaining statements from witnesses, and even arresting the suspect(s). This requires the police officer to do the job from the beginning to the end. The police officer or investigator will finally testify in court. This adds a challenge of self-expression, as he or she should be knowledgeable concerning the Swaziland Criminal Procedure and Evidence Act, Number 67 of 1938 with its amendments, in order to be competent and testify on evidence that is admissible and relevant.

Nel *et al.* (2004:552-553) indicate that people would prefer a job that is interesting, challenging and would create opportunities for self-actualisation and recognition.

Robbins (2005:7) also supports the view that employees tend to prefer jobs that give them opportunities to use their skills and abilities and which offer a variety of tasks, while providing feedback on how well they are performing.

3.2.9 Responsibility

Marriner-Tomey (1996:69) is of the view that responsibility refers to what must be done to complete a task and the obligations created by it. Responsibility includes being accountable for one's own efforts or those of others, and being given the responsibility for resources and self-scheduling. Muller (1993:163) states that the manager must ensure that responsibilities are standardized for each job level and that each employee has a copy of his or her job description. If employees have the required skills and they know what to do, they tend to work hard and they become motivated in what they do (Muller 2001:144).

However, in most cases, the police's responsibility is put to test in court during a criminal trial where every effort regarding the case is scrutinized for legality. It is vital for police officers to know what they do and it must be within the parameters of the law as they are the law-enforcing agency. In this regard, the RSPS provides internal courses which are aimed to develop graduate recruits earmarked for specialist departments within the organisation. The courses include a basic traffic course (traffic officers), a basic criminal investigation course (detectives) a basic intelligence course (intelligence officers) and a crime prevention course (crime prevention officers).

3.2.10 Job security

The importance of job security stems from the fact that it is critical for influencing work-related outcomes (Yousef 1998:36). According to Mbundu (2011:30), there are also other aspects of work that are related to job satisfaction, such as the degree of job security which refers to the likelihood of a job remaining available to the current job holder, for example, during a transitional period of a merger where some positions from the legacy institutions will not be on the structure of the presumably newly formed institution, which gives the incumbents of such positions no other option but to leave the organisation.

The shortage of adequate police officers appears to be a worldwide challenge. Police officers are not likely to be retrenched as new and complex crimes occur due to many factors which include unemployment, lack of recreational facilities and poverty, thereby continuously creating a need for a growing police force. Ivancevich and Matteson (2002:122) state that employees, whose jobs are guaranteed, have a positive influence on job satisfaction. Chirumbolo and Hellgren (2003:24) assert that research conducted over the last decade shows how job insecurity can be harmful to both the individual and the organisation as it is linked to physical and mental health problems.

3.3 Performance

Mathis and Jackson (2009:324) state that performance is associated with quantity of output, quality of output, timeliness of output, presence / attendance on the job, efficiency of the work completed and effectiveness of work completed. Employee performance is divided into two broad categories: in-role performance and extra-role behaviour (Restubog, Bordia and Tang 2006:300).

In-role performance relates to the explicit requirements and expectations from the organisation on the employee. These requirements are typically captured in employment contracts and performance targets. Extra-role behaviour refers to implicit and unstated behaviour that adds value to the employer-employee relationship; however, if not performed by the employee no punishment or consequences accrue (Restubog *et al.* 2006:300).

3.3.1 Job performance

Job performance refers to all behaviours involved in accomplishing a given job, including effectiveness and outcome of each behaviour. In today's dynamic, pluralistic, and highly competitive job environment, many organizations have long been interested in identifying variables that influence job performance (Jaramillo, Mulki and Marshall 2005:705). The principal challenge for most organisations is to ensure that the performance of employees will result in the effectiveness and success of any organisation. However, organisations generally fail to assess the

contributions their employees make to overall effectiveness, that is, the employees' job performance (Suliman 2001:1049).

Performance cannot be left in anticipation that it will develop naturally, despite the employee's natural desire to perform and be rewarded for it. This desire needs to be accommodated, facilitated and cultivated (Amos, Ristow and Ristow 2004:43). Job performance is influenced by, and, in turn, influences, many factors apart from only the actual work performed. In understanding job performance, it is crucial to grasp the interdependency of these factors (Gilmore 2008:65).

3.3.2 Exploring the perceived impact of job satisfaction on performance

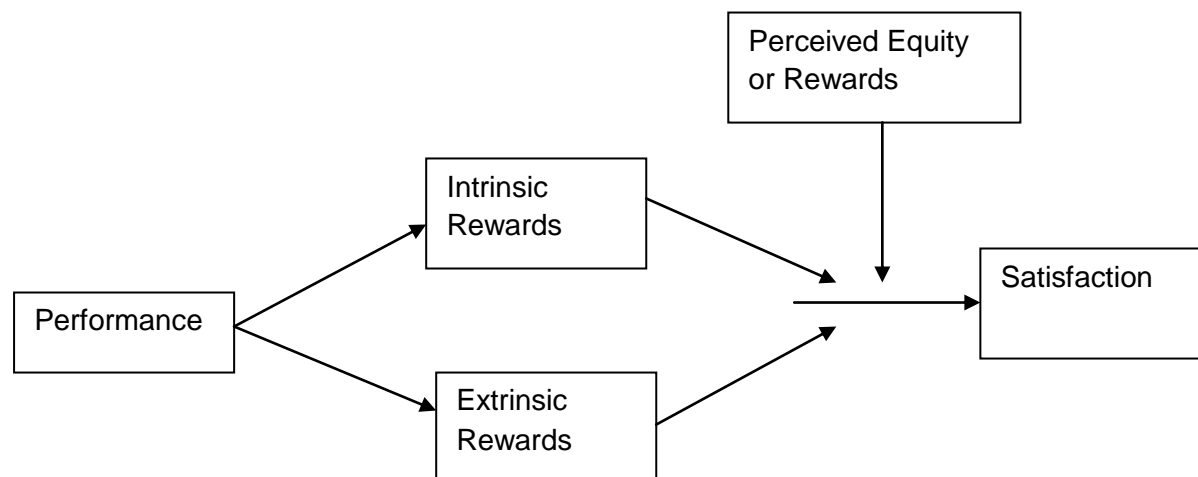
Herzberg, Mausner and Sherwitz (1959:113) state that any improvements in motivators should lead to an improvement in performance, other things being equal. Performance management is a systematic effort to improve performance through an ongoing process of establishing desired outcomes, setting performance standards, then collecting, analyzing and reporting on streams of data to improve individual and collective performance (Whitaker, Mastrofski, Ostrom, Parks, and Percy 1982:145).

Neyroud (2003:578) argues that performance management in police service is a complex matter, and the publishing of league tables of detection and crime levels does not exemplify what really concerns the public. He asserts that performance is not about the setting of targets for goal achievement, but about monitoring police practice against professional and ethical standards, "*making the right judgements and doing the right actions for the right reasons*" (Neyroud, cited in Newburn 2003:589).

Dixon (2005:484) also argues persuasively that good policing should not be "*police business*", which entails only figure chasing, but rather a new mode of governance that provides effective, just and accountable policing (Newburn 2005:501). Cockcroft and Beattie (2009:537) emphasize that, more importantly, prescribed targets can result in de-skilling police officers if set inappropriately. Job performance is a product of three factors: - the capacity to perform, opportunity to perform, and the willingness or motivation to perform (Ivancevich and Matteson 1999:146).

According to Arnold and Feldman (1996:93-94), there exists a relationship between job satisfaction and job performance and there is sufficient evidence to indicate that job performance results in job satisfaction. Figure 3.1 highlights how performance leads to satisfaction and how rewards play a pivotal role in this relationship.

Figure 3.1 Performance leads to satisfaction



Source: Adapted from Lawler and Porter (1967:96)

The above illustration indicates that an employee will expect to be rewarded according to his or her input and equitably recognised for his or her outstanding efforts and performance, both intrinsically and extrinsically. If he or she is not justifiably rewarded; this will leave the employee dissatisfied. An example of this is when a police officer was promised that a special increase in salary will be added for performance above expected standards. If the police officer has met all set targets or standards and is not given the perceived reward, this could lead him or her to be dissatisfied. Buzawa, Austin and Bannon (1994:52) state that enhancing job satisfaction might help the officer alleviate the inevitable stresses of the police workplace, thereby mediating the more harmful effects of stress, including absenteeism, burnout, substance abuse and tendencies towards suicide.

Van Dyk and Herholdt (2004:17) state that organisations have to attract people, retain people, recognise and reward people, motivate people, serve and satisfy people. Robbins (2003:78) emphasises the importance of employee job satisfaction as a factor influencing, amongst others, employee work performance.

3.3.3 Performance management in RSPS

Van der Waldt (2004:40) states that performance management is an approach to management that seeks to harness the endeavours of individual managers and workers towards an organization's strategic goals. Firstly, performance management defines goals; it defines the output needed to achieve those goals and gains the commitment of individuals or teams to achieve those outputs; and, finally, it monitors outcomes. The RSPS performance management aims to improve the performance of members of the RSPS through implementing a performance management system which integrates with the service planning process.

According to the Human Resource Development Strategy (2000:16), the RSPS performance management strategies:

- Identify, adopt and implement an objective performance led management systems that integrates with service planning;
- Design and implement new staff appraisal system based on the performance management system;
- Adopt a team or task group approach in the implementation of the performance management system; and
- Develop and implement performance based reward systems.

Armstrong and Baron (2005:17) agree that performance management forms part of the responsibility of line managers and that the function should be owned and delivered by line managers. Performance management in the RSPS is monitored daily by supervisors to their subordinates. There are compulsory forms for staff appraisal which are completed annually for each employee under the rank of sergeant (junior ranks) i.e., form RSP 45 and form RSP 46 for officers above the rank of sergeant (senior ranks).

The form RSP 45 has a Likert scale rating of very good, good, satisfactory, fair and poor. It has twelve assessments of qualities:

- Intelligence;
- Judgement;
- Commonsense;

- Reliability and accuracy;
- Energy and drive;
- Bearing, turnout and drill;
- Adaptability;
- Ability to lead and supervise;
- General professional knowledge;
- Ability to express himself or herself in English (a) in writing and (b) orally;
- Conduct; and
- Relations with (a) public and (b) members of the force.

Officers from the rank of inspector and above are appraised using form RSP 46. The form has a five Likert scale rating where 1 represents outstanding, 2 represents very good, 3 represents good, 4 represents fair and 5 represents unsatisfactory. It has 18 assessments of qualities;

- Knowledge of work;
- Initiative;
- Responsibility;
- Relations with colleagues;
- Penetration;
- Judgement;
- Output;
- Quality of work;
- Expression on paper;
- Oral expression;
- Relations with the public;
- Constructive power;
- Power of command and leadership;
- Organisation of work;
- Turnout and bearing;
- Examination passed;
- Commendation awarded since last report; and
- Disciplinary offences since last report.

Mello (2006:447) points out that this method of performance appraisal results in the fact that the employee had very little opportunity for input or feedback, despite the intention being that there should be ongoing communication in partnership. Table 3.2 shows some of the errors likely to occur when line managers are responsible for employee work performance measurement.

Table 3.2 Errors likely to occur when Line managers are responsible for employee work performance measurement

Error	Description	Example
Halo Effect	One trait influences other measures.	The fact that an employee is often late for work, could affect other measures having nothing to do with tardiness.
Stereotyping or Personal Bias	Performance judgments are made based on the characteristics of the employee rather than their performance.	The bias that older workers are more resistant to change.
Contrast Error	The rating is based on similar ratings of other employees.	The rating for one employee can be affected by the rating of other employees.
Recency Error	The evaluation is biased toward events and behaviours that happened recently.	An error that occurred the day before could weigh more heavily than a continuous period of no errors.
Central Tendency Error	Higher and lower ends of the evaluation continuum are avoided.	The person performing the measurement could allocate ratings near the middle of the evaluation scales to avoid conflict.
Lenience or Strictness Error	All employees in the evaluated group are rated well above or below the standards.	Making the supervisor look effective, or attempting to appease the employees, or, on the other hand, to look demanding.

Source: Mello (2006:447)

In the RSPS, failure not to sign the appraisal form by a subordinate is viewed as an act of indiscipline against the supervisor. Mello (2006:447) expands on the reasons why this unidirectional communication could be problematic:

- The immediate supervisor often does not have the appropriate information, and neither observes the employee's day-to-day work enough to assess performance accurately;
- The supervisor is often not up-to-date on certain technical dimensions of the employee's work – unlike peers, customers or other external constituencies; and
- Technical line managers often do not have the training or appropriate appreciation for the performance management process and could easily see it as another administrative burden.

In the RSPS, police officers tend to be more cautious about their behaviour during the month of May as the appraisal forms are completed annually during the month of June. This is done to portray a good image in the eyes of the supervisors who complete the appraisal forms for each subordinate. This form of appraisal proves to be ineffective as there is no frequent or quarterly monitoring which can consistently monitor the officers performance throughout the year. The purpose of quarterly or half-yearly review of the work plan or performance is to guide and develop the employees to meet targets and to achieve the desired outcomes (Singh 2010:140). According to Osborne and Gaebler (1992:356) effectiveness is the extent to which a policy, programme or project yields the stated or desired outcomes. In the RSPS the desired outcomes on employee performance are sometimes overlooked when rewarding or promoting officers.

Van der Waldt (2004:259) argues that performance management alone, no matter how effective, will have little effect on performance if it is not translated into feedback or rewards. No matter how clear the objectives, how precise the measurement or how meaningful the feedback, if there is no linkage to rewards, then performance will not be maximized. Job performance appraisal is frequently regarded as the basis for promoting, dismissing, rewarding, and auditing employees (Jaramillo, Mulki and Marshall 2005:58).

3.3.3.1 Productivity

A relationship between job satisfaction and productivity exists. However, the relationship between these variables is not strong as the most satisfied employee will not necessarily be the most productive employee (Luthans 1989:192). At an individual level, the evidence is often inconsistent in terms of the relationship between satisfaction and productivity, but, at an organizational level, a strong relationship exists between satisfaction and productivity (Robbins, Odendaal and Roodt 2003:152).

According to the Times of Swaziland (27 January 2012:5), the Police Public Relations Officer, Superintendent Wendy Hleta reported that crime increased by 4.1% during the festive season of year 2011. It was expected that the highest intake ever of five hundred and seventy one (571) police recruits within a year in the history of the RSPS would make a positive impact in reducing the rate of crime during the festive season as they graduated right in time on the 8th October 2011 to conduct policing duties before the start of the busy months of November and December, known as the festive season.

These officers were posted to police stations where they were required to share houses with their supervisors and senior police constables. The whole housing set up was new to them as they were not exposed to it at the police college. This can have an impact on productivity as they were still adjusting on how to live under the conditions previously mentioned. The new officers were attached to senior or long service officers for on the job training. It takes almost a year before a new police officer can be given a department where he or she displayed great potential during on the job training or on attachment.

3.3.3.2 Turnover

Cohen and Golan (2007:432) define turnover as the voluntary separation of an individual from an organisation. According to McShane and Von Glinow (2005:37-38), the main cause of turnover is job satisfaction. If the levels of job satisfaction are consistently low, the employee is more likely to leave the job. The rate of police officers leaving the police organisation to seek favourable working conditions is increasing drastically. Table 3.3 shows that, in a space of four (4) years, a total of

twenty (20) police officers have left the police profession not through retirements, dismissals, transfers or deaths, but through resignations to greener pastures.

Table 3.3 RSPS resignations

Year	Number of resignations
2007	3
2008	5
2009	5
2010	7
	Total 20

Source: Adapted from the Royal Swaziland Police Service Annual Report (2010:8)

Satisfied employees are less likely to leave the organisation, dissatisfied employees are more likely to leave (Wood, Wallace, Zeffene, Fromholtz and Morrison 2001:114). Robert (1997:248) state that not only does labour turnover bring costs to an organisation; it also causes loss of production and efficiency, lack of commitment in the organisation, as well as inconsistency in providing service to customers. Young and Burgess (2010:36) are of the view that the delivery of the service might be highly individual and customised to a client unique situation, but the style of service and manner of delivery must be consistent. Consistent service is important to the RSPS as it helps to meet the organisations set standards of service delivery as enshrined in the Service Charter. Members of the public demand consistent professional and efficient service from the police and a low turnover serves as an assurance that quality service will be rendered.

3.3.3.3 Absenteeism

According to Van de Merwe and Miller (1976:9), absenteeism is an unplanned disruptive incident. More precisely, it can be seen as a non-attendance when an employee is scheduled to work. Absenteeism is unavoidable in certain circumstances, for example, sickness, family crisis and other valid reasons. However, absenteeism can point toward employees bearing negative attitudes toward their work. If workers enjoy their work, they will usually exert the effort necessary to do what is expected of them (Spector 2006:185).

There is a negative relationship between satisfaction and absenteeism (Robbins 2001:78). Workers, who experience low job satisfaction, tend to be absent more. In the RSPS, despite being a discipline organisation, it is normal to see and hear that an officer has gone absent without leave and all police officers are urged to look out for that officer and bring him or her to work, when found.

Arnold, Cooper and Robertson (1998:427), suggest that a high level of absenteeism in an organisation is a sign that a problem exists there that needs to be addressed and it is viewed as one of the most obvious costs of stress to employers. Robbins (2005:3) highlighted that research has shown that job satisfaction may result in positive outcomes in organisations which have low absentee levels and higher productivity rates amongst employees.

3.3.3.4 Union activity

According to Arnold and Feldman (1986:95), in an important study of union organisations, researchers concluded that workers would join a union mainly based on their dissatisfaction with working conditions and their perceived lack of influence to change those conditions. This is true of the RSPS as police officers used every structure available to have a police union as they were mainly dissatisfied with their living conditions, working conditions, pay and promotions. Therefore, they called for collective action or unionisation, which may be perceived as the best solution to their grievances. The Supreme Court of Appeal concluded that consideration should be given to members of the Disciplined Forces to form and join and be members of their choice but without the right to go on strike (*Mhlanga and Swaziland Police Union v. Commissioner of Police* 2008:12)

Robbins (2001:79-80) stated that employees, who are dissatisfied with their jobs, can express themselves in various ways, such as:

- Workers will join a union mainly based on their dissatisfaction with working conditions and their perceived lack of influence to change those conditions;
- When employees lack pride in their work, an attitude of “*Who cares?*” is shown and low job satisfaction emerges, which can have a direct effect on an organisation’s productivity; and

- Strikes and instances of sabotage are extreme examples of dissatisfaction among the work force and are costly in both human and economic terms.

Junior police officers in RSPS were at the forefront of forming a police union and the matter was decided by the Supreme Court of Swaziland. The Supreme Court of Appeal noted dissatisfaction on the part of the appellants (Mhlanga and Swaziland Police Union) regarding their pay and working conditions, and frustration on their part, due to lack of bargaining power. This led to High Court Judge Justice Mabuza, who gave the dissenting judgement in court, to the conclusion that the laws in question were unreasonable as they did not allow police officers to form a union and needed to be declared null and void (Mhlanga and Swaziland Police Union v. Commissioner of Police 2008:12).

The case made out by the appellant (police officers) was that they are discriminated against and find themselves in a disadvantaged position by reason of the fact that they cannot form a trade union and they, therefore, have no bargaining power and no means to enforce improvements in their salaries and working conditions. The Supreme Court of Appeal Judges (Mhlanga and Swaziland Police Union v. Commissioner of Police 2008:13) finally stated that:

- The three pieces of legislation that were under spotlight in these applications need to be reconsidered as a matter of urgency; and
- Perhaps, as a starting point, consideration should be given to allowing members of the Disciplined Forces to form and join and be members of a trade union of their choice but without the right to go on strike.

3.4 Ways in which job satisfaction is revealed

Bargrain, Potgieter, Schultz, Viede and Werner (2003:220) state that when employees are not satisfied at work, they display, among others, the following responses:

- Exit: Either terminating service or applying for a job in other organizations may display dissatisfaction at work;

- Voice: When employees are unhappy about the job, they may put forward alternative suggestions or demand that their work problems are attended to;
- Loyalty: A state of inactivity may be shown by employees who are not satisfied while remaining positive to resolve any difficulty encountered at work; and
- Neglect: Employees intentionally permit the work conditions to deteriorate without taking the possible repercussions into consideration, exhibiting behaviour such as absenteeism, less effort and more mistakes. Neglect can be illustrated by the number of civil claims made against the RSPS, emanating from police mistakes which include unlawful arrests and detention, assault on suspects, unlawful search and seizure, property lost in police custody, negligent driving by police officers , torture, inhumane and degrading treatment of suspects and unlawful shooting.

Table 3.4 illustrates that eighty three (83) civil cases against police were reported during the year 2010-2011, as compared to seventy six (76) civil claims made in the years 2009-2010.

Table 3.4 Civil cases against police

Region	Number of cases reported 2009-2010	Number of cases reported 2010-2011
Hhohho	26	27
Manzini	35	26
Lubombo	8	13
Shiselweni	7	12
Police College	-	4
Police Head Quarters	-	1
Total	76	83

Source: Adapted from the RSPS Annual Report (2010:21)

Furthermore, the amount claimed for civil claims or lawsuits against the RSPS from year 2009 to 2011 amounts to over ninety million rands. This is a serious setback to the RSPS in view of the current unstable economic conditions.

High levels of job satisfaction offer many positive benefits to both the police employee as well as the police organization (Carlan 2007:75). In fact, one could argue that the law abiding community, as a whole, is better off if the police officer is satisfied with his or her job. Maniram (2007:30) state that other ways of expressing dissatisfaction by employees are as follows:

- Steal from or act negligent towards the organisation's property or assets;
- Avoid or perform their duties in a haphazard manner;
- They may be insubordinate; and
- They may influence others very negatively, thereby decreasing the general morale of the institute.

The examples illustrate what is happening in the RSPS. In the RSPS Annual Report (2010:17), the Director of Legal Affairs stated that *"the office of the Commissioner of Police has a valid reason to be wary of involvement of police in criminal matters, during the year 2010 the escalation in the number of police officers charged with criminal continued to rise"*.

The RSPS is guided by an ethical code of conduct. According to Dowling (1999:18), this refers to established norms, policies and practices that are meant to guide an individual in terms of right (good) or wrong (bad) behaviour. The ethical guidelines enable individual police officers to be able to decide whether or not to accept or reject a particular rule or practice as being a morally right way of behaving or not.

The RSPS also adopted the SARPCCO Code of Conduct as another guide for individual police behaviour. However, the involvement of police officers in criminal activities is against the oath of the police profession and against the laws of the country. The final decision of whether to act ethically or unethically lies with the individual police officer.

There were sixty two (62) police officers charged for various offences in year 2010, as compared to twenty five (25) in year 2009. The offences are reflected in Table 3.5.

Table 3.5 Crimes committed by the police

Name of Offence	Police charged in year 2008	Police charged in year 2009	Police charged in year 2010
Drunken driving	16	11	20
Murder	2	-	1
Attempted murder	1	-	-
Rape	1	1	-
Assault with intent to do or cause grievous bodily harm	2	6	5
Dagga Possession or Habit Forming Drugs	1	-	2
Theft and theft from motor vehicles	1	4	3
Obstruction of Police	1	1	-
Negligent driving or reckless driving	-	-	16
Failure to produce drivers licence	-	-	1
Failure to register motor vehicle	-	-	1
Contempt of Court	-	1	4
Misuse of government car	-	-	1
Giving false information	-	-	1
Unlicensed driver	-	-	1
Failure to produce drivers licence	-	-	2
Stopping on the roadway	-	-	3
Failure to comply with police signals	-	-	1
Failure to give breath specimen	-	-	1
Total	25	25	62

Source: Adapted from the RSPS Annual Report (2010:24)

Table 3.5 illustrates that, in twelve months, the figures more than doubled of police officers who have become a law unto themselves. One third of the total figures in the last period were arrested for drunken driving. The figures reflect police officers arrested by fellow police officers. The Swazi Observer (12 August 2012:1-2) reported that a police officer was arrested for staging a spine chilling daylight armed robbery where a sum of one million rands was stolen and, in that process, it is alleged that the said police officer shot and killed one of the cash security guards who, after identification, happened to be his nephew. These statistics imply that the number of police officers who commit crimes is increasing.

According to Baron and Greenberg (2000:179-180), the following factors are essential for promoting job satisfaction:

- Making jobs more fun: People have higher levels of job satisfaction when they have exciting jobs, which are not dull, and tiresome (Jepsen and Shen 2003: 163). Employees, who are offered challenging jobs, are allowed to take part in projects they admire and are promoted when they deserve promotion;
- Have fair pay, benefits and promotion opportunities: When employees get fair pay, benefits and promotion opportunities, they tend to be loyal and experience a feeling of belonging and, as a result, they are eager to perform their tasks satisfactorily;
- Match the people to jobs that fit their interests: It is good to combine people with tasks that fit their interests, as such a strategy will reduce absenteeism and employee turnover. Suitably placed workers will enhance job satisfaction and minimize dissatisfaction among them; and
- Avoid boring and repetitive jobs: Efforts should be made to remove dull, tiresome and repetitive jobs to enable employees to use their full potential instead of reserving their stamina. Employees need jobs that will give them increased responsibility and little dependence.

3.5 Job satisfaction and performance

Job satisfaction and performance can be summarized as when the “*productivity of a happy worker is higher*” (Robbins 1998:199). Performance and job satisfaction are related since job satisfaction is considered an important and desirable goal for organisations because satisfied workers perform at higher levels than those who are not satisfied (Eckman 2004:367). An employee, who has a positive attitude toward his or her job, will have job satisfaction and be willing to commit to his or her organisation, thereby increasing organisational performance (Rayton 2006:140).

Employees, who have high levels of job satisfaction, are more likely to engage in helping behaviours, willing to provide good services and leading to higher levels of customer satisfaction (Payne and Webber 2006:366). It was found that better performance of the workforce is the result of high levels of job satisfaction (Sousa-Poza and Sousa-Poza 2000:518). Organisations, in general, prefer work satisfied employees because it makes for a better work environment, which has a positive effect on production and performance (Heymans 2002:30).

Job satisfaction is a reflection of good treatment. Job satisfaction positively impacts employee behaviour and this behaviour can be linked to positive organizational functioning. In other words, job satisfaction can have a positive effect on behaviours such as turnover, absenteeism, organizational commitment, and organizational citizenship behaviour, and ultimately increases organizational performance (Yang, Brown and Moon 2011:359). Moore (1999:81) states that people, who have positive attitudes about their jobs, will inherently perform better in the workplace.

Awards have a significant role in showing that job satisfaction is the result of job performance. Internal awards are because of job results (i.e., feeling of success) and external rewards arise from the gratitude of the job (income and salary). These awards will satisfy employees, specifically workers (Gholipour 2001:76). Awards not only promote the performance but also have an effect on job satisfaction. Robbins (1998:297) views that “*productivity of a happy worker is higher*”. Coomber and Barriball (2007:297) stress that job satisfaction leads to higher productivity, organizational responsibility, physical and mental health, so a person will work with a better mood and will learn more skills and, finally seek promotion in his performance. Job satisfaction is correlated to enhanced job performance, positive work values,

high levels of employee motivation, and lower rates of absenteeism, turnover and burnout (Chiu 2000:177).

Landy and Conte (2007:162-163) point out that the extent to which an individual worker has control over certain measures of performance is often overlooked when considering employee work performance.

3.5.1 Organizational Performance Management

Organizational performance is an approach to establish an organizational culture in which individuals and teams take responsibility for the continuous improvement of the organization, and of their own skills and contributions to the desired results (Cameron and Sewell 2003:244). The RSPS has been given a twelve percent crime reduction target every year by the government. The RSPS is failing to meet the twelve percent target. An annual report is submitted to the Prime Minister as minister of police by the Commissioner of Police detailing how the RSPS performed in comparison to the past years. Every month, all police stations submit to the Police Head Quarters via the Regional Head Quarters a monthly crime report which is used to gauge or manage each police station to continuously improve its performance to the desired results.

3.5.2 Different Types of Measuring Performance

Mello (2006:449-450) identifies three fields of performance that need to be evaluated during performance management, namely, traits-based measures, behaviour-based measures as well as outcomes and results-based measures.

3.5.2.1. Traits-based Performance Measures

He explains that traits-based measures focus on general abilities and characteristics of the employee, for example, dimensions or levels of loyalty to the organisation, industriousness, and gregariousness, and accepts the fact that these measures mostly ignore what the employee actually does in the organisation. In the RSPS, loyal and long-serving officers are awarded with a long-service medal.

3.5.2.2 Behaviour-based Performance Measures

Mello (2006:449) defines behaviour-based performance measures as those measuring what an employee does by observing and analysing specific behaviours of the employee. He explains by stating examples such as the employee's ability to get along with others, punctuality, willingness to take initiative, as well as the ability to stick to deadlines.

3.5.2.3. Outcomes or Results-based Performance Measures

The third measure is that of outcomes or results produced by the employee, and these, according to Mello (2006:450), are the measures that focus on specific accomplishments or direct outcomes of an employee's work. Examples include measures of number of units sold, divisional profitability, cost reduction, efficiency, and quality.

Armstrong and Baron (2005:31-32) believe that even though performance management is a continuous process, it is still important to have a formal review once or twice annually. They feel that such a performance review meeting should take the form of a dialogue between the two people involved, with the clear goal to reach agreement on what has been achieved, and what needs to be done in the future. They suggest an informal setting, and provide the following rules as a guideline to the line manager:

- Be prepared;
- Create the right atmosphere;
- Work to a clear structure;
- Use positive feedback;
- Let the individuals under review do most of the talking;
- Invite self-appraisal;
- Discuss performance, and not personality;
- Encourage analysis of performance;

- Don't deliver unexpected criticisms; and
- Agree measurable objectives and a plan of action (2005:33-34).

Maforah (2004:25) states that if an employee is happy and satisfied with his/her job, he/she is likely to be loyal to the company, be an example and inspiration to others, perform well and will need much less supervision.

3.6 Conclusion

The researcher critically examined the factors influencing job satisfaction in the police service, in particular. Job satisfaction has a very strong impact on behaviour, as well as performance of individuals and organisations (Hackman, Lawler and Porter 1983:72). The perceived impact of job satisfaction on performance and ways in which job satisfaction is revealed were discussed.

The next chapter discusses the research design and methodology. The data collection methods, reliability, validity and sampling are explained.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction

In chapter three, job satisfaction and performance were discussed. This chapter focuses on research methodology used in the study. The chapter addresses the study type, target population, sampling techniques, sampling size, data collection, validity and reliability, the questionnaire, semi structured interviews and analysis of data.

4.2 Research problem

The purpose of the study was to explore job satisfaction in the RSPS. There is limited data on the extent of job satisfaction in the government sector as a whole. Further, there is no study that has examined factors associated with job satisfaction in the RSPS. Concerns about poor working conditions, inadequate training opportunities, poor remuneration, poor standards of living, high workloads and lack of transparent promotion criteria form the crux of the problems faced by most police officers in the country.

All the aforementioned factors have impacted on police performance as the crime level is still high, despite the recruitment and training of new police officers (police recruits) every year and the application of several crime prevention strategies. Since police officers are important instruments for maintaining public peace, they need working conditions that positively impact on job satisfaction. The study seeks to provide an in-depth investigation into the nature of job satisfaction of police officers in the RSPS.

4.3 The research objectives

The study aimed to investigate job satisfaction in the RSPS. The research had the following objectives:

- To examine the factors that influence job satisfaction within the RSPS;
- To explore the impact of job satisfaction on performance; and

- To make recommendations to police management on how job satisfaction in the RSPS can be enhanced.

4.4 Scope of the study

The study was confined to the two most densely populated and busy of the four regions of Swaziland, namely, Hhohho Region and Manzini Region. They have the highest crime rate and highest number of police officers per region. The Hhohho Region consists of Mbabane, the capital city of the country, and Manzini Region is known as the hub of the country and consists of Manzini, the largest city in Swaziland. All police stations and police posts found within the two regions were visited and police officers at different levels were administered with questionnaires. Interviews were conducted with the most senior officers of the two police regions and retired officers.

4.5 The study type

This is case study research. White (2003:39) stated that the case study method is a wide-ranging study of a single situation such as an individual, family or organisation. Coldwell and Herbst (2004:61) are of the view that case studies are particularly useful in depicting a holistic account of a client's experiences and results regarding a programme. A case study may be particularly useful for learning more about a poorly understood situation as well as for investigating an individual or programme changing over time as a result of certain circumstances or interventions.

Ramrathan (2005:37) states that case studies allow for in-depth analysis of a single event or institution in order to illuminate particularities of this event or institution. The RSPS is the only institution of police officers and the case study research provided an in-depth analysis of job satisfaction in the police organisation. A case study is aimed at gaining greater insight and understanding of the dynamics of a given situation in a selected organisation (Maree 2007:76). Swaziland is divided into four regions, which are Manzini, Hhohho, Lubombo and Shiselweni. Manzini and Hhohho regions were chosen due to their socio economic conditions (highest crime rate), as they are the most densely populated regions of Swaziland with the highest number of police officers.

4.5.1 Mixed method approach

This study is quantitative and qualitative in nature. There are sound reasons for the planned use of more than one method during the study. The reason for using the mixed-method approach was that both the quantitative and qualitative methods have limitations in data collection. Schulze (2003:12) stated that quantitative research systematically overlooks critical features of human phenomena so that results are often of limited value. Leedy and Ormrod (2001:10) maintain that quantitative research is used to answer questions about relationships amongst measured variables. Quantitative research, consistent with a quantitative paradigm, is an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analysed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true (Babbie and Mouton 2002:646).

Questionnaires were personally handed to police officers stationed in Hhohho and Manzini regions to identify, examine and analyse factors that influence job satisfaction within the RSPS. Stake (2000:5) stated that qualitative research is a form of systematic empirical inquiry into meaning. Empirical inquiry is any form of inquiry that depends on the world of experience in some fundamental way. Leedy and Ormrod (2005:94) are of the belief that qualitative research is used to answer questions about the complex nature of phenomena, usually with the purpose of describing and understanding it from the participants' perspective (interpretative, constructivist or post positivist approach). Interviews were conducted with the aim of achieving an in-depth understanding of the job satisfaction situation in the RSPS with ten senior police officers of the two regions (five per region).

The use of questionnaires and conducting of interviews is also known as a mixed method approach which draws on both the quantitative and qualitative research methods after noting the strength and weaknesses that flow from purely quantitative and qualitative bias in research. Combining the two approaches builds on the strengths of both approaches (Schulze 2003:12). The mixed method approach permitted the researcher to investigate emerging themes or trends that aroused when conducting quantitative research, and which could be further explored by means of qualitative research.

4.5.2 Population

Goddard and Melville (2001:34-35) define population as any group that is the subject of the research interest while the sample is a representative of the population being studied. If the data are valid, the results of the research on a sample of subjects drawn from a much larger population can then be generalised to the population (Glossary 2006:96). Welman, Kruger and Mitchell (2005:52) explained that the population is the study object and can consist of individuals or groups of organisations. The RSPS covers all the four regions of Swaziland which are: - Manzini, Hhohho, Shiselweni and Lubombo regions.

4.5.3 Target population

The target population is the population to which the researcher ideally would like to generalise the results (Welman and Kruger 2001:214-215). The target population for the study were police officers based in the Hhohho Region and Manzini Region. Hhohho Region includes the capital city of Swaziland called Mbabane and Manzini Region is the hub of the country and with the busiest city called Manzini City. The Manzini Region has nine hundred and seventy four (974) police officers and Hhohho Region has a total of seven hundred and fifty one (751) police officers covering all ranks. The target population was thus one thousand seven hundred and twenty five police officers which was the total of police officers in the two regions targeted by the study.

4.5.4 Sample selection

Coldwell and Herbst (2004:74) highlight the following reasons for sampling:

- Economy – taking a sample requires fewer resources than a census;
- Timelines – sample may provide the needed information quickly;
- The large size of many populations – many populations about which inferences must be made are quite large. This could lead to inaccessibility of a particular population, hence, selecting a representative sample may be the only way to get information; and

- Accuracy/precision – a sample may be more accurate than a census. A sloppily conducted census can provide less reliable information than a carefully obtained sample.

The researcher was faced with a similar situation of selecting a representative sample in carrying out the study. It was impracticable to survey the target population as the police officers were all over the two geographical regions of the country.

This study adopted a purposive sampling technique as it was possible to identify in advance the targeted population. McNeill and Chapman (2005:50) stated that purposive sampling occurs when the researcher chooses a particular group or place to study because it is what is required. Purposive sampling enables the researcher to judge and select cases that will best answer the research questions and meet the objectives of the study (Saunders, Lewis and Thornhill 2003:151). The purposive sampling was particularly useful as the researcher could reach the targeted population quickly as well as obtaining their opinions on the subject matter without necessarily considering representation of the population under study.

4.5.5 Size of sample

A sample is the exactness, likeness or image that represents more or less the same characteristics as the population under study (Welman and Kruger 2001:46). The sample of any study is very important as it is necessary to specify the degree of precision required for the estimator. It is inversely related to the sampling error, thus increasing the sample systematically conversely reduces the magnitude of the sampling error. However, it is very important to appreciate the fact that the sample size cannot be increased indefinitely, as the cost of data collection also increases with increase in sample size. The increase in sample size beyond a certain limit will not lead to further reduction of the sampling error, as this will rather create more organisational as well as operational problems.

The researcher used a proportional allocation method to determine the sample size for the two regional samples, i.e., Manzini and Hhohho regions of Swaziland. The Manzini region has 974 police officers while Hhohho region has 751 police officers. This allowed each of these stratum a sample proportional to the size of the strata, denoted by N_h , where the weight for each stratum is given as $W_h = N_h/N$. Hence,

for the Manzini region, $W_{mz} = 974/1725=0.6$, while for Hhohho region, $W_{oo} = 751/1725 =0.4$.

Using conservative procedures to determine the percentages or the probability of the target population falling within a sample size, which is a representative of the total targeted population, the researcher assumes that the estimate can fall between 10 to 20 percent of the target population. So, taking 20 percent as the probability, the researcher chose 345 police officers to be in the sample; and further using the weights for the two regions, Manzini was represented by 207 police officers whereas Hhohho was represented by 138 police officers. The sample size for the questionnaire was three hundred and forty five (345) police officers drawn from the two police regions. The researcher interviewed ten (10) senior officers which included serving and retired senior police officers.

4.5.6 Pilot test

The questionnaire was pilot tested before being finalised. The main aim of pilot testing is to give the researcher an indication as to whether the research instrument will be effective in the study (Saunders *et al.* 2004:252). Pilot testing is a process that involves trying out the research instrument on a small group of individuals before using it in one's research project. The questionnaire was pilot tested on twenty (20) police officers in the two regions (ten per region) who were not part of the sample population. The researcher learnt from the responses of the police officers who completed the pilot test questionnaires that the questions were short and precise, relevant, short and easy to understand.

4.5.7 Data collection methods

Mouton (2001:99) stated that data collection techniques include interviews, observation and questionnaires. The research instruments used were questionnaires and interviews. Yin (1994:80) is of the view that no single source has a complete advantage over all the others.

4.5.8 Primary data

Data collected with the aim of answering the research question presented by the researcher is called primary data (Bless and Higson-Smith 2000:156). The

probability of error is reduced due to the immediacy of the data collected by the researcher (Blumberg, Cooper and Schindler 2008:75). Questionnaires were used to obtain responses from police officers with respect to job satisfaction in the RSPS.

4.5.8.1 Questionnaire

Hussey and Hussey (2000:161) stated that a questionnaire is a list of carefully structured questions, chosen after considerate testing, with a view to elicit reliable responses from a chosen sample. McMillan and Schumacher (2001:40) depict the questionnaire as a frequent technique for collecting data. Blaxter, Hughes and Tight (2006:179) contended that developing a questionnaire and attempting to interpret the responses is no simple task.

This study used a questionnaire that was created by using the three objectives of the study together with the literature review. Each objective was used as a guide in designing the questions. This made a total of sixty test items. The researcher's personal experiences as a trainer of police officers enabled him to adjust or format questionnaires to suit the respondent's understanding. The questionnaire is relevant to participants in the study as it strikes a balance in relation to the research objectives (face validity). A copy of the questionnaire is provided in Appendix 7.

The specific research questions for Section B were formulated from the literature review in chapters 2 and 3 guided by the research objective 1: To examine factors that influence job satisfaction within the RSPS. The factors that influence job satisfaction raised in the literature review were formulated as specific research questions and shown as sub-headings giving guidance and a breakdown of the forty seven tests items under Section B of the questionnaire as reflected in Appendix 7. The factors are working conditions, working relationships, leadership, salary benefits, recognition, advancement/promotion, achievement, the job itself, responsibility and job security. The specific research questions for Section C were formulated from the literature review in chapter 3 guided by the research objective 2: To explore the impact of job satisfaction on performance. Section B had thirteen test items and this made a total of sixty test items.

The Likert style rating scale is often used to collect opinion data (Saunders *et al.* 2003:296). The questionnaire for this study utilised a five-category Likert scale. The Likert scale is classified as a rating scale which has numbers associated with sub-statements (Kelley 1999:95). The questionnaire was developed using Likert scale type of questions and consisted of sixty test items. A one-to-five point Likert scale was adopted. Downs and Adrian (2004:111) argued “*whatever scale is chosen, one must be careful that potential respondents find the scale simple to use*”.

According to Leedy and Ormrod (2001:197), rating scales or Likert scales are more useful when behaviour, attitude, or other phenomenon of interest needs to be evaluated on a continuum of, say, “*inadequate*” to “*excellent*,” “*never*” to “*always*,” or “*strongly disapprove*” to “*strongly approve*.” This study evaluates job satisfaction in the RSPS (behaviour) and, thus, the Likert scale is appropriate. The scale has a continuum of strongly disagree, disagree, neutral, agree and strongly agree.

4.5.8.2 Semi-structured interviews

An interview is a purposeful discussion between two or more people (Saunders *et al.* 2004:245). Marshall and Rossman (2006:101) elaborate that the strengths of using interviews are:

- Interviews yield data quickly;
- Combined with observation, interviews allow the researcher deeper meanings of activities; and
- Immediate follow-up and clarification is made possible through interviews.

Face-to-face interviews have a distinct advantage of enabling the researcher to establish a rapport with potential participants and can thereafter gain their co-operation (Leedy and Ormrod 2001:197). The semi-structured interviews in this study can be described as “*elite interviews*”, which refer to interviews with individuals who were chosen because they are influential, prominent or well informed in the organisation. Ten senior police officers were interviewed.

4.5.9 Secondary data

Secondary data include both raw data and published summaries (Saunders *et al.* 2004:188). The most common form of secondary data is writings in books,

newspapers reports, articles and other publications (Walliman 2001:198). Data that are held by organisations are more difficult to locate (Saunders *et al.* 2004:197). Work-based documents, such as annual reports that are generated within the organisation, were used in the study.

4.5.10 Dissemination and collection of questionnaire

The collecting of data is frequently regarded as one of the core activities in research (Blaikie 2000:30). McNeill and Chapman (2005:44) state that:

- Distributing questionnaires is a reasonably quick way of conducting research. They take less time and effort to complete especially if the questions are of closed variety;
- Embarrassing questions are more likely to be answered than being face-to-face with someone; and
- Questionnaires also involve minimal interaction with the researcher and, therefore, there is less opportunity for subjective bias.

The questionnaires were hand delivered by the researcher to the respondents at a comfortable place agreed upon by both parties (participants and researcher) and they were given three weeks to complete them. Respondents were requested to put the completed questionnaires in blank envelopes and to seal them. At the end of the third week, the researcher collected the sealed envelopes containing the completed questionnaires. The response rate was one hundred percent due to the fact that the respondents clearly understood the importance of the research and that little or no research was conducted regarding job satisfaction in the police organization, since its inception in 1907.

4.5.11 Recruitment process for participants

The researcher used the personal approach to recruit the participants for questionnaires and semi-interviews. The researcher met and briefed the participants, both collectively and individually, at a comfortable venue agreed upon by all concerned parties.

4.5.12 Conducting of semi structured – interviews

An interview is a purposeful discussion between two or more people (Saunders *et al.* 2004:245). The use of interviews can help one gather valid and reliable data that are relevant to one's research questions and objectives. Semi-structured interviews were conducted with ten (10) senior officers including retired senior police officers of the two regions. The interview schedule comprised of open-ended and closed-ended questions. Open-ended questions allow respondents to answer these types of questions in their words, no alternatives are given. The interviews were conducted in a comfortable environment or place agreed upon by the participant and the researcher. Interviews were tape recorded. Permission of the interviews' recording was requested from the participants beforehand. An advantage of tape recording an interview is that it preserves the actual language used, and it also provides an objective record of what is said (Struwig and Stead 2001:41).

The researcher asked more probing questions. The semi-structured interviews followed a focus group discussion guide developed from the standard individual questionnaire and, in general, it covered the following broad topics or areas of interest:

- security, comfort of the work;
- working conditions and environment;
- support and appraisal for work well done;
- payment and allowances;
- growth opportunities at work;
- job demand; and
- interpersonal relationship at work.

4.5.13 Informed consent process

De Vos (1998:25) states that informed consent implies communicating accurately all possible information about the research to potential participants so that they can make an informed choice whether to be participants or not. The researcher ensured that participants had an adequate understanding of the nature of the study and a full understanding of their required involvement in the research project as both the

questionnaire and semi-interviews letters of information and consent stated the objectives of the study. The participants answered the questionnaires or the semi-interviews voluntarily and that participants had a chance to withdraw if they so wished for any reason.

The researcher emphasised that there would be no adverse consequences for the participant should he or she choose to withdraw. The researcher was honest to the participants about the nature of the study as its findings are for academic purposes and may help the police organisation to get a clear picture about job satisfaction issues in the organisation. These assurances were documented to allow both the participant and the researcher to sign as a binding agreement in the presence of a witness (if applicable). All participants in this research were adults and were able to give their own consent.

4.5.14 Anonymity and confidentiality

The participants were all assured of confidentiality in that all the information provided by them is only accessible by the researcher and supervisors. The data is stored in a locker and will be shredded after 15 years. The participants did not have to include their names, addresses or the names of their work stations in the questionnaires.

4.6 Validity and reliability

4.6.1 Validity

- **Face validity**

Ary, Jacobs and Sorensen (2010:228) state that face validity refers to the extent to which the researcher believes the instrument measures what it is supposed to measure, so that one can ask the question, “*On the face of it, does it appear to be valid?*” Face validity also refers to whether the statements are appropriate; it relies on the subjective judgement by the researcher (De Vos 2002:167). The questionnaire was pilot-tested to test its validity.

Babbie and Mouton (2001:122) maintain that validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concepts under consideration. It refers to how well the data measure what they are supposed to measure (Goddard and Melville 2001:41). This study constructed validity as an

extent to which an instrument measures a characteristic that cannot be directly observed but must instead be inferred from patterns in people's behaviour (such a characteristic is a construct). However, inputs from individuals and colleagues were acquired to ensure that the instrument was valid and consistent.

The use of quantitative and qualitative methods hold greater reliability and validity than single methodological approach. Comparison of the results is likely to yield substantially more information about the research topic under investigation. Validation of the study is also aided in the form of semi-structured interviews and the use of questionnaires. The use of mixed methods enables triangulation to take place.

- **Content validity**

Content validity refers to the extent to which the content of the instruments or measurements cover the topic under study (Cooper and Schindler 1998:167). To ensure content validity, the literature was consulted; personal interviews were conducted in order to identify elements that are relevant to job satisfaction in the police organisation. The items in the questionnaire were influenced by the literature review presented and the research objectives. The researcher ensured that the factors captured in the literature review were well represented by the items in Section B of the questionnaire.

The questionnaire and semi-structured interviews are separate exercises.

4.6.2 Reliability

Welman *et al.* (2005:66) state that the reliability of a study is concerned with the findings of the research and relates to the credibility of the findings. According to Sekaran (2003:267), reliability can be referred to as whether an instrument is consistent with no error, despite fluctuations of the candidate, and the research conditions under which the test is administered.

The reliability of the study was tested using the triangulation research approach. Triangulation seeks to examine existing data to strengthen interpretations and improve on policies and programmes that are in place. White (2003:670) stated that, with triangulation, it is possible to compare results which give the researcher more information about the topic under investigation. Reliability of the research was

ensured by making use of the research instruments, namely, the interview schedule with senior officers as a form of triangulation and with the questionnaires administered to police officers. The questionnaire used a Likert scale. The Cronbach Alpha test is regarded as a useful test in indicating the reliability of a measurement and testing its internal consistency (Cooper and Schindler 1998:171). The Cronbach alpha reliability coefficient was used to calculate reliability of the scaled items of the questionnaire.

This study used the literature to compile the interview guide. A content analysis was conducted on the data gathered from the semi-structured interviews with senior officers and questionnaires. The inclusion of multiple sources of data collection in a research project was considered likely to increase the reliability of the observation.

4.6.3 Data analysis

Wegner (2001:7) defines data as individual observations on an issue. Data was analyzed using descriptive statistics since it enabled the researcher to describe (and compare) variables numerically. Foxcroft and Roodt (2006:121) state that the aim of descriptive statistics is only to describe or analyze data, and not to draw conclusions or make inferences about a larger group; hence, a sample of the population is used in carrying out the survey research. The statistical package employed was the Statistical Package for Social Sciences (SPSS) version 12 because it is a low-cost student version and can produce a variety of tables as well as rapidly undertake a variety of statistical analyses. The data was entered and analyzed using the Statistics Package for Social Sciences (SPSS) version 12 and the Micro Soft (MS) Excel for graphical presentations.

4.6.4 Potential outputs

The study results will be presented to the Regional and National Royal Swaziland Police Services Head quarters. The RSPS can use the results as a yardstick or as a well informed starting point for the implementation of issues of job satisfaction regarding police officers. The results will be published to add to the field of available research on policing management in Swaziland.

4.6.5 Ethical clearance

The goal of ethics in research is to ensure that no one is harmed or suffers adverse consequences from the research activities (Cooper and Schindler 2001:112). The Institutional Research Ethics Committee of the University provided an ethical clearance for the study to be conducted. The researcher applied necessary ethical measures that were a prerequisite in studies of this nature, namely, among others, by obtaining permission from the RSPS Headquarters to conduct the research and by obtaining informed consent from the participants.

4.5.6 Limitations

Limitations are factors which cannot be adequately controlled in the design of the study and which cannot be accounted for, when analyzing, interpreting and generalizing the data. The following were considered limitations of the study;

- The RSPS is the only organization tasked with policing in Swaziland. Its findings, therefore, cannot be generalized across other government departments in the country; and
- Despite assurances of confidentiality, some respondents may have been fearful of being too critical while others might have used the opportunity to protest against certain issues without necessarily giving reasoned comments.

4.7.6 Conclusion

This chapter focused on the research methodology. The researcher provided a detailed description regarding the sampling techniques, data collection procedures, and data analysis. Importantly, the efforts of the researcher to promote validity, reliability and ethics of the study have also been outlined in this chapter. This chapter formed the background for the next chapter wherein data results are interpreted and discussed.

CHAPTER 5

ANALYSIS AND PRESENTATION OF DATA

5.1 Introduction

The previous chapter outlined the theoretical framework for this research that was informed by using a case study adopting the qualitative and quantitative techniques.

In this chapter, the quantitative results and the qualitative findings are presented and explained. Results emanated from the questionnaire and the interviews that were conducted to collect data. Also, deductions were made and interpreted. This chapter reviews the results of the study carried out in the RSPS and presents the analysis of data gathered from a survey and interviews that were conducted.

5.2 Section A: Results of the Quantitative Phase

Three hundred and forty five questionnaires were delivered and collected after the researcher used the personal approach to recruit the respondents. The response rate was one hundred percent.

5.2.1 Gender

Figure 5.1 below shows that, from the total of 345 respondents, 209 were male respondents and 136 were female respondents.

Figure 5.1 Sex distribution of the respondents

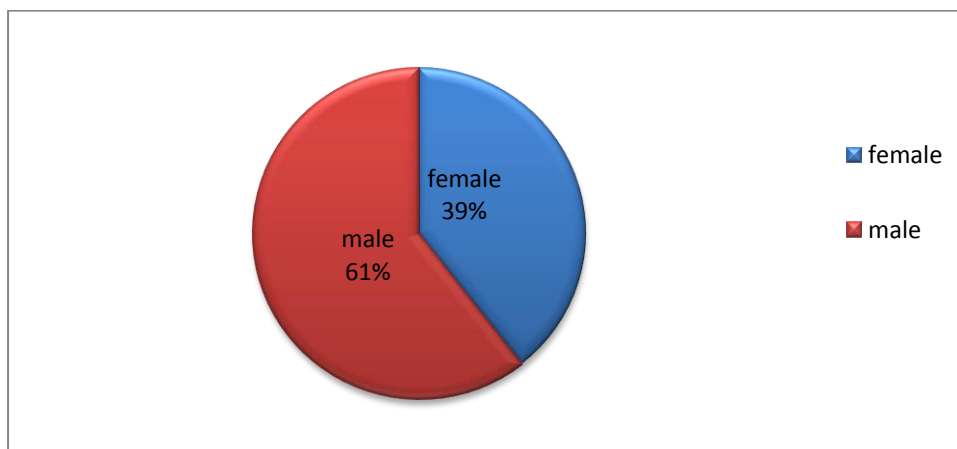


Figure 5.1 reflects that the males represent 61% of the sample size and

the females represent 39%. It must be noted that the RSPS is a male-dominated institution. The RSPS, since its inception in 1907 to 1980, has been recruiting male police officers only. In 1980, the first few female officers were recruited in the police service. The male number of intake still dominates over the female recruitment in the RSPS.

5.2.2 Age

Figure 5.2 depicts the age range of the respondents.

Figure 5.2 Age range of respondents

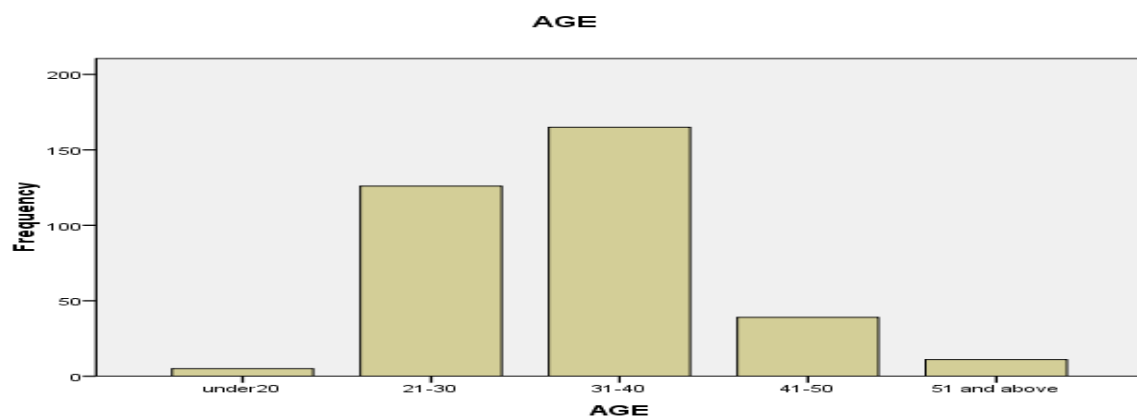
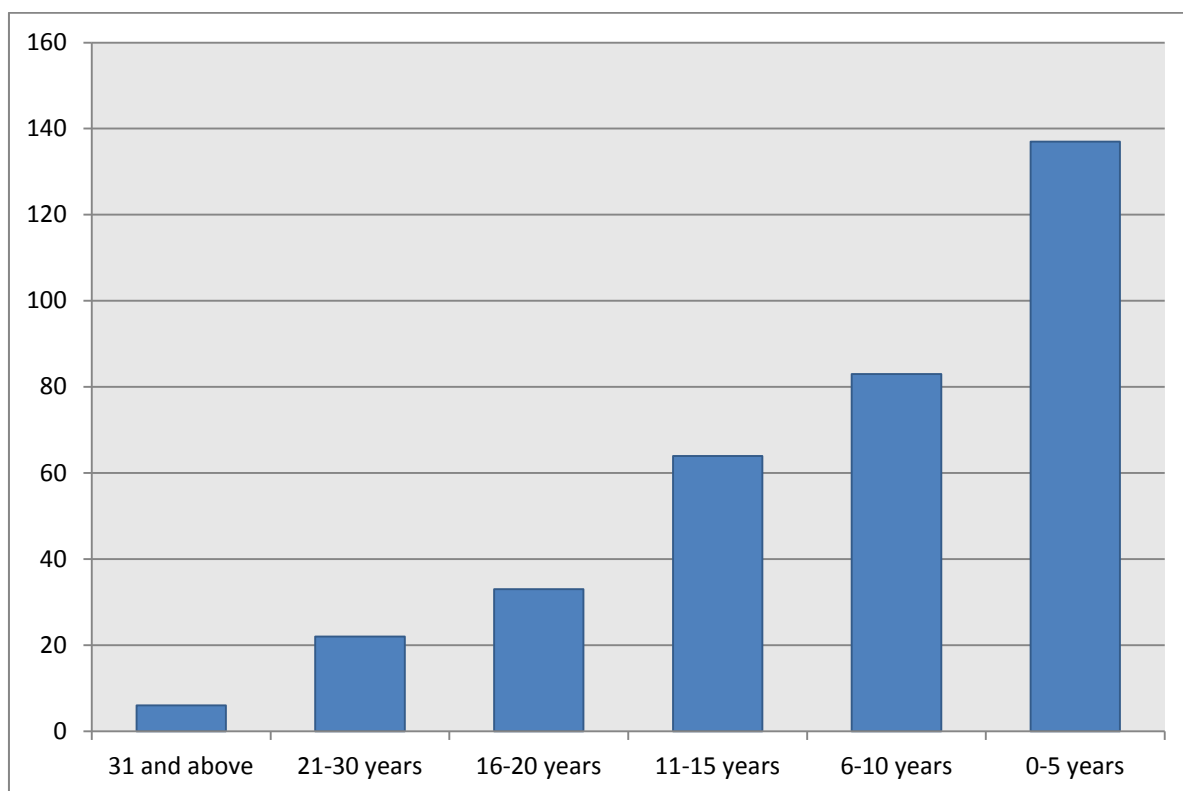


Figure 5.2 reflects that the age group of 31-40 years had the highest number of respondents (164) followed by the age of 21-30 years, which had 126 respondents. The age group of 41-50 years had 39 respondents, the age group of 51 and above had 11 respondents and the age group of under 20 had 5 respondents.

5.2.3 Years of service

Figure 5.3 provides the years of service of the respondents. In the 345 sample population, 39.7% of the respondents had 0 to 5 years of service, 24% of the respondents had between 6-10 years of service, followed by those with 11-15 years (18%), and those of 16-20 years at 9.4%. 6.4% of the respondents were between 21-30 years and those of 31 years and above were at 1.7%. The highest numbers of respondents comprised 39.7% and were made of respondents who had service from 0 to 5 years of service.

Figure 5.3 Number of respondents by years of service



5.2.4 Highest academic standard

Table 5.1 reflects that the highest academic standard for most respondents was an O'level Certificate (61.7%), followed by Diploma (34.8%). Only 2.9% of the respondents had degrees and 0.6% had a masters degree qualification.

Table 5.1 Highest academic qualification

	Numbers	Percent
Masters	2	0.6
Degree	10	2.9
Diploma	120	34.8
O Level	213	61.7
Total	345	100

5.2.5 Post level

Table 5.2 shows the positions held by the respondents who participated in the research.

Table 5.2 Positions or ranks of respondents

Rank	Frequency	Valid Percent
Senior Superintendent	1	0.3
Superintendent	2	0.6
Assistant Superintendent	3	0.9
Inspector	7	2.0
Sergeant	52	15.1
Constable	280	81.2
Total	345	100.0

There were 6 job categories (ranks) ranging from Senior Superintendent (Management) to Constable (Non Managerial staff), as seen in Table 5.2. The respondents were well represented across all 6 ranks found in the police regions. Generally, this is a good spread of respondents across the various ranks.

5.2.6 Geographical regions

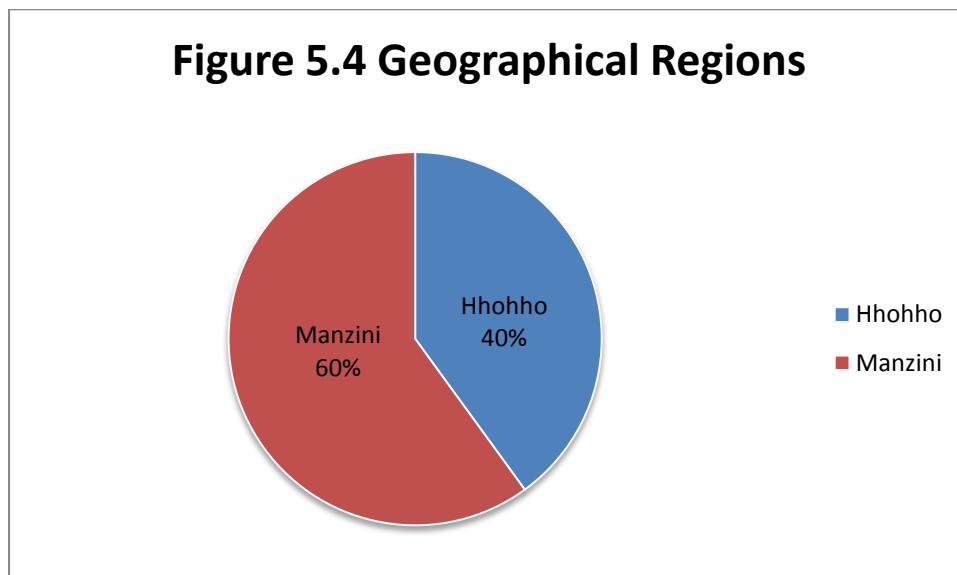


Figure 5.4 points that Manzini region had a higher number of respondents of 60% and Hhohho had 40%. This is proportionate to the number of police officers posted in the two regions.

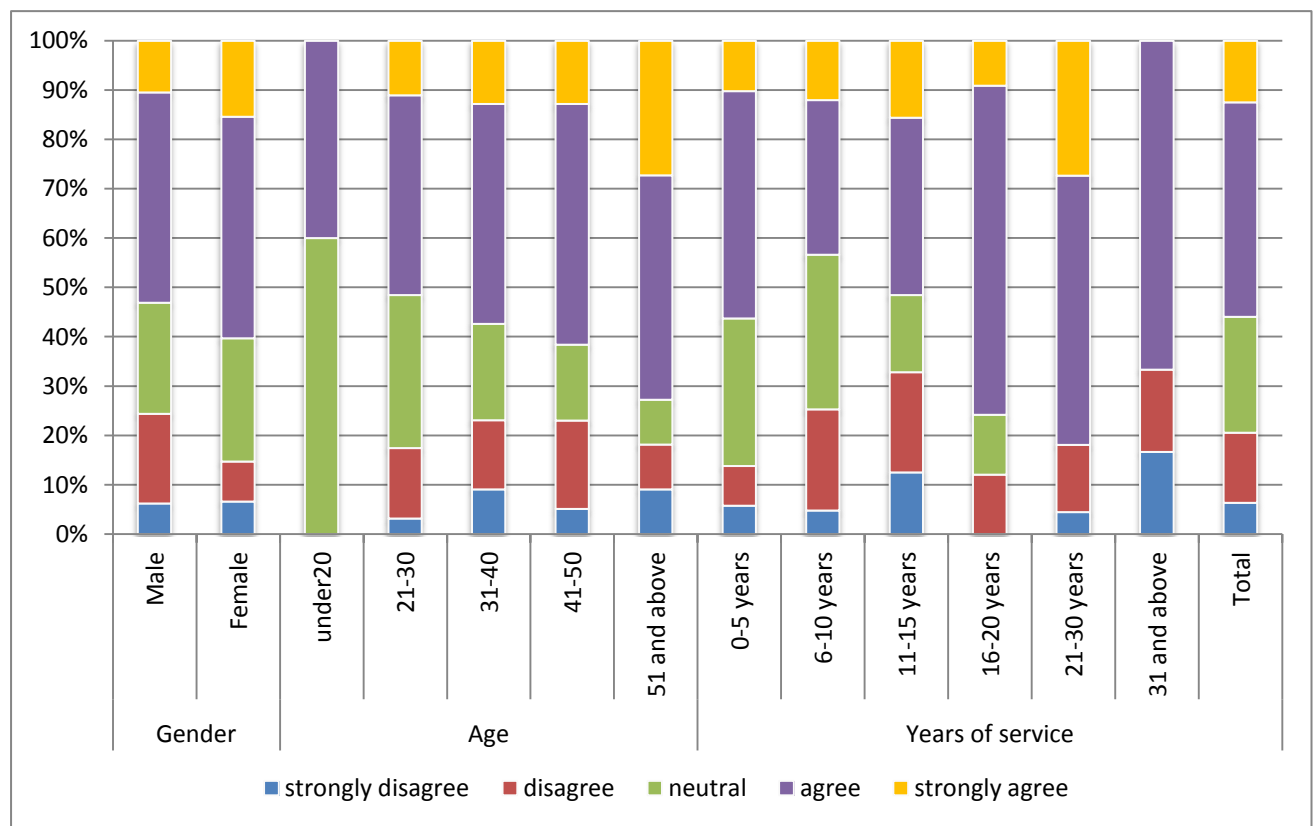
5.3 Section B: Factors that influence job satisfaction within the RSPS

5.3.1 Working conditions

5.3.1.1 Work environment

Figure 5.5 presents the findings on the respondents' perceptions with their work environment.

Figure 5.5 Respondents' perception with their work environment by gender, age, academic qualification, and years of service held by respondents



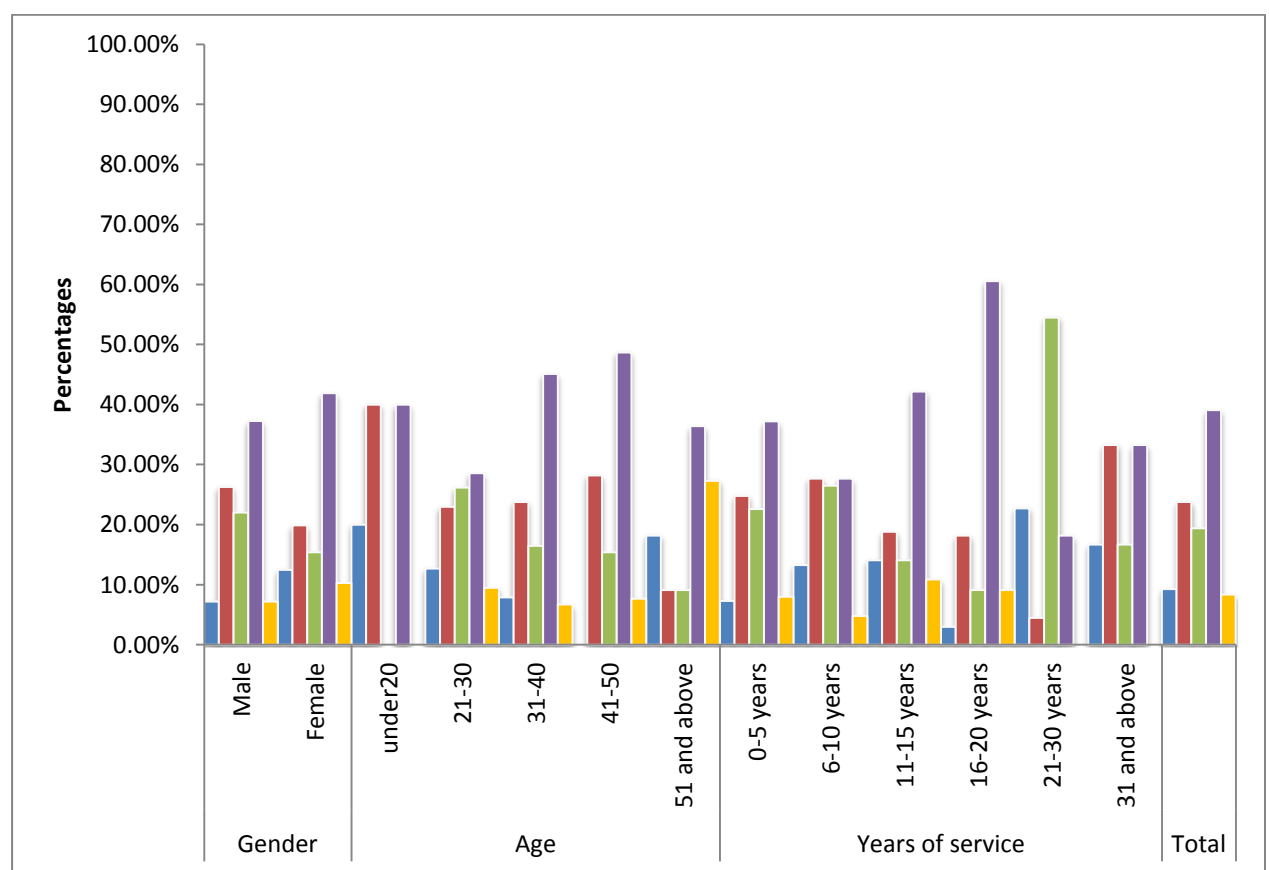
The results in Figure 5.5 show that, in Swaziland, most police officers are comfortable with their work environment. Out of all that participated in the exercise, 56 percent agreed that their work environment is comfortable against 21 percent who found that the work environment was not comfortable. Only 24 percent were neither comfortable nor uncomfortable. This result supports a statement discussed in Chapter 3 (section 3.2.1) by Luthans (1998:146) that if working conditions are good, for example, clean and attractive surroundings – employees will find it easier to carry out their jobs. Coetsee (2002:45) emphasises that, in situations where employees

are experiencing their work surroundings and situation as negative, absenteeism increases, labour turnover is higher and identification with and commitment to the organisation decrease. Most elderly, educated and long-serving females are highly likely to be comfortable with their work environment as compared with their male counterparts as shown in Figure 5.5 above and on Appendix A, Table 1.

5.3.1.2 Workplace environment safety

Figure 5.6 represents findings on the respondents' perception about their work environment safety.

Figure 5.6 Respondents' results on work place environment safety by gender, age and years of service of respondents

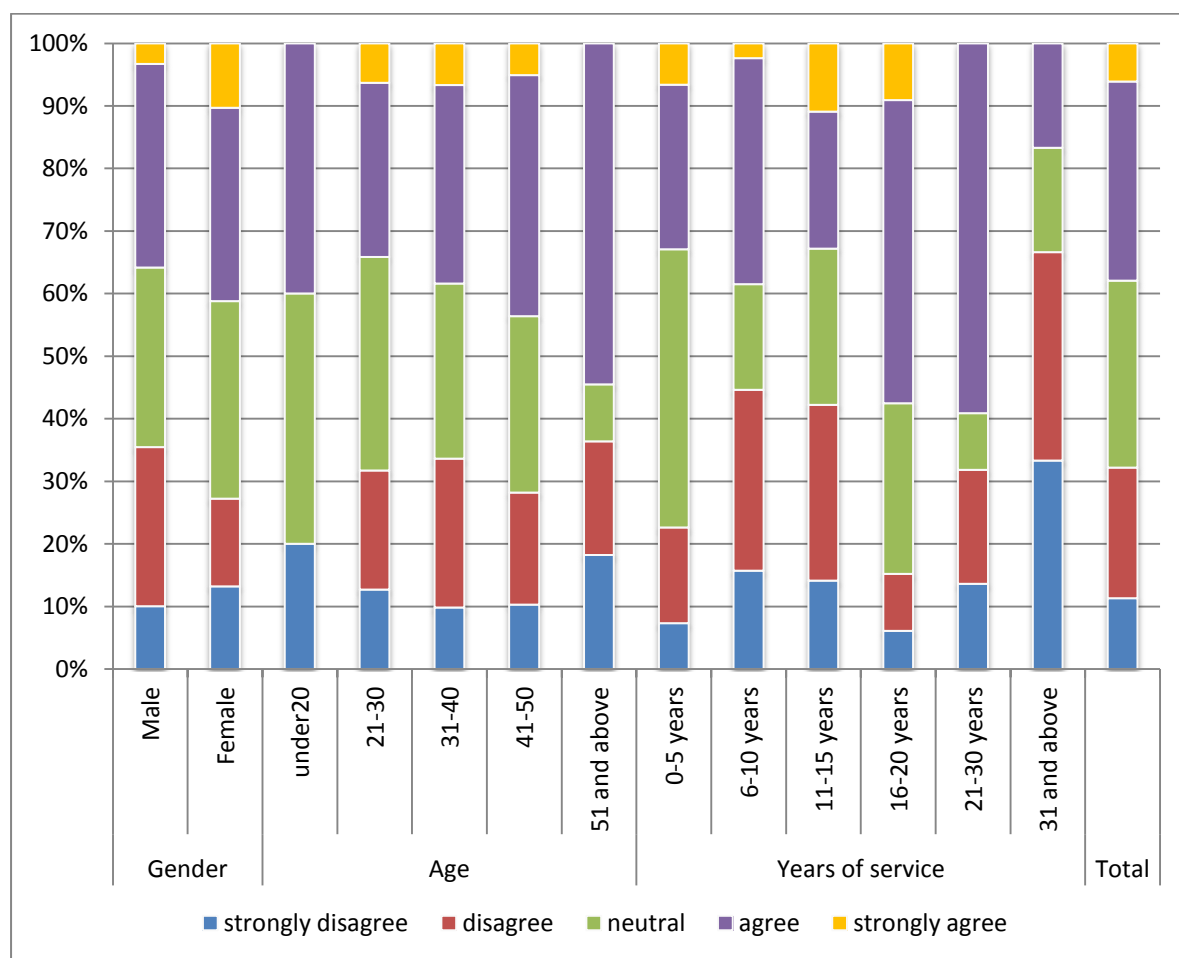


The results in Figure 5.6 show that 48 percent of police officers feel that their work place is a safe environment. A total of 33 percent feel that their place is not a safe environment and only 19 percent neither felt it is a safe or an unsafe environment.

This means that the work environment in the RSPS is in line with the required criteria, as discussed in Chapter 3 (section 3.2.1). According to Hullis-Turner (1999:271), an environment conducive to work should meet the following criteria: it should be physically acceptable; it should be safe; and it should satisfy social needs. Most elderly educated and long serving females, who have been promoted from the rank of constable, are highly likely to feel that the work place is a safe environment as compared with their male counterparts as shown in the table above and on Appendix A, Table 2.

5.3.1.3 Pleasant working conditions

Figure 5.7 Respondents' perceptions with their working conditions by gender, age, academic qualification, years of service and position held by respondents



		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Academic qualification	O Level	6.60%	15.00%	21.60%	44.60%	12.20%
	Diploma	5.00%	12.50%	27.50%	40.80%	14.20%
	Degree	0.00%	20.00%	20.00%	60.00%	0.00%
	Masters	100.00%	0.00%	0.00%	0.00%	0.00%
Position level held	constable	5.70%	15.40%	26.80%	38.20%	13.90%
	sergeant	9.60%	11.50%	9.60%	67.30%	1.90%
	inspector	0.00%	0.00%	14.30%	71.40%	14.30%
	assistant superintendent	33.30%	0.00%	0.00%	66.70%	0.00%
	Superintendent	0.00%	0.00%	0.00%	0.00%	100.00%
Total		11.3%	20.9%	29.9%	31.9%	6.1%

Table 5.3 Respondents' perceptions with their working conditions by academic qualification and position held by respondents

Figure 5.7 and Table 5.3 reflect that 38 percent of the respondents find the working conditions in the police service comfortable. Only 32 percent are of the view that the working conditions are not comfortable and 30 percent are neutral. Creating pleasant working conditions may be helpful in getting people to avoid being de-motivated with their jobs (Greenberg and Baron 2003:154). Herzberg, in the two – factor theory (see section 2.8.1.4), rated working conditions under hygiene factors as number one in order of strength of connection with dissatisfaction, such that number one indicates the strongest connection (Hollyforde and Whiddett 2005:104). Most elderly, educated, long-serving males of the rank of inspector are highly likely to be comfortable with working conditions, as compared to their female counterparts, as shown in the tables above and on Appendix A, Table 3. Officers holding the ranks of inspector and above are not sharing accommodation with any officer in the RSPS. However, the opposite is true for officers of the rank of sergeant and constable, as they share a house which was initially build to accommodate one officer with his or her family.

5.3.1.4 Environment influences on commitment

Figure 5.8 presents findings on respondents' perceptions on environmental influences to their commitment by gender, age, and years of service.

Figure 5.8 Respondents' perceptions on environmental influences on their commitment by gender, age, and years of service

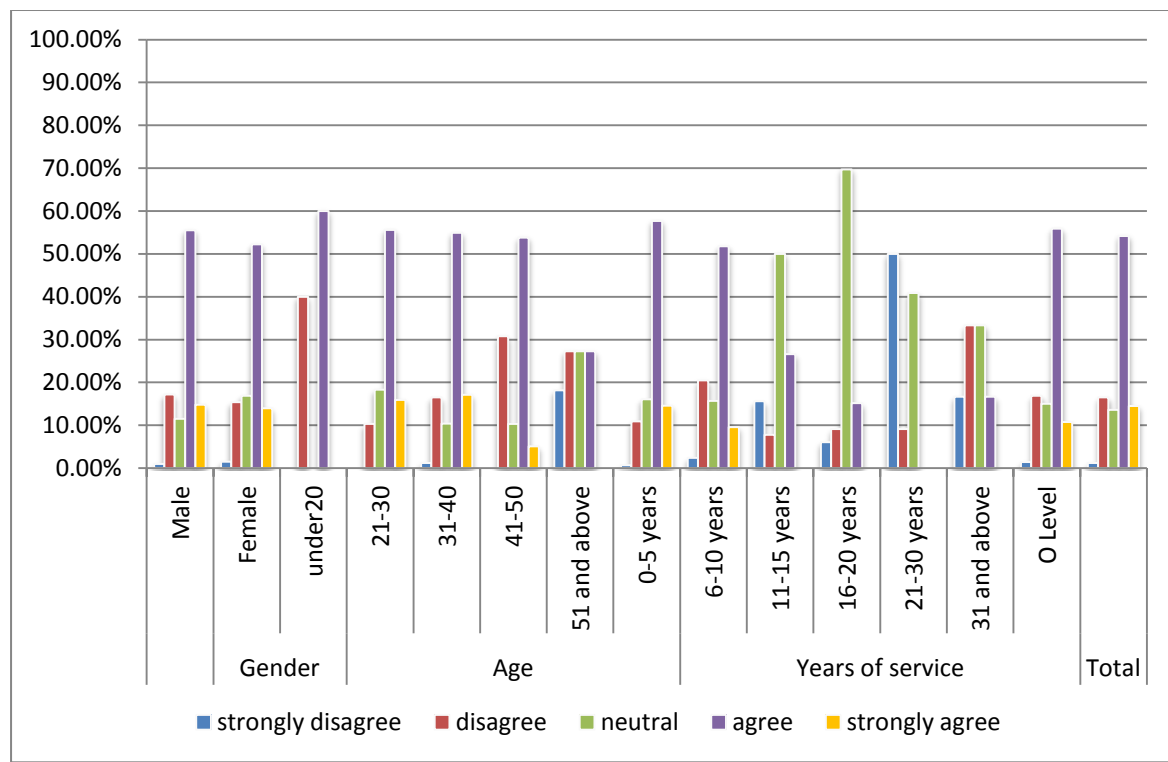


Figure 5.8 reflects results showing that, in Swaziland, most police officers are of the view that their work environment influences their commitment. Out of all that participated in the exercise, 69 percent agreed that their work environment influences their work commitment against 16 percent who said the work environment does not influence their commitment. Only 14 percent were neutral. The results are in support of Maslow's hierarchy of needs (section 2.8.1.1) that physical environment is a lower-level need which may cause dissatisfaction if inadequately provided for (Garudzo-Kusereka 2003:74). Most matured and long-serving male officers are highly likely to have their commitment being influenced by the work environment as compared with their female counterparts, as shown in Figure 5.8 and on Appendix A, Table 4.

5.3.1.5 Working conditions affecting performance

Table 5.4 shows respondents' perceptions that working conditions affect performance.

Table 5.4 Respondents' perceptions that working conditions affect performance by gender, age, academic qualification, years of service and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	5.30%	16.30%	11.00%	46.90%	20.60%
	Female	9.60%	17.60%	14.00%	41.90%	16.90%
Age	under20	0.00%	20.00%	20.00%	60.00%	0.00%
	21-30	5.60%	8.70%	19.00%	47.60%	19.00%
	31-40	7.30%	20.10%	7.90%	42.70%	22.00%
	41-50	7.70%	17.90%	7.70%	51.30%	15.40%
	51 and above	18.20%	54.50%	9.10%	18.20%	0.00%
Years of service	0-5 years	5.80%	12.40%	17.50%	46.70%	17.50%
	6-10 years	7.20%	14.50%	13.30%	39.80%	25.30%
	11-15 years	7.80%	18.80%	6.20%	42.20%	25.00%
	16-20 years	9.10%	21.20%	3.00%	54.50%	12.10%
	21-30 years	4.50%	31.80%	9.10%	50.00%	4.50%
	31 and above	16.70%	50.00%	0.00%	33.30%	0.00%
Academic qualification	O Level	6.60%	17.80%	16.00%	42.70%	16.90%
	Diploma	7.50%	15.80%	6.70%	49.20%	20.80%
	Degree	0.00%	10.00%	0.00%	50.00%	40.00%
	Masters	50.00%	0.00%	0.00%	0.00%	50.00%
Position level held	Constable	6.10%	16.40%	14.30%	43.20%	20.00%
	Sergeant	9.60%	17.30%	3.80%	51.90%	17.30%
	Inspector	14.30%	28.60%	0.00%	57.10%	0.00%
	assistant superintendent	33.30%	33.30%	0.00%	0.00%	33.30%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
Total		7.00%	16.80%	12.20%	44.90%	19.10%

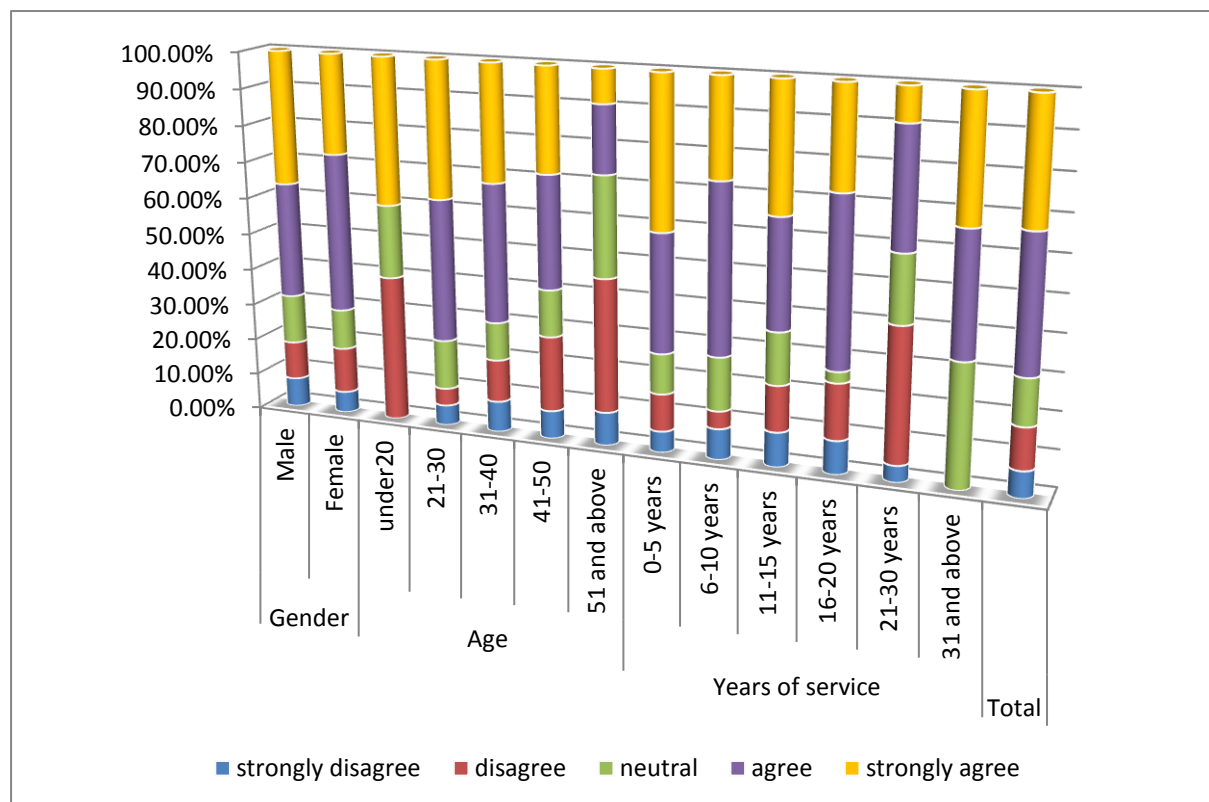
Table 5.4 shows the respondents' views on working conditions affecting their performance. The results show that, in Swaziland, most police officers feel that working conditions affect their performance. Out of all that participated in the exercise, 64 percent agreed that working conditions affect their performance against 24 percent who felt that their performance is not affected by working conditions. This finding concurs with Chapter 3 (section 3.2.1) by Botha (2000:211) who states that failure to provide these facilities (good working conditions) make it impossible for

employees to carry out their jobs effectively, thereby promoting dissatisfaction. It is absolutely crucial that a conducive environment be established. Educated male officers who have served more than 16-20 years are highly likely to feel that working conditions affect performance as compared with their female counterparts, as shown in Table 5.4 above.

5.3.1.6 Poor working conditions motivate staff

Figure 5.9 reflects respondents' perceptions that poor working conditions motivate staff to leave.

Figure 5.9 Respondents' perceptions that poor working conditions motivate staff to leave by gender, age and years of service of respondents



The results in Figure 5.9 show that, in Swaziland, most police officers feel that poor working conditions motivate staff to leave. Out of all that participated in the exercise, 69 percent agreed that poor working conditions motivate staff to leave against 18 percent who felt that poor working conditions do not motivate staff to leave. Only 13 percent remained neutral. This is reinforced by Maforah (2004:31) who states that a poor physical work environment may lead to job dissatisfaction since poor infrastructure is not a satisfier. Educated female officers of 21-30 age range, who

have served more than 16-20 years and ranked sergeants, are highly likely to feel that poor working conditions motivate staff to leave compared with their male counterparts as shown in Figure 5.9 and on Appendix A, Table 5.

5.3.2 Work relationships

5.3.2.1 Prompt feedback and communication from seniors and management

Table 5.5 relates to receiving prompt feedback and communication from seniors and management.

Table 5.5 Respondents' views on receiving prompt feedback and communication from seniors and management by gender, age, years of service, academic qualification and position held by respondents

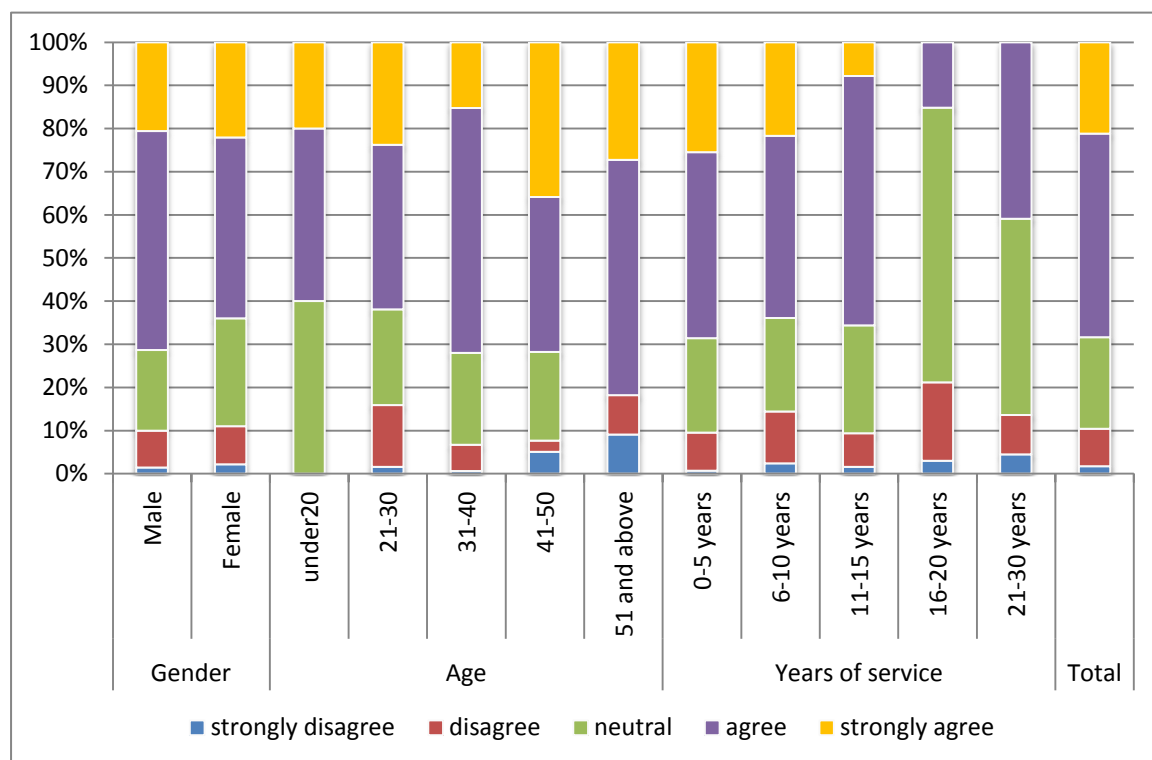
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	16.70%	28.20%	25.80%	24.40%	4.80%
	Female	12.50%	31.60%	19.10%	24.30%	12.50%
Age	under20	20.00%	40.00%	20.00%	20.00%	0.00%
	21-30	19.80%	31.00%	22.20%	19.00%	7.90%
	31-40	12.80%	29.90%	24.40%	25.00%	7.90%
	41-50	10.30%	28.20%	20.50%	30.80%	10.30%
	51 and above	9.10%	9.10%	27.30%	54.50%	0.00%
Years of service	0-5 years	15.30%	31.40%	20.40%	22.60%	10.20%
	6-10 years	19.30%	27.70%	24.10%	24.10%	4.80%
	11-15 years	12.50%	31.20%	31.20%	17.20%	7.80%
	16-20 years	18.20%	24.20%	27.30%	24.20%	6.10%
	21-30 years	31.80%	9.10%	54.50%	4.50%	0.00%
	31 and above	16.70%	16.70%	16.70%	33.30%	16.70%
Academic qualification	O Level	16.00%	26.80%	27.20%	22.10%	8.00%
	Diploma	13.30%	35.00%	16.70%	28.30%	6.70%
	Degree	10.00%	30.00%	10.00%	30.00%	20.00%
	Masters	50.00%	0.00%	50.00%	0.00%	0.00%
Position level held	constable	17.10%	27.50%	22.90%	24.30%	8.20%
	sergeant	5.80%	44.20%	26.90%	17.30%	5.80%
	inspector	0.00%	28.60%	0.00%	57.10%	14.30%
	assistant superintendent	33.30%	0.00%	33.30%	33.30%	0.00%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	100.00%	0.00%	0.00%	0.00%	0.00%
Total		15.10%	29.60%	23.20%	24.30%	7.80%

Table 5.5 indicates that 45 percent of the respondents are not receiving prompt feedback and communication and 32 percent agree that they receive prompt feedback and communication from senior management. Only 23 percent remained neutral. This finding strengthens the statement in Chapter 3 (section 3.2.2) by Gruneberg (1976:109) that employees usually have certain expectations concerning the attitude of their seniors, and their satisfaction is influenced by whether the attitude of the seniors conforms to their expectations. In this regard, employees expect to receive prompt feedback and communication from their seniors and management. Correct communication must be ensured through constant feedback (Ferreira 2006:279). A majority of the respondents that not receiving prompt feedback and communication are males at 45 percent with an age range 21-30 years and with less than 15 years of service.

5.3.2.2 Good terms with supervisors

Figure 5.10 presents findings on the respondents being in good terms with their supervisors.

Figure 5.10 Respondents' views on their good terms with supervisors by gender, age and years of service by respondents

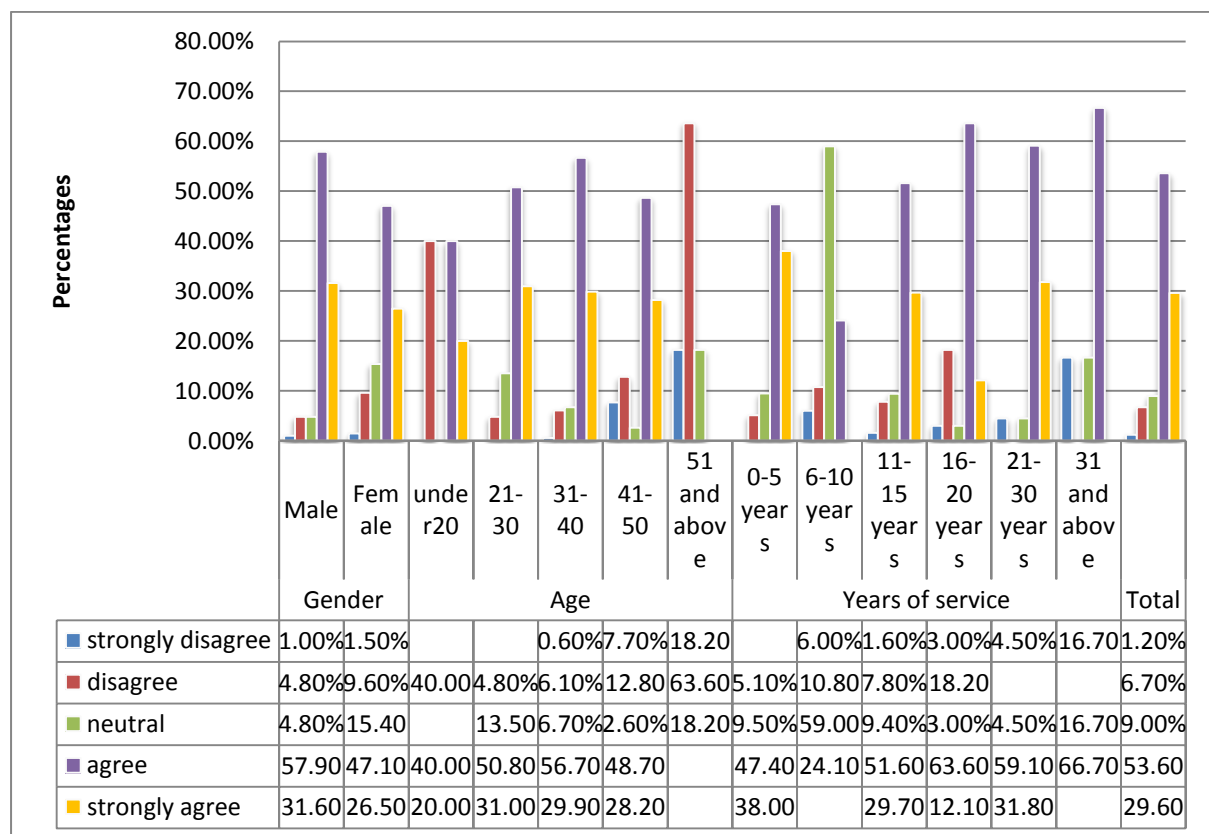


The results in Figure 5.10 show that most police officers are in good terms with their supervisors. Out of all that participated in the exercise, 68 percent agreed that they are in good terms with their supervisors against 11 percent who said they are not in good terms with their supervisors. Only 21 percent were neither in good terms nor in bad terms with their supervisors. This finding supports Bergh and Theron (2001:191) that working with supervisors who, are friendly and supportive, facilitates job satisfaction. Robbins *et al.* (2003:7) argue that the extent to which supervisors support their subordinates technically, emotionally, and socially influences job satisfaction. A majority of the respondents are long serving educated males with 71 percent, as shown in Figure 5.10 and on Appendix A, Table 6.

5.3.2.3 Good working relationship with colleagues

Figure 5.11 show the findings on respondents maintaining a good relationship with their colleagues.

Figure 5.11 Respondents' views on their good working relationship with their colleagues by gender, age and years of service by respondents



The results in Figure 5.11 reflect that most police officers in Swaziland have good working relationships with their colleagues. Out of all that participated in the exercise, 83 percent agreed that they have good working relationships with their colleagues, against 8 percent that has a bad work relationship with their colleagues. Only 9 percent were neither having a good working relationship or a bad working relationship with their colleagues.

This finding supports the statement in Chapter 3 (section 3.2.2) by Oshagbemi (2000:213) that research indicates that individuals who perceive that they have better interpersonal relationships with co-workers report higher levels of job satisfaction. This is reinforced by Zagenczyk, Scott, Gibney, Murrell and Thatcher (2010:137) that research has demonstrated that friendships at work can improve individual employee attitudes such as job satisfaction, job commitment, engagement and perceived organizational support.

Most matured, educated and long-serving senior males are more likely to have good working relationship with their colleagues as compared with their female counterparts, as shown in Figure 5.11 above and on Appendix A, Table 7.

5.3.2.4 Chances to try own method of doing the job

The results in Table 5.6 reflect that 46 percent of the respondents are not given a chance to try their own methods of doing the job. Out of all that participated in the exercise, 35 percent agreed that they are given a chance to try their own methods of doing the job. Only 19 percent were neither given nor not given a chance. The importance of giving employees a chance to try their own methods of doing the job is best explained by Erasmus and Van der Westhuizen (2007:273) that employees will experience more job satisfaction and will function more effectively when they are allowed to use their initiative and are given more freedom in the workplace. Most young male police officers holding junior ranks and with a service of not more than 5 years are more likely not to be given a chance to try their own methods of doing the job as compared with their female counterparts, as shown in Table 5.6.

Table 5.6 presents respondents views on being given chances to try their own methods of doing the job.

Table 5.6 Respondents' views on their chance to try their own method of doing the job by gender, age and years of service by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	14.80%	33.00%	18.20%	24.90%	9.10%
	Female	11.00%	32.40%	20.60%	29.40%	6.60%
Age	under20	20.00%	20.00%	40.00%	20.00%	0.00%
	21-30	15.90%	36.50%	24.60%	15.10%	7.90%
	31-40	10.40%	30.50%	14.60%	35.40%	9.10%
	41-50	5.10%	35.90%	20.50%	30.80%	7.70%
	51 and above	54.50%	18.20%	9.10%	18.20%	0.00%
Years of service	0-5 years	12.40%	38.70%	21.90%	16.80%	10.20%
	6-10 years	14.50%	34.90%	20.50%	22.90%	7.20%
	11-15 years	12.50%	25.00%	12.50%	40.60%	9.40%
	16-20 years	12.10%	21.20%	21.20%	45.50%	0.00%
	21-30 years	13.60%	36.40%	13.60%	27.30%	9.10%
	31 and above	33.30%	0.00%	16.70%	50.00%	0.00%
Academic qualification	O Level	11.30%	35.20%	24.40%	22.50%	6.60%
	Diploma	16.70%	27.50%	10.80%	34.20%	10.80%
	Degree	10.00%	50.00%	10.00%	20.00%	10.00%
	Masters	50.00%	0.00%	0.00%	50.00%	0.00%
Position level held	constable	15.40%	33.20%	19.60%	24.30%	7.50%
	sergeant	3.80%	38.50%	11.50%	34.60%	11.50%
	inspector	0.00%	0.00%	28.60%	57.10%	14.30%
	assistant superintendent	33.30%	0.00%	0.00%	66.70%	0.00%
	superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
	senior superintendent	100.00%	0.00%	0.00%	0.00%	0.00%
Total		13.30%	32.80%	19.10%	26.70%	8.10%

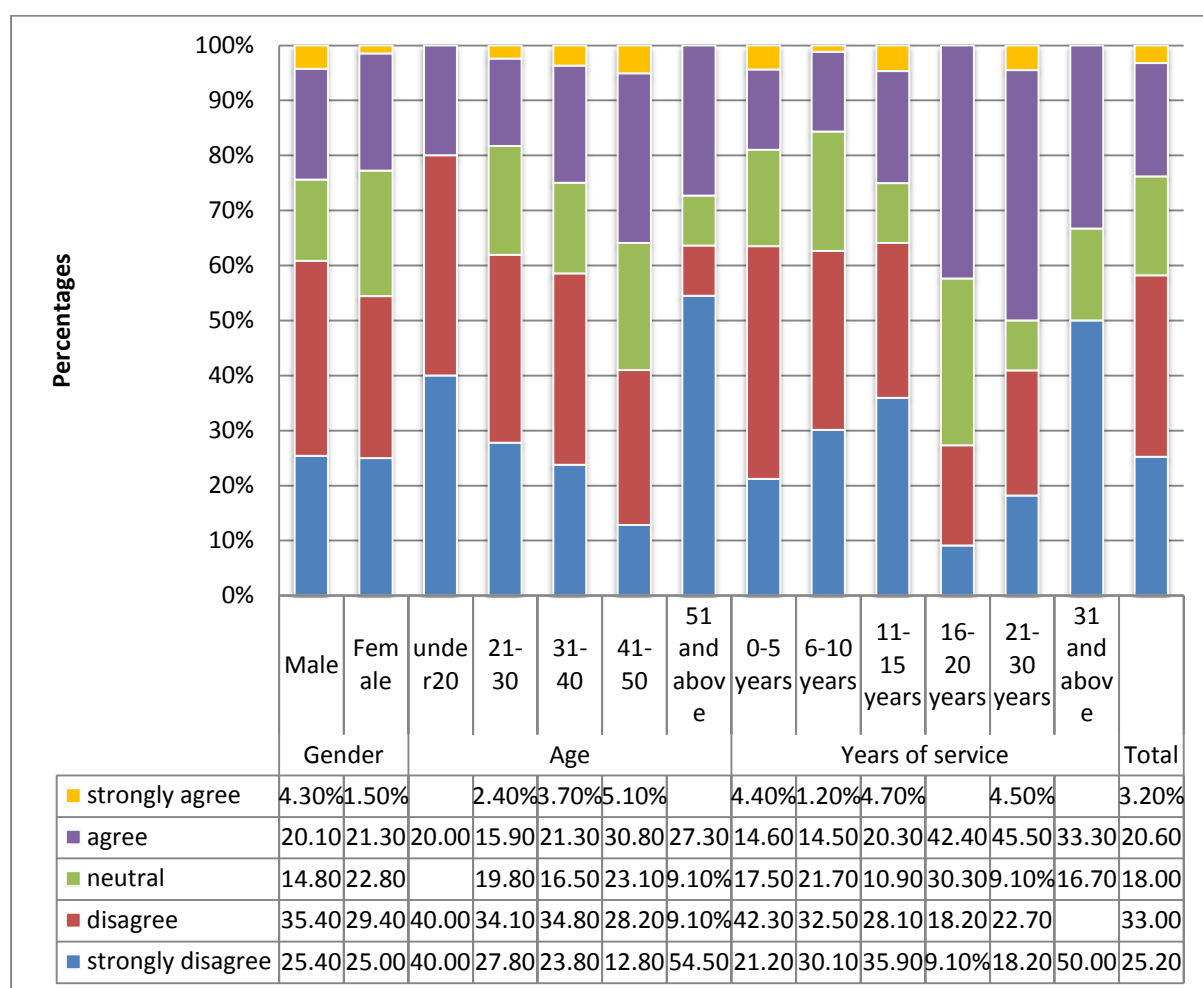
5.3.2.5 Opportunity to voice opinions without fear of victimisation

The results in Figure 5.12 show that most police officers in Swaziland do not have the opportunity to voice their opinions without fear of victimisation. Out of all that participated in the exercise, 58 percent disagreed that they have an opportunity to voice their opinions without fear of victimisation against 24 percent who have the opportunity to voice their opinions without fear of victimisation. Only 18 percent were neutral. Bragg (2002:18) emphasised that affording employees with the opportunity to voice their concerns, play a vital role in ensuring interactional justice. Most young

officers, who hold junior ranks or positions, are more likely not to be given the opportunity to voice their opinions without fear of victimisation as compared with their female counterparts, as shown in Figure 5.12 and on Appendix A, Table 8.

Figure 5.12 presents findings on respondents' views on the opportunity to voice their opinions without fear of victimisation.

Figure 5.12 Respondents' views on the opportunity to voice their opinion without fear of victimisation by gender, age and years of service by respondents



5.3.2.6 Satisfaction on respect received from workmates

Figure 5.13 reflects the satisfaction of the respondents from the respect they receive from workmates.

Figure 5.13 Respondents' views on their satisfaction of the respect they receive from workmates by gender, age and years of service by respondents

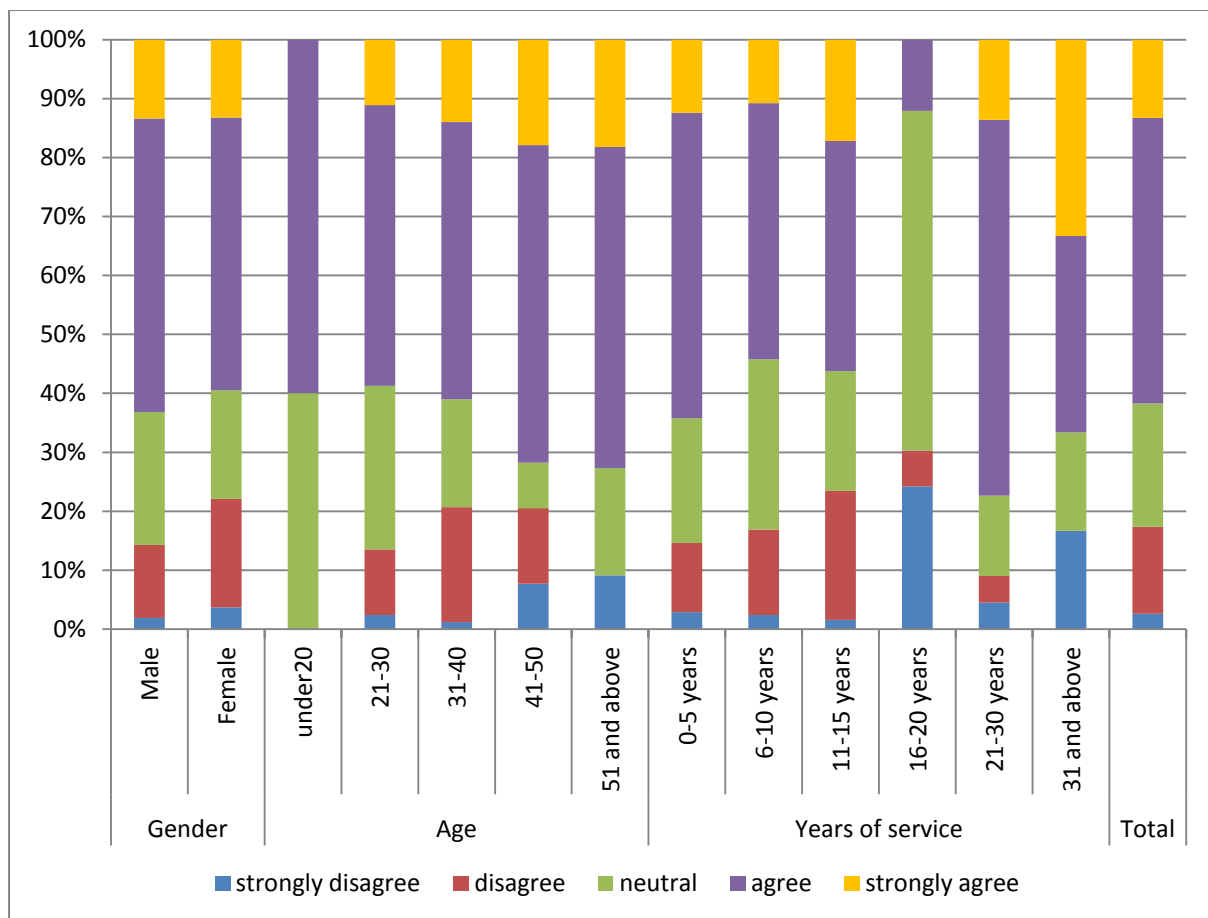
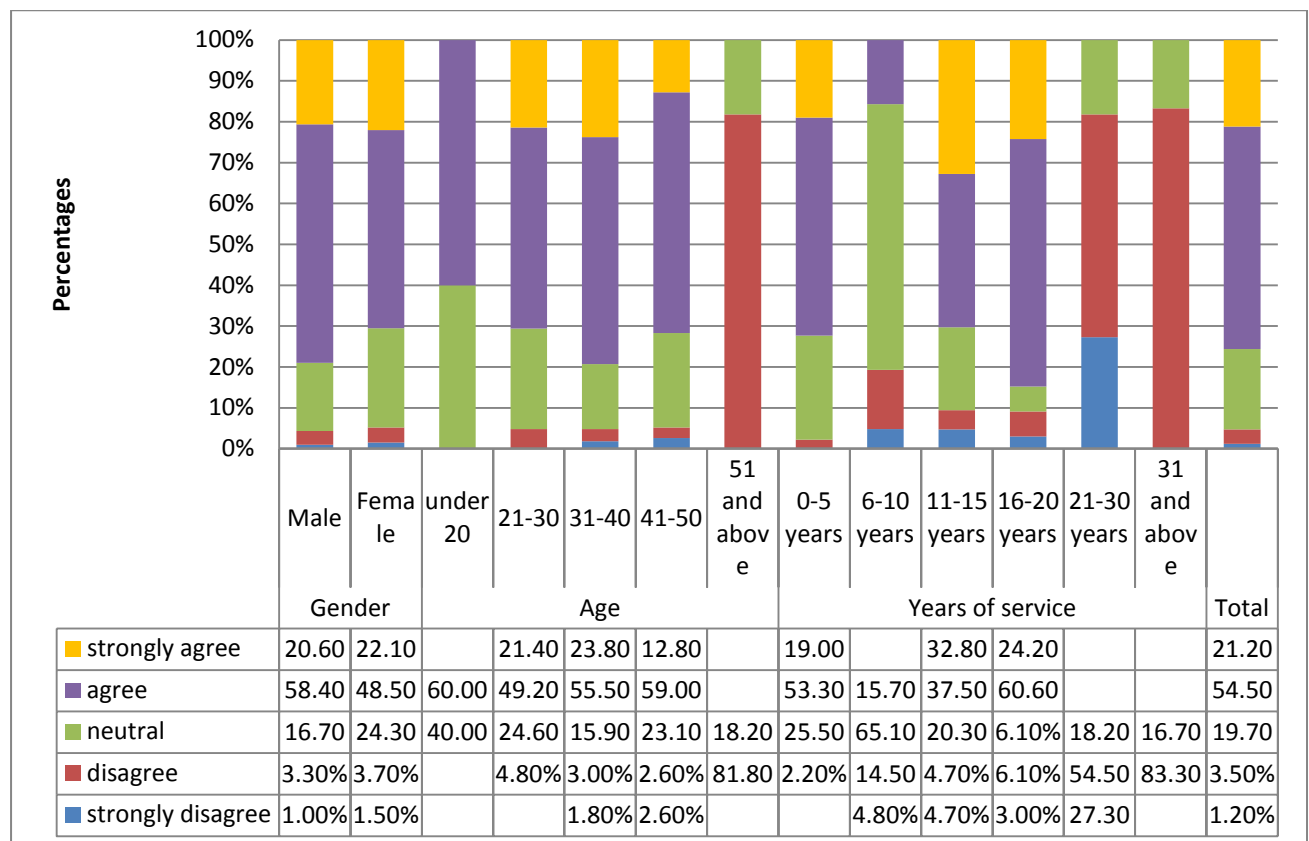


Figure 5.13 reflect that most police officers in Swaziland are satisfied with the respect they get from their workmates. Out of all that participated in the exercise, 61 percent agreed that they are satisfied with the respect they receive from their workmates against 18 percent who are not satisfied with the respect they get from their workmates. Only 21 percent were neither satisfied nor dissatisfied. This finding supports Kreitner and Kinicki (2001:98) who maintain that having friendly and supportive colleagues contribute to increased job satisfaction. Most matured, long-serving male officers, who hold senior positions or ranks, are highly likely to be satisfied with the respect the respect they receive from their workmates as compared with their female counterparts, as shown in Figure 5.13 above and Appendix A, Table 9.

5.3.2.7 Maintaining a good interpersonal relationship at workplace

Figure 5.14 shows findings on the views of respondents' views on maintaining a good interpersonal relationship at the workplace.

Figure 5.14 Respondents' views on maintaining a good interpersonal relationship at the workplace by gender, age and years of service by respondents



The results in Figure 5.14 show that most police officers in Swaziland maintain a good interpersonal relationship at the workplace. Out of all that participated in the exercise, 76 percent agreed that they maintain a good interpersonal relationship against 4 percent who said they do not maintain a good interpersonal relationship at the workplace. Only 20 percent neither maintained a good nor a bad interpersonal relationship at the workplace. This finding is reinforced by Ryff and Singer (2000:31) that there is a need to form and maintain strong, stable interpersonal relationships as a fundamental human motive for job satisfaction. Most long-serving, educated males' officers are highly likely to maintain a good interpersonal relationship at the

workplace as compared with their female counterparts, as shown in Figure 5.14 and Appendix A, Table 10.

5.3.2.8 Supervisor informs subordinates before taking important actions

Table 5.7 shows respondents' views about their supervisors informing them before taking important actions

Table 5.7 Respondents' views about the supervisor informing them before taking important actions by gender, age and years of service by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	16.30%	16.70%	22.50%	34.90%	9.60%
	Female	20.60%	18.40%	26.50%	25.00%	9.60%
Age	under20	40.00%	0.00%	20.00%	40.00%	0.00%
	21-30	20.60%	13.50%	27.80%	29.40%	8.70%
	31-40	18.90%	22.60%	22.00%	28.70%	7.90%
	41-50	2.60%	12.80%	23.10%	38.50%	23.10%
	51 and above	18.20%	9.10%	18.20%	54.50%	0.00%
Years of service	0-5 years	18.20%	21.20%	25.50%	27.00%	8.00%
	6-10 years	22.90%	12.00%	21.70%	36.10%	7.20%
	11-15 years	21.90%	20.30%	21.90%	26.60%	9.40%
	16-20 years	9.10%	15.20%	33.30%	27.30%	15.20%
	21-30 years	4.50%	18.20%	54.50%	22.70%	0.00%
	31 and above	16.70%	33.30%	16.70%	33.30%	0.00%
Academic qualification	O Level	18.30%	18.30%	22.10%	30.00%	11.30%
	Diploma	16.70%	13.30%	28.30%	35.00%	6.70%
	Degree	20.00%	50.00%	20.00%	0.00%	10.00%
	Masters	50.00%	0.00%	0.00%	50.00%	0.00%
Position level held	constable	21.40%	16.40%	24.30%	29.60%	8.20%
	sergeant	1.90%	26.90%	25.00%	30.80%	15.40%
	inspector	0.00%	0.00%	0.00%	71.40%	28.60%
	assistant superintendent	33.30%	0.00%	66.70%	0.00%	0.00%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
Total		18.00%	17.40%	24.10%	31.00%	9.60%

Table 5.7 shows that 41 percent of the respondents agree that their supervisor informs them before taking important actions against 35 percent who said important

actions are taken by their supervisor without informing them. Only 24 percent were neither informed nor not informed by their supervisor before taking important actions. This finding supports Khwela (2001:30) that employees prefer supervisors who are employee centred. Most matured, educated, long-serving and senior male officers are highly likely to be informed by their supervisor before taking important decisions as compared with their female counterparts, as shown in Table 5.7 above.

5.3.3 Leadership

5.3.3.1 Given delegated authority at work

Figure 5.15 presents finding on respondents' views on being given delegated authority in their work.

Figure 5.15 Respondents' views on being given delegated authority in their work by gender, age and years of service by respondents

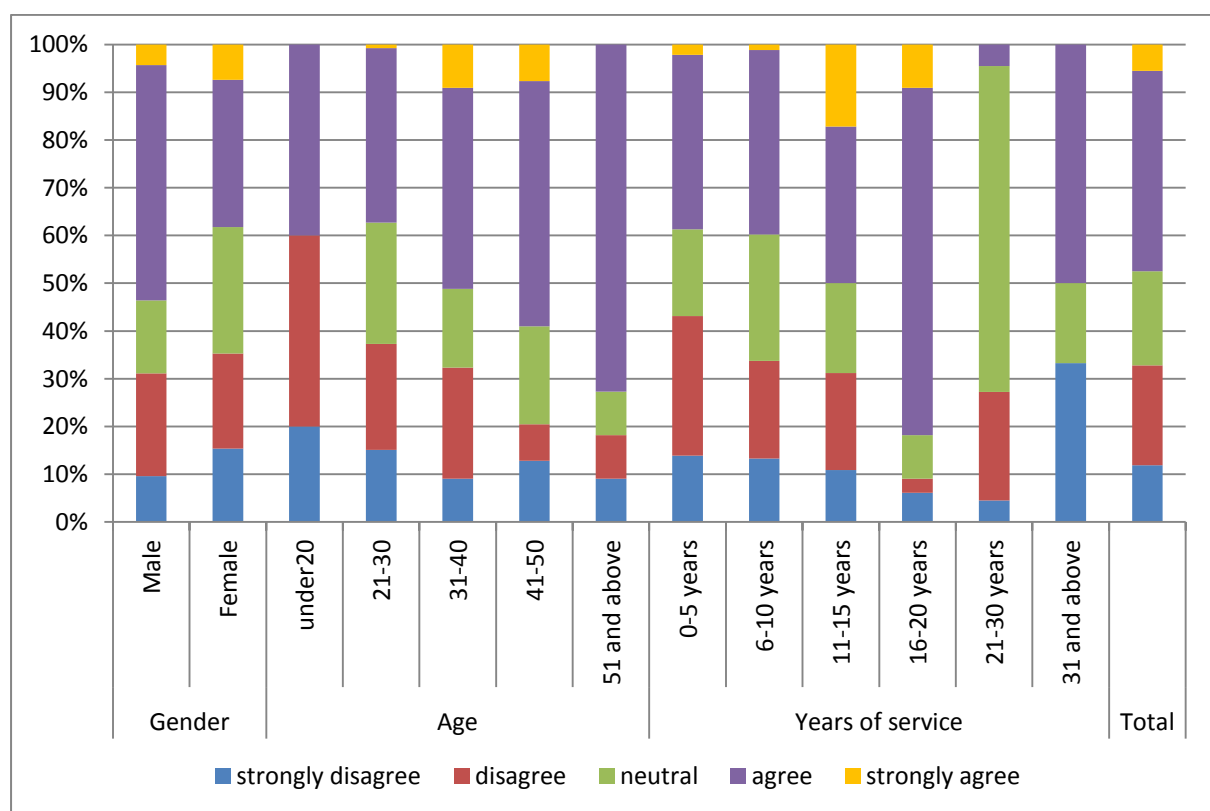


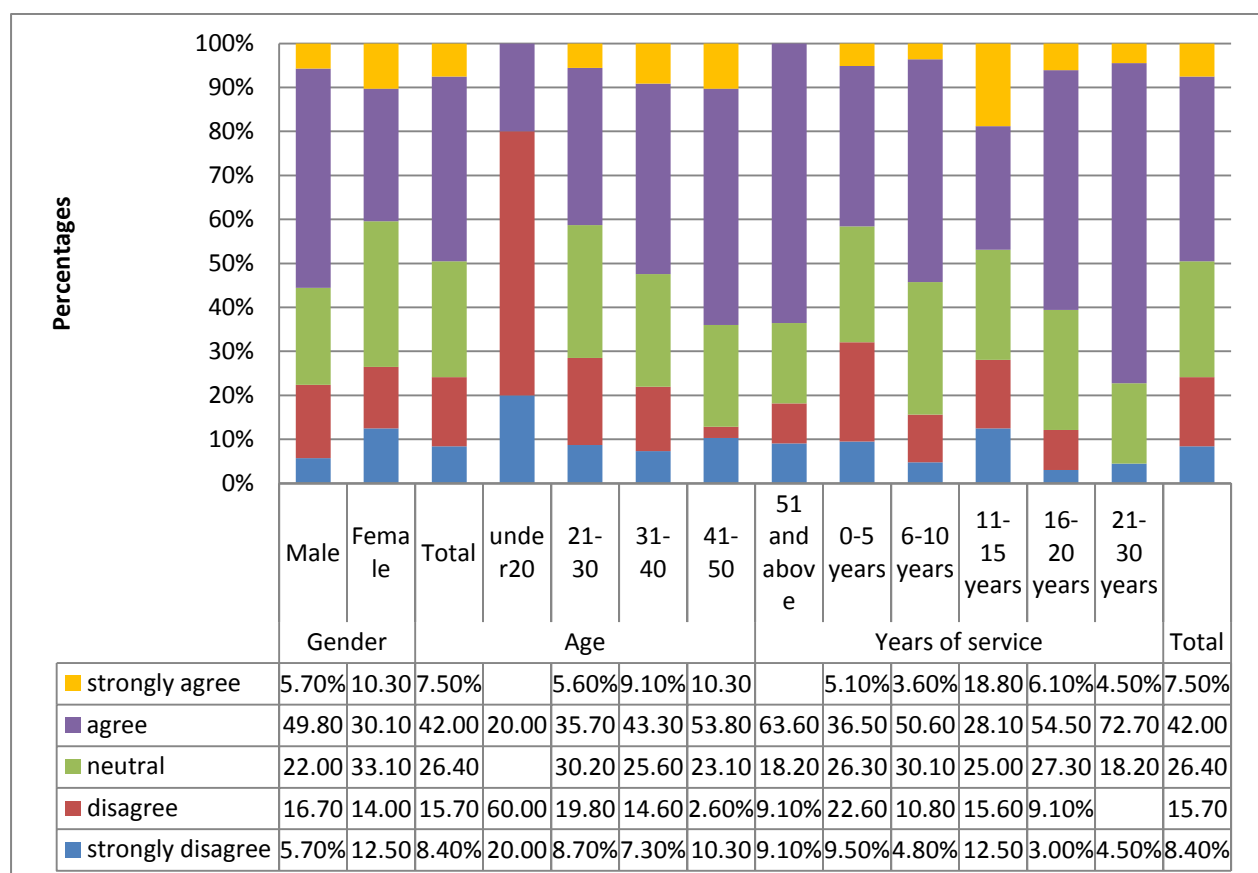
Figure 5.15 shows that 47 percent of the respondents are given delegated authority at work. Out of all that participated in the exercise, 33 percent disagreed that they are not given delegated authority in their work. Only 20 percent were neither given nor not given delegated authority in their work. This finding supports the statement

by Tomal (2007:24) that common to good leaders is the notion that they have belief in their people. It is worth mentioning that some supervisors, in the RSPS still view that delegating work means being incompetent on their part as supervisors yet it has to do with grooming future supervisors. Most matured, educated and long-serving male officers are highly likely to be given delegated authority in their work as compared with their female counterparts as shown in Figure 5.15 and on Appendix A, Table 11.

5.3.3.2 Abilities taken into consideration when duties are delegated

Figure 5.16 show findings on respondents' views on their abilities taken into consideration when duties are delegated to them.

Figure 5.16 Respondents' views on their abilities taken into consideration when duties are delegated to them by gender, age and years of service by respondents



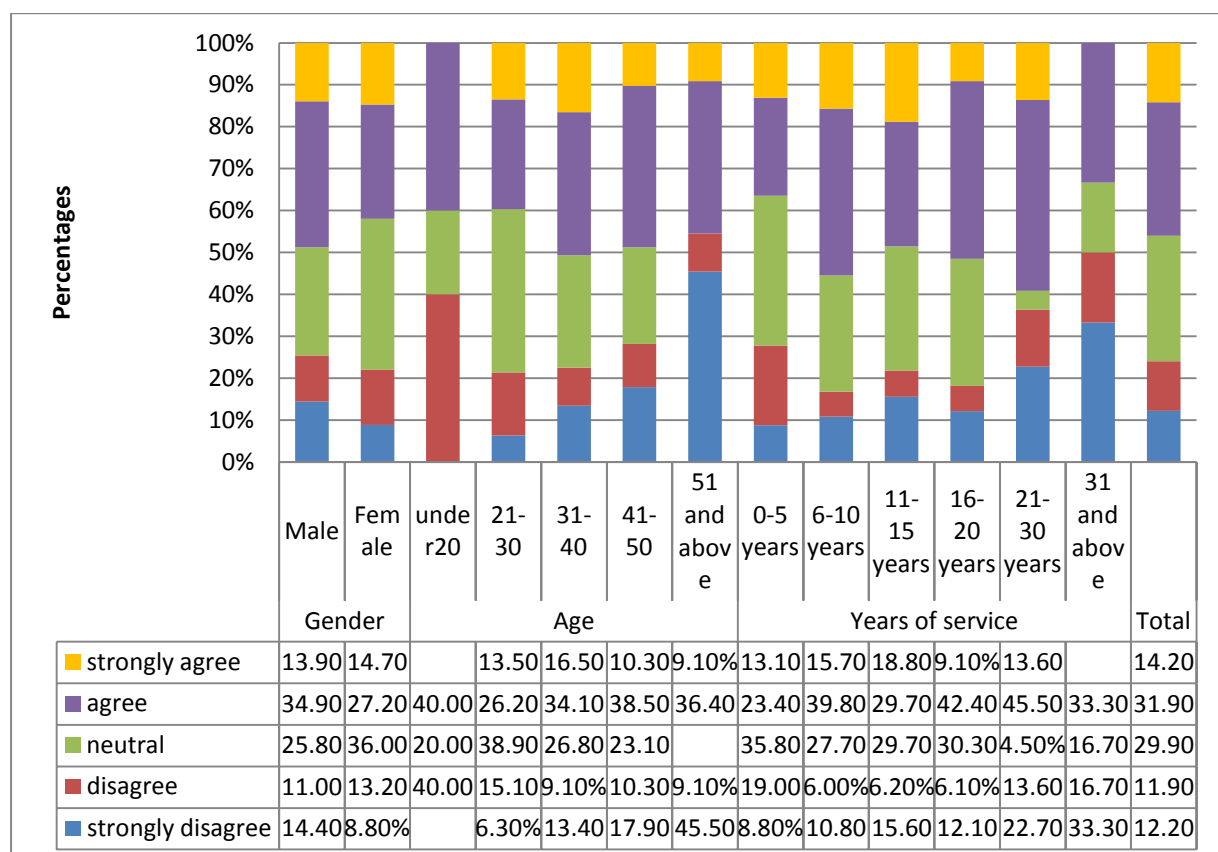
The results in Figure 5.16 show that 50 percent of police officers are given delegated duties after their abilities have been taken into consideration against 24 percent who

are given delegated duties without their abilities being taken into consideration. 26 percent were neutral. This finding is reinforced by Bhatia (2005:149) that delegation influences the nature of relationship between the manager and his/her subordinates and through it the performance of tasks entrusted to subordinates. Most matured, educated and long-serving males are highly likely to have their abilities taken into consideration when duties are delegated to them as compared with their female counterparts, as shown in Figure 5.16 above and Appendix A, Table 12.

5.3.3.3 Supervisors good leadership skills

Figure 5.17 presents findings on respondents' views on supervisors' good leadership skills.

Figure 5.17 Respondents' views on supervisors' good leadership skills by gender, age and years of service by respondents



The results reflect that 46 percent of all the respondents have supervisors with good leadership skills. Out of all that participated in the exercise, 24 percent disagreed that their supervisors have good leadership skills. Only 30 percent were neither

having supervisors with good leadership skills nor bad leadership skills. The results agree with a concluding statement in Chapter 3 (section 3.2.3) by Sheehan and Cordner (1989:335) that leadership is difficult to provide in police organisations because they operate in an environment that includes the constraining influences of politics, law, other interdependent agencies, police fraternal organisations and unions' budgets and human behaviour. Sikhvivilu (2003:16) warns that failure in performing all the leadership tasks efficiently may lead to job dissatisfaction. A majority of the respondents are educated males with 49 percent and with a long service, as shown in Figure 5.17 and Appendix A, Table 13.

5.3.4 Salary benefits

5.3.4.1 Salary is equal to the effort put on the job

Figure 5.18 presents views of respondents on the equity of salary to their effort they put on the job.

Figure 5.18 Respondents' views on their salary equality to the effort they put on the job by gender, age and years of service by respondents

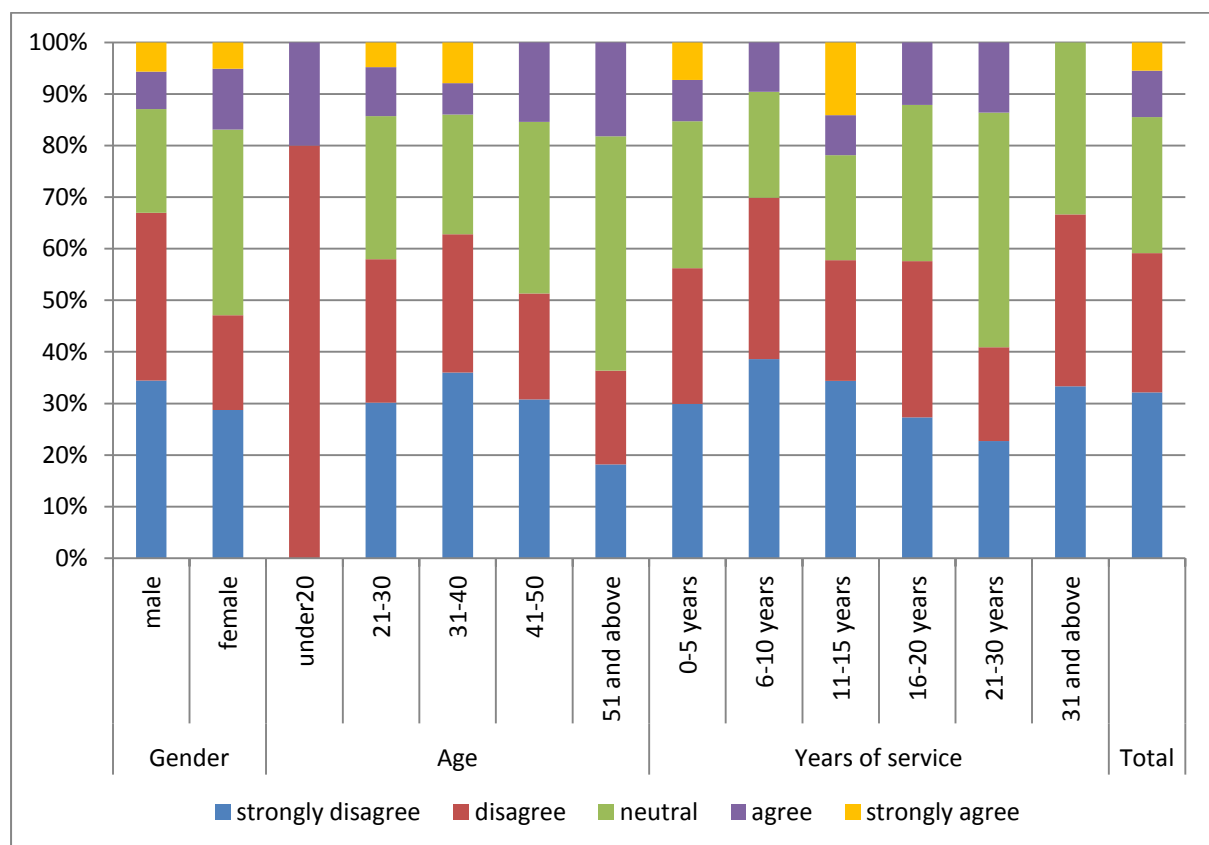


Figure 5.18 shows that most police officers' salary in Swaziland is not equal to the effort they put into the job. Out of all that participated in the exercise, 59 percent disagreed that their salaries are equal to the effort they put into their jobs against 15 percent who are of the view that that their salary is equal to the effort they put in the job. Only 26 percent felt that their salary was neither equal nor not equal to the effort they put in job. Strong evidence exists that individuals who perform better like their jobs better because of the rewards often associated with good performance (Spector 1997:56). This finding supports a statement in Chapter 3 (section 3.2.4) by Nel *et al.* (2003:59) that people perceive their remuneration as an indication of what they are worth to the organisation.

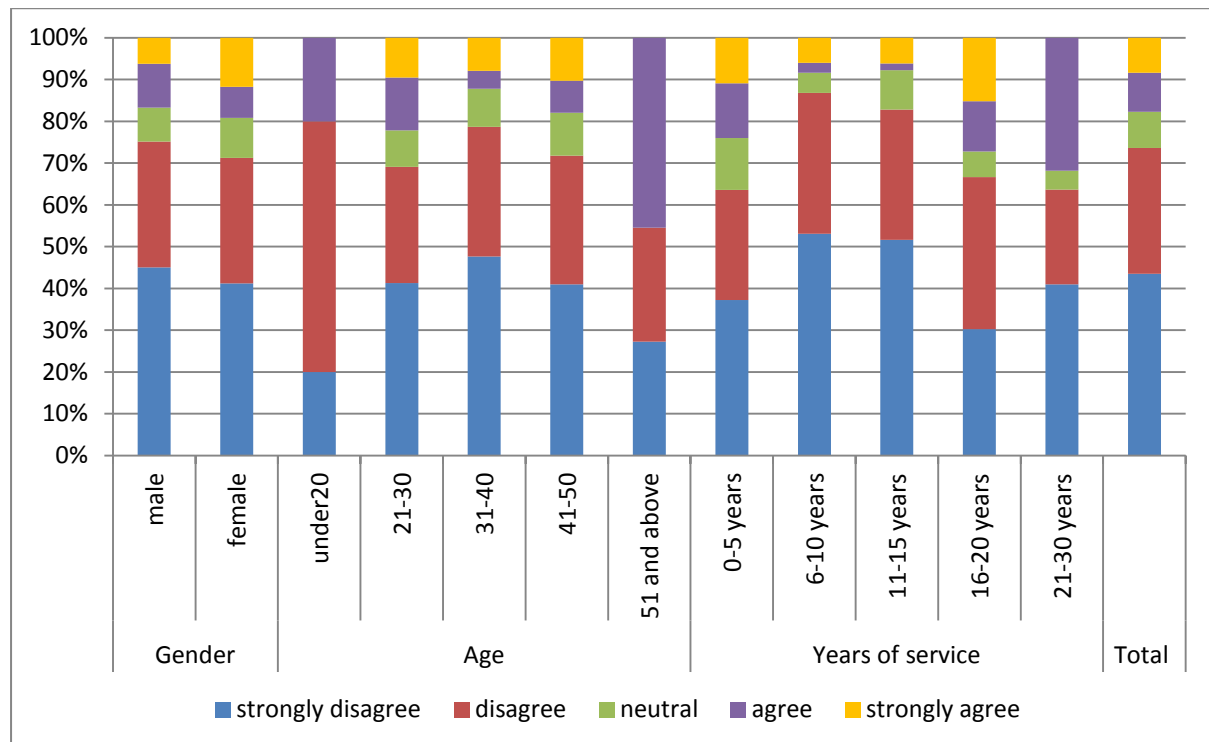
Pay satisfaction, as explained by Oshagbemi (cited by Matsie 2008:2), occurs when existing pay is in correspondence with or greater than the desired pay. On the other hand, pay dissatisfaction is experienced when existing pay is less than an employee's desired pay. Most educated males of age range 31- 40 with 6-10 years service in lower or junior positions are highly likely to feel that their salary was not equal to the effort they put into the job as compared with their female counterparts, as shown Figure 5.18 above and Appendix A, Table 14.

5.3.4.2 Salary increases are adequate to meet the increasing cost of demand

The results in Figure 5.19 show that, in Swaziland police officers' salary increases are not adequate to meet the increasing cost of living. Out of all the respondents that participated in the exercise, 74 percent disagreed that salary increases are adequate to meet the increasing cost of living against 7 percent who felt that salary increases are adequate to meet the increasing cost of living. Only 9 percent neither agreed nor disagreed. Manese (2001:34) states that those employees who receive a good salary or living wage are usually more satisfied and more willing and prepared to perform and to be productive. Most educated male officers and constables with a service of 6-10 years are highly likely to feel that salary increases are inadequate to meet the increasing cost of living as compared with their female counterparts, as shown in Figure 5.19 above and on Appendix A, Table 15.

Figure 5.19 shows findings regarding respondents' views on salary increases being adequate to meet their increasing cost of living.

Figure 5.19 Respondents' views on salary increases being adequate to meet the increasing cost of living by gender, age and years of service by respondents



5.3.4.3 Jobs offer adequate benefits

The results in Table 5.8 show that, in Swaziland, the police profession does not have adequate benefits. Out of all that participated in the exercise, 59 percent disagreed that their job offers adequate benefits against 14 percent who said their job offers adequate benefits. Only 27 percent view the benefits as neither adequate nor not adequate. The finding confirms a statement by Kebede (2010:63) that it is known worldwide that the work of policing is full of risk, and, with a poor benefits' system, the police official may be forced to leave. According to Maslow's theory, the most basic need in the work environment for an employee is that of pay (Luthans 2005:242). A majority of educated males in the rank of sergeant with a service of 11-15 years are highly likely to feel that the job is not offering adequate benefits as compared with their female counterparts as shown in Table 5.8.

The findings of respondents' views on their job in offering adequate benefits are presented in Table 5.8.

Table 5.8 Respondents' views on their job in offering adequate benefits by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	35.40%	29.20%	21.50%	10.00%	3.80%
	female	30.10%	21.30%	36.00%	9.60%	2.90%
Age	under20	20.00%	40.00%	20.00%	20.00%	0.00%
	21-30	31.70%	23.00%	32.50%	10.30%	2.40%
	31-40	37.80%	28.00%	24.40%	5.50%	4.30%
	41-50	23.10%	30.80%	25.60%	15.40%	5.10%
	51 and above	27.30%	9.10%	18.20%	45.50%	0.00%
Years of service	0-5 years	29.20%	21.90%	38.00%	8.00%	2.90%
	6-10 years	33.70%	34.90%	19.30%	7.20%	4.80%
	11-15 years	46.90%	23.40%	18.80%	6.20%	4.70%
	16-20 years	30.30%	18.20%	30.30%	18.20%	3.00%
	21-30 years	22.70%	36.40%	9.10%	31.80%	0.00%
	31 and above	33.30%	33.30%	33.30%	0.00%	0.00%
Academic qualification	O Level	29.60%	24.40%	32.90%	9.40%	3.80%
	Diploma	38.30%	28.30%	19.20%	11.70%	2.50%
	Degree	50.00%	40.00%	10.00%	0.00%	0.00%
	Masters	50.00%	0.00%	0.00%	0.00%	50.00%
Position level held	constable	33.90%	25.40%	28.60%	8.60%	3.60%
	sergeant	34.60%	30.80%	19.20%	11.50%	3.80%
	inspector	14.30%	0.00%	28.60%	57.10%	0.00%
	assistant superintendent	33.30%	33.30%	33.30%	0.00%	0.00%
	superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
	senior superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
Total		33.30%	26.10%	27.20%	9.90%	3.50%

5.3.4.4 Satisfaction with allowances received

The findings of respondents' views on their satisfaction with allowances received are presented in Table 5.9.

Table 5.9 Respondents' views on satisfaction with the allowances they receive in the RSPS by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	39.20%	31.10%	15.80%	9.60%	4.30%
	female	30.90%	27.90%	21.30%	14.00%	5.90%
Age	under20	20.00%	60.00%	0.00%	20.00%	0.00%
	21-30	34.90%	32.50%	18.30%	11.10%	3.20%
	31-40	39.60%	28.70%	17.70%	8.50%	5.50%
	41-50	30.80%	23.10%	23.10%	12.80%	10.30%
	51 and above	18.20%	27.30%	9.10%	45.50%	0.00%
Years of service	6-10 years	42.20%	28.90%	20.50%	7.20%	1.20%
	11-15 years	43.80%	28.10%	7.80%	10.90%	9.40%
	16-20 years	27.30%	27.30%	33.30%	3.00%	9.10%
	21-30 years	27.30%	22.70%	18.20%	27.30%	4.50%
	31 and above	33.30%	33.30%	33.30%	0.00%	0.00%
Academic qualification	O Level	31.90%	29.60%	19.20%	15.00%	4.20%
	Diploma	40.80%	31.70%	16.70%	4.20%	6.70%
	Degree	60.00%	20.00%	10.00%	10.00%	0.00%
	Masters	50.00%	0.00%	0.00%	50.00%	0.00%
Position level held	constable	36.80%	29.60%	16.10%	12.10%	5.40%
	sergeant	34.60%	32.70%	23.10%	7.70%	1.90%
	inspector	28.60%	28.60%	28.60%	0.00%	14.30%
	assistant superintendent	33.30%	33.30%	0.00%	33.30%	0.00%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
Total		35.90%	29.90%	18.00%	11.30%	4.90%

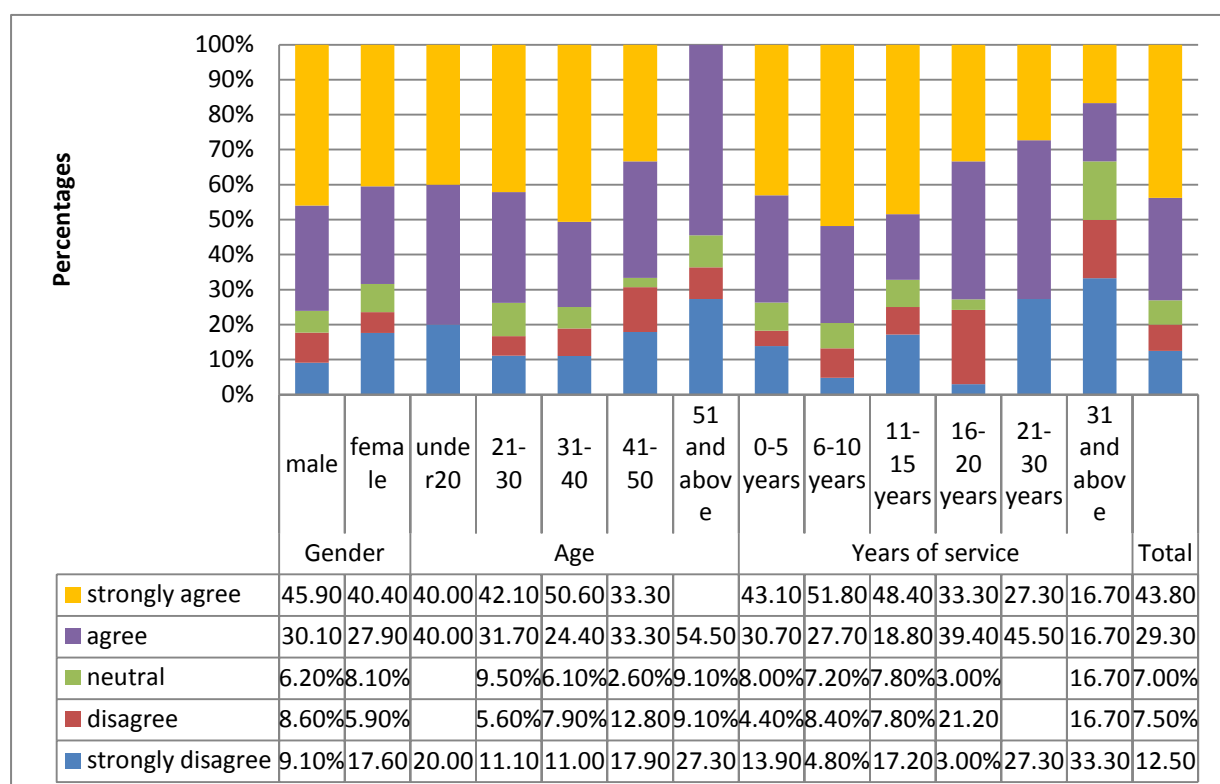
Table 5.9 presents results that reflect that, in Swaziland, most police officers are not satisfied with the allowances they receive in the police organisation. Out of all that participated in the exercise, 66 percent disagreed that they were satisfied with the allowances they received in the organization against 16 percent who agreed that they were satisfied with the allowances they received in the police organisation. Only 18 percent were neither satisfied nor dissatisfied. This finding supports Morrison (1993:126) that low allowances promote dissatisfaction and will make workers feel frustrated. According to Tutuncu and Kucukusta (2009:1228), job

dissatisfaction would be the outcome of any working experience in the absence of satisfaction. The current situation is that a police detective is given a sum of one hundred Emalangi (E100-00) per month as a detective allowance and also paid another one hundred Emalangi a month as plain clothes allowance. Detectives are not supposed to wear police uniform but must wear suits at all times which, in this case, is catered for by the one hundred Emalangi per month despite the present high prices of clothes. It is worth noting that this figure has recently been adjusted from eighteen Emalangi per month (E18-00) to one hundred Emalangi (E100-00). Most educated male constables of between 11-15 years of service are highly likely to be dissatisfied with the allowances they receive in the organization as compared with their female counterparts, as shown in the table above.

5.3.4.5 Poor salaries encourage police officers to leave their jobs

Figure 5.20 presents findings about poor salaries encouraging police officers to leave their jobs.

Figure 5.20 Respondents views on poor salaries encouraging police officers to leave their jobs by gender, age and years of service by respondents



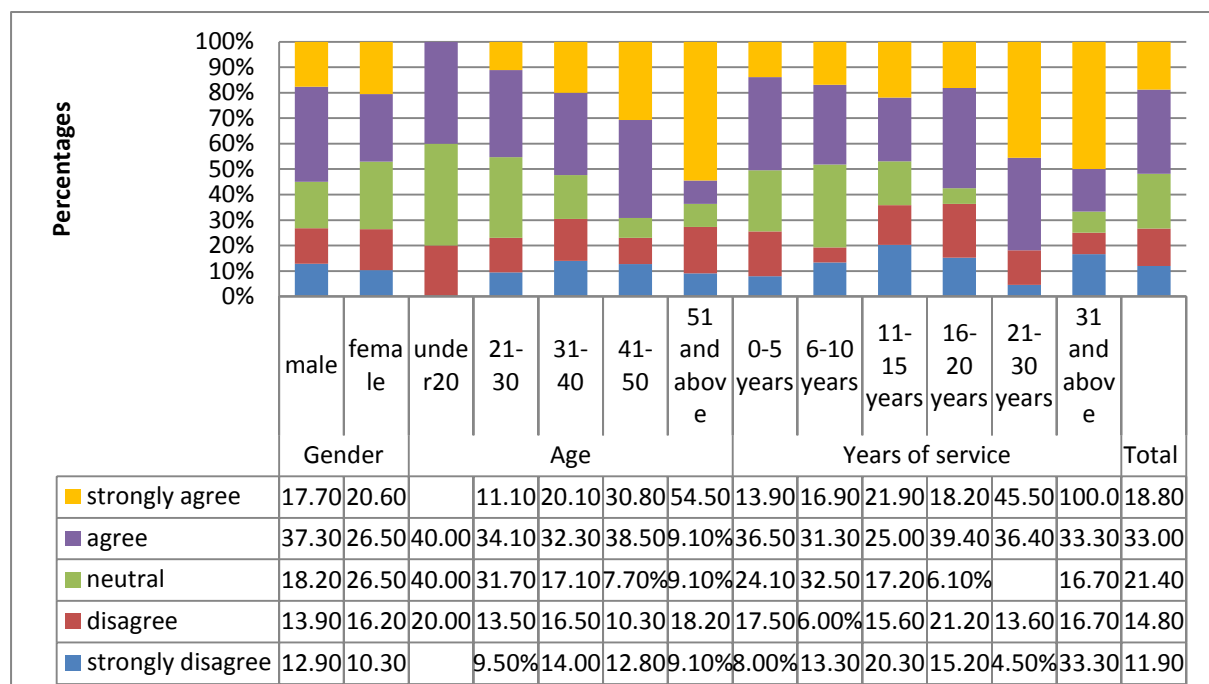
According to Figure 5.20, poor salaries can encourage police officers to leave their jobs. Out of all that participated in the exercise, 73 percent agreed that poor salary can encourage police officers to leave their jobs against 20 percent who disagreed. Only 7 percent were neutral. This finding is in line with Chapter 3 (section 3.2.4) Chung (1977:23) states that poor allowances or salaries that are uncompetitive lead to unhappiness and discontentment. In contrast, Herselman (2001:4) clarifies that a good salary or wage package supports a person's sense of self-esteem, indicates his/her value to the company and reflects his/her achievements. It also acts as a means of rating oneself against other individuals. Most males under the age of 20 with 6 -10 years of service are highly likely to feel that poor salaries encourage police officers to leave their jobs as compared with their female counterparts, as shown in Figure 5.20 above and on Appendix A Table 16.

5.3.5 Recognition

5.3.5.1 Receiving recognition from supervisors for a job well done

The findings of respondents' views on receiving recognition from their supervisors for a job well done are reflected in Figure 5.21.

Figure 5.21 Respondents' views on receiving recognition from their supervisors for a job well done by gender, age and years of service by respondents

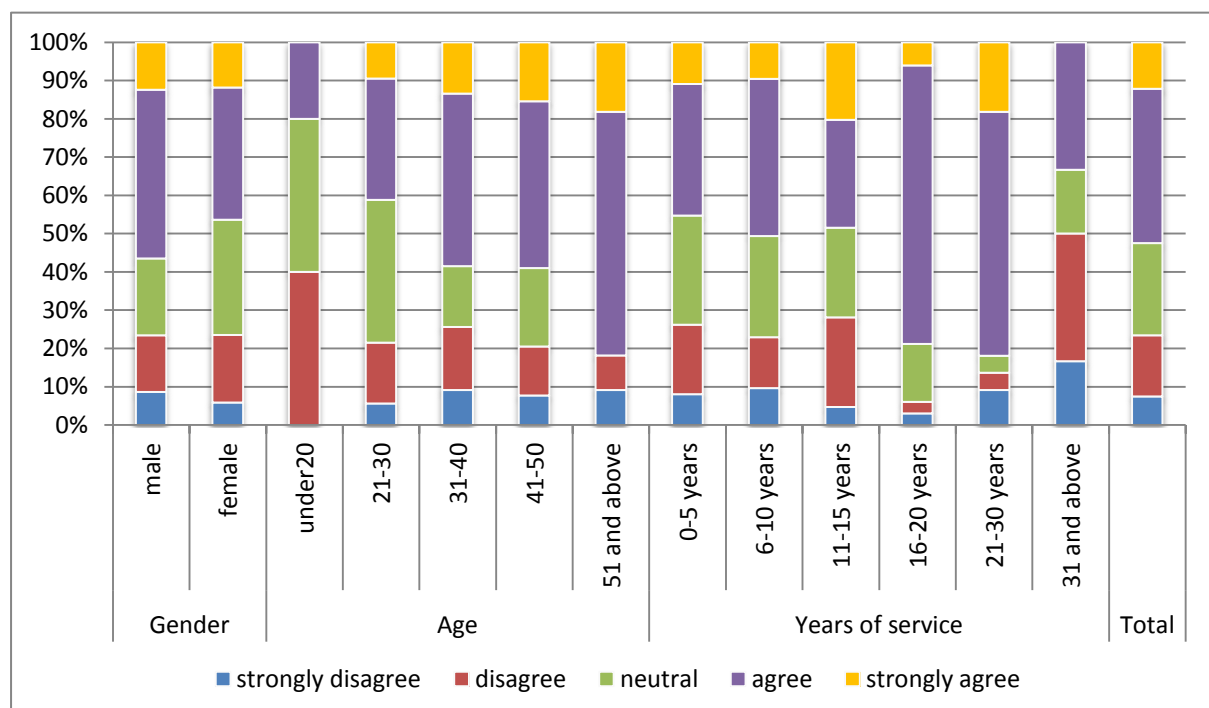


The results on Figure 5.21 reflect that most police officers in Swaziland receive recognition from their supervisors for a job well done. A total of 52 percent of the respondents agreed that they receive recognition from their supervisors for a job well done against 27 percent who disagreed. Only 21 percent neither received recognition nor not from their supervisors for a job well done. This finding supports Kamstra (2005:48) that acknowledgement can be given through praise, encouragement, promotion or rise in payment. As stated in Chapter 3 (section 3.2.5), recognition includes praise for a job well done and directs feedback on the results of one's work from customers and from the work itself (Hollyforde and Whiddett 2005:105). Most educated, long-serving senior male officers are highly likely to receive recognition from their supervisors for a job well done as compared with their female counterparts as shown in Figure 5.21 above and on Appendix A, Table 17.

5.3.5.2 Respondents are being encouraged to make inputs with regard to their work.

Figure 5.22 shows results of respondents being encouraged to make inputs with regard to their work.

Figure 5.22 Respondents' perceptions on being encouraged to make inputs with regard to their work by gender, age and years of service by respondents



The results in Figure 5.22 show that most police officers in Swaziland are encouraged to make inputs with regard to the work. Out of all that participated in the exercise, 52 percent agreed that they are encouraged to make inputs with regard to their work against 24 percent who are not encouraged to make inputs with regard to their work. Only 24 percent were neither encouraged nor discouraged to make inputs regarding their work.

This finding reinforces Zeffane's (1994:70) statement that task variety and workers participation (input) are significant causes of job satisfaction. Most elderly, long-serving males, who hold senior positions or ranks, are highly likely to be encouraged to make inputs regarding their work as compared with their female counterparts as shown in Figure 5.22 above and on Appendix A, Table 18.

5.3.5.3 Being adequately recognised for services rendered

Table 5.10 shows that 50 percent of the respondents disagreed that employees of the RSPS are adequately recognised for their services in Swaziland. Only 24 percent agreed that employees of the RSPS are adequately recognised for their services. Only 26 percent are neither adequately recognised nor inadequately recognised for their services.

Roberts (2005:6) point that the organisation can use recognition as a strategic measure to show employees that their contribution to the organisation is recognised, and, in so doing, influence their satisfaction and job performance. Most matured, long-serving males in senior positions are highly likely to feel that police officers in the RSPS are not adequately recognised for their services as compared with their female counterparts, as shown in Table 5.10.

Table 5.10 contains findings on respondents' views about being adequately recognised for their services as employees.

Table 5.10 Respondents' perceptions on being adequately recognised for their services as employees by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	19.10%	29.70%	23.90%	22.00%	5.30%
	female	16.90%	35.30%	27.90%	14.70%	5.10%
Age	under20	20.00%	20.00%	20.00%	40.00%	0.00%
	21-30	15.90%	27.00%	27.80%	24.60%	4.80%
	31-40	21.30%	35.40%	25.00%	12.80%	5.50%
	41-50	15.40%	35.90%	23.10%	17.90%	7.70%
	51 and above	9.10%	27.30%	18.20%	45.50%	0.00%
Years of service	0-5 years	16.10%	24.10%	29.20%	25.50%	5.10%
	6-10 years	26.50%	31.30%	26.50%	10.80%	4.80%
	11-15 years	15.60%	39.10%	23.40%	15.60%	6.20%
	16-20 years	15.20%	48.50%	21.20%	9.10%	6.10%
	21-30 years	18.20%	31.80%	13.60%	31.80%	4.50%
	31 and above	0.00%	50.00%	16.70%	33.30%	0.00%
Academic qualification	O Level	14.60%	31.90%	29.10%	19.20%	5.20%
	Diploma	23.30%	32.50%	20.00%	19.20%	5.00%
	Degree	40.00%	20.00%	20.00%	20.00%	0.00%
	Masters	0.00%	50.00%	0.00%	0.00%	50.00%
Position level held	constable	19.60%	28.90%	27.10%	19.60%	4.60%
	sergeant	15.40%	46.20%	11.50%	17.30%	9.60%
	inspector	0.00%	28.60%	42.90%	28.60%	0.00%
	assistant superintendent	0.00%	33.30%	66.70%	0.00%	0.00%
	superintendent	0.00%	50.00%	50.00%	0.00%	0.00%
	senior superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
Total		18.30%	31.90%	25.50%	19.10%	5.20%

5.3.6 Advancement / Promotions

5.3.6.1 Given an opportunity for career advancement at work

Table 5.11 presents that 42 percent of the respondents agree that they have an opportunity for career advancement in police service against 34 percent who are of the view that they do not have an opportunity for career advancement in the police organisation. Only 24 percent were neutral. This is supported by Carrell, Elbert, Hatfield, Grobler, Marx and van der Schyf (1999:561) that opportunity for promotion is an important determinant in job satisfaction as it provided the platform to advance and learn new skills. Most matured females with an O' level qualification and of between 16-20 years of service are highly likely to feel that they have an opportunity

for career advancement in the police organisation as compared with their female counterparts, as shown in Table 5.11.

Table 5.11 shows findings on respondents' views on being given an opportunity for career advancement in the organisations.

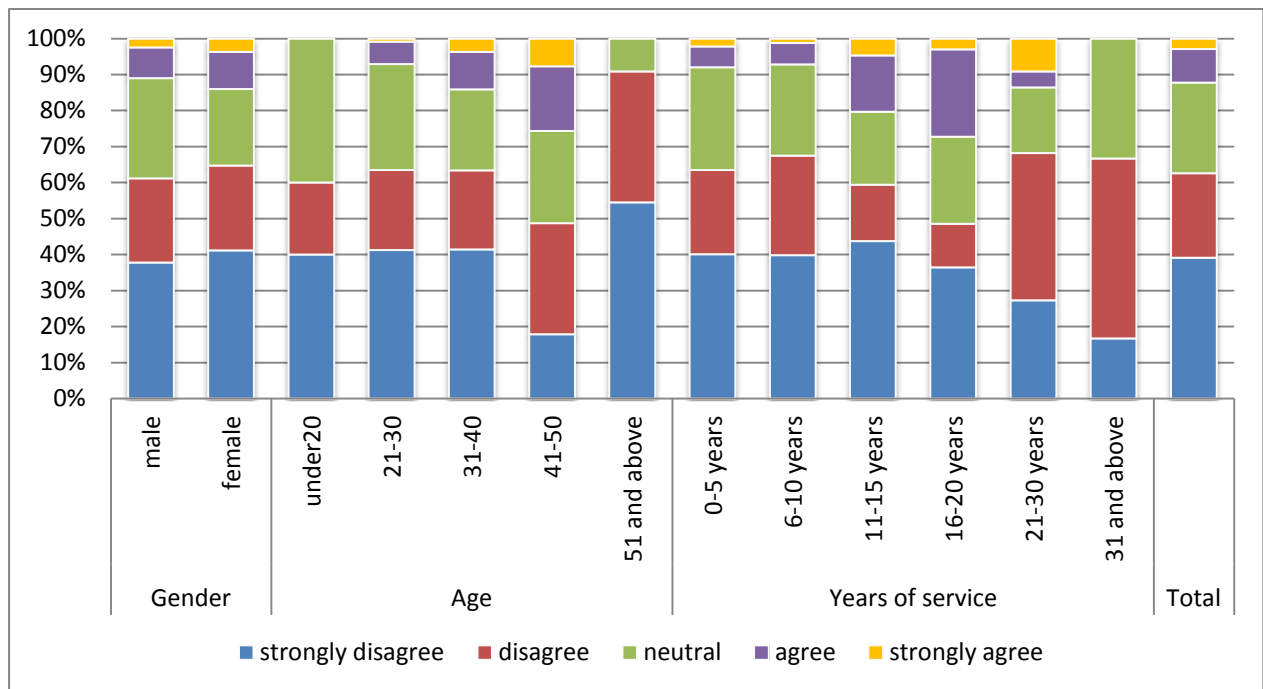
Table 5.11 Respondents' perceptions on having opportunity for career advancement in the organisation by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	12.90%	23.40%	22.00%	32.10%	9.60%
	female	11.80%	18.40%	27.90%	37.50%	4.40%
Age	under20	20.00%	60.00%	0.00%	20.00%	0.00%
	21-30	12.70%	21.40%	27.80%	31.00%	7.10%
	31-40	11.60%	18.30%	23.20%	37.80%	9.10%
	41-50	12.80%	28.20%	17.90%	35.90%	5.10%
	51 and above	18.20%	27.30%	36.40%	18.20%	0.00%
Years of service	0-5 years	13.90%	24.10%	23.40%	32.10%	6.60%
	6-10 years	12.00%	24.10%	22.90%	28.90%	12.00%
	11-15 years	9.40%	14.10%	28.10%	40.60%	7.80%
	16-20 years	9.10%	12.10%	24.20%	48.50%	6.10%
	21-30 years	13.60%	27.30%	27.30%	31.80%	0.00%
	31 and above	33.30%	33.30%	16.70%	16.70%	0.00%
Academic qualification	O Level	11.30%	19.70%	26.30%	36.60%	6.10%
	Diploma	12.50%	26.70%	20.80%	30.80%	9.20%
	Degree	30.00%	0.00%	20.00%	30.00%	20.00%
	Masters	50.00%	0.00%	50.00%	0.00%	0.00%
Position level held	constable	13.20%	22.10%	25.00%	32.90%	6.80%
	sergeant	7.70%	23.10%	23.10%	32.70%	13.50%
	inspector	14.30%	0.00%	14.30%	71.40%	0.00%
	assistant superintendent	33.30%	0.00%	33.30%	33.30%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		12.50%	21.40%	24.30%	34.20%	7.50%

5.3.6.2 Promotions are based on ability

Figure 5.23 shows the results of respondents' perceptions on promotions being based on ability.

Figure 5.23 Respondents' perceptions on promotions being based on ability by gender, age and years of service by respondents



The results in Figure 5.23 present that the RSPS promotions are not based on ability. Out of all that participated in the exercise, 63 percent disagreed that promotions are based on ability against 12 percent that agreed that promotions are based on ability. Only 25 percent neither agreed nor disagreed. This is reinforced by statement by Cummings and Worley (2001:216) that employees must be to see the connection between good performance and promotion. Another study of middle managers in the South African Police Service revealed that the Afrikaans and English-speaking respondents were more disappointed with promotion opportunities than the African-speaking respondents. This was due to affirmative action initiatives (black empowerment) from top management (Bellingan 2004:34). A majority of the respondents that feel that promotions are not based on ability are matured females in the rank of constable (most junior rank) despite that they hold Degree's qualifications as shown in Figure 5.23 above and Appendix A, Table 19.

5.3.6.3 Promotions increase as job is performed very well

Table 5.12 shows the findings on the respondents' chances of promotion increasing as they perform their job very well.

Table 5.12 Respondents' perceptions on chances of promotion increasing as they perform their job very well by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	27.30%	19.60%	22.00%	23.00%	8.10%
	female	29.40%	27.90%	19.10%	16.20%	7.40%
Age	under20	40.00%	20.00%	20.00%	20.00%	0.00%
	21-30	23.00%	20.60%	29.40%	15.90%	11.10%
	31-40	31.70%	23.80%	14.60%	22.60%	7.30%
	41-50	20.50%	30.80%	20.50%	25.60%	2.60%
	51 and above	54.50%	9.10%	18.20%	18.20%	0.00%
Years of service	0-5 years	27.70%	24.80%	22.60%	13.90%	10.90%
	6-10 years	26.50%	25.30%	22.90%	19.30%	6.00%
	11-15 years	34.40%	9.40%	18.80%	29.70%	7.80%
	16-20 years	18.20%	27.30%	15.20%	33.30%	6.10%
	21-30 years	31.80%	36.40%	9.10%	22.70%	0.00%
	31 and above	33.30%	16.70%	50.00%	0.00%	0.00%
Academic qualification	O Level	28.20%	21.60%	23.90%	18.80%	7.50%
	Diploma	27.50%	25.80%	15.80%	22.50%	8.30%
	Degree	30.00%	20.00%	10.00%	30.00%	10.00%
	Masters	50.00%	0.00%	50.00%	0.00%	0.00%
Position level held	constable	30.40%	23.20%	20.70%	18.20%	7.50%
	sergeant	21.20%	21.20%	23.10%	26.90%	7.70%
	inspector	0.00%	42.90%	0.00%	42.90%	14.30%
	assistant superintendent	33.30%	0.00%	66.70%	0.00%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	0.00%	100.00%
Total		28.10%	22.90%	20.90%	20.30%	7.80%

Table 5.12 shows that most police officers in Swaziland are of the view that performing their job well does not increase the chances for promotions. Out of all that participated in the exercise, 51 percent disagreed that their chances for

promotions increase as they perform their job very well against 28 percent that agreed that their chances for promotions increase as they perform the job very well. Only 21 percent were neutral. This finding stresses the importance of promotions, as stated in Chapter 3 (section 3.2.6) by Chelladurai (2006:270) that it is the frequency of promotions, the importance of promotions and the desirability of promotions that influence an employee's satisfaction level. This is also supported by Ellickson (2002:353) that opportunities for promotion are important determinants of employee satisfaction. Most matured, educated females of between 11-15 years of service are highly likely to feel that their chances for promotion do not increase as they perform their jobs very well as compared with their male counterparts, as shown in Table 5.12.

5.3.6.4 Given opportunities to express professional needs

The results in Table 5.13 reflect that 49 percent of the respondents are not given opportunities to express their professional development needs against 25 percent who are given the opportunity to express their professional developmental needs. Only 26 percent were neither given nor not given the opportunity to express their professional development needs. Vorster (2010:38) stresses that professional development proves to be crucial in improving service delivery.

Development occurs when continuing learning opportunities are created so that staff can improve and develop to maintain high levels of performance while doing the job (Meyer 2002:360). Most females of not more than 5 years of service and who are in junior positions or ranks are more likely to feel that they are not given the opportunity to express their professional development needs as compared with their male counterparts, as shown in Table 5.13.

Findings on Table 5.13 reflect respondents' views on being given opportunities to express professional needs.

Table 5.13 Respondents' views on being given opportunities to express their professional needs by gender, age, years of service and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	22.00%	26.30%	27.80%	21.50%	2.40%
	female	17.60%	31.60%	24.30%	19.10%	7.40%
Age	under20	20.00%	40.00%	20.00%	20.00%	0.00%
	21-30	11.90%	31.00%	34.90%	19.00%	3.20%
	31-40	25.60%	27.40%	21.30%	19.50%	6.10%
	41-50	17.90%	23.10%	23.10%	33.30%	2.60%
	51 and above	45.50%	27.30%	18.20%	9.10%	0.00%
Years of service	0-5 years	19.00%	35.80%	28.50%	13.90%	2.90%
	6-10 years	16.90%	27.70%	26.50%	21.70%	7.20%
	11-15 years	29.70%	17.20%	26.60%	20.30%	6.20%
	16-20 years	15.20%	21.20%	21.20%	39.40%	3.00%
	21-30 years	18.20%	31.80%	13.60%	36.40%	0.00%
	31 and above	33.30%	16.70%	50.00%	0.00%	0.00%
Position level held	constable	21.10%	30.70%	28.90%	15.40%	3.90%
	sergeant	19.20%	23.10%	15.40%	34.60%	7.70%
	inspector	0.00%	0.00%	14.30%	85.70%	0.00%
	assistant superintendent	33.30%	0.00%	33.30%	33.30%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		20.30%	28.40%	26.40%	20.60%	4.30%

5.3.5.5 Reimbursement for formal achievements obtained through personal development

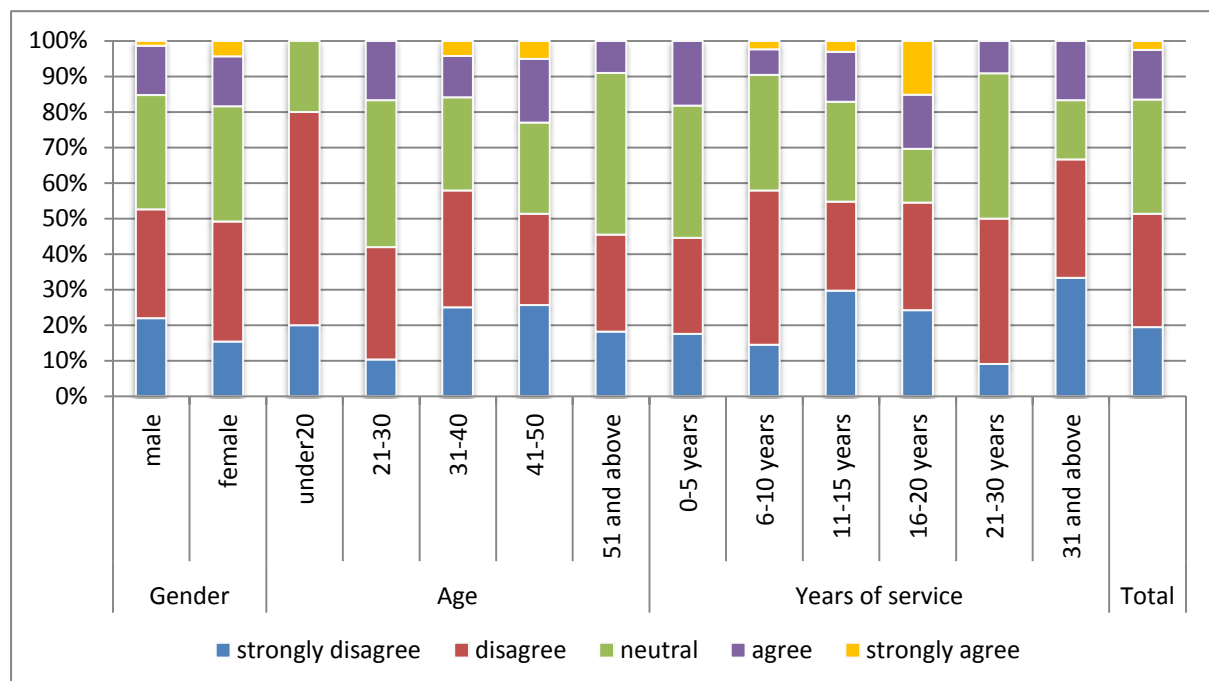
Figure 5.24 shows that most police officers in Swaziland are not reimbursed for formal achievements that they obtained through personal development. Out of all the respondents, 51 percent disagreed that they were reimbursed for formal achievements which they obtained through personal development against 17 percent who were reimbursed for formal achievements that they obtained through personal development. Only 32 percent were neither reimbursed nor not reimbursed.

The RSPS still lacks a Training and Development Policy which can best address the issue of reimbursing police officers for formal achievements through their personal efforts. It is surprising that the police executive encourages police officers to enroll with an institution such as the University of South Africa (Unisa) which offers police

related courses, yet the organization does not reimburse police officers who have graduated with Diplomas or Degrees in Policing. Most educated, matured females of between 6 -10 years of service are highly likely to feel not to be reimbursed for formal achievement that they obtained through personal development as compared with their male counterparts as shown in Figure 2.24 above and on Appendix A, Table 20.

The findings in Figure 5.24 reflect respondents' perceptions on reimbursement for formal achievements that they obtained through personal development.

Figure 5.24 Respondents' perceptions on reimbursement for formal achievements that they obtained through personal development by gender, age and years of service by respondents



5.3.6.6 Availability of continuous opportunities to training and development

Table 5.14 shows that 42 percent of police officers in Swaziland are of the view that there are continuous opportunities to training and development against 35 percent who disagree that there are continuous opportunities to training and development. Only 23 percent were neutral. Boninelli and Meyer (2004:121) stress that management should invest in training and staff development if they want to improve

productivity and, whilst doing this, also match skills to competitive demands and business context, provide attractive development and career options, and ensure effective career management practice. Most matured, educated females with a long-service and above the rank of constable are highly likely to have continuous opportunities to training and development as compared with their male counterpart as shown in Table 5.14 below.

Table 5.14 Respondents’ perceptions on availability of continuous opportunities to training and development by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	16.30%	17.20%	23.40%	37.30%	5.70%
	female	13.20%	25.00%	22.80%	27.90%	11.00%
Age	under20	0.00%	40.00%	0.00%	60.00%	0.00%
	21-30	10.30%	18.30%	23.00%	36.50%	11.90%
	31-40	18.90%	18.30%	26.20%	29.90%	6.70%
	41-50	15.40%	33.30%	17.90%	30.80%	2.60%
	51 and above	18.20%	18.20%	9.10%	54.50%	0.00%
Years of service	0-5 years	13.10%	16.10%	24.10%	37.20%	9.50%
	6-10 years	12.00%	19.30%	24.10%	32.50%	12.00%
	11-15 years	21.90%	20.30%	29.70%	23.40%	4.70%
	16-20 years	18.20%	33.30%	12.10%	33.30%	3.00%
	21-30 years	9.10%	31.80%	13.60%	45.50%	0.00%
	31 and above	33.30%	16.70%	16.70%	33.30%	0.00%
Academic qualification	O Level	10.80%	20.70%	23.00%	38.00%	7.50%
	Diploma	19.20%	21.70%	25.00%	25.80%	8.30%
	Degree	40.00%	0.00%	10.00%	40.00%	10.00%
	Masters	100.00%	0.00%	0.00%	0.00%	0.00%
Position level held	constable	13.20%	18.60%	24.60%	33.90%	9.60%
	sergeant	23.10%	32.70%	17.30%	26.90%	0.00%
	inspector	28.60%	0.00%	0.00%	71.40%	0.00%
	assistant superintendent	33.30%	33.30%	0.00%	33.30%	0.00%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		15.10%	20.30%	23.20%	33.60%	7.80%

5.3.6 Achievement

5.3.7.1 Co-workers think that respondents are good police officers

The results in Figure 5.25 contains findings on respondents' perceptions on how their co-workers think that they are good police officers.

Figure 5.25 Respondents' perceptions on how co-workers think that they are good police officers by gender, age and years of service by respondents

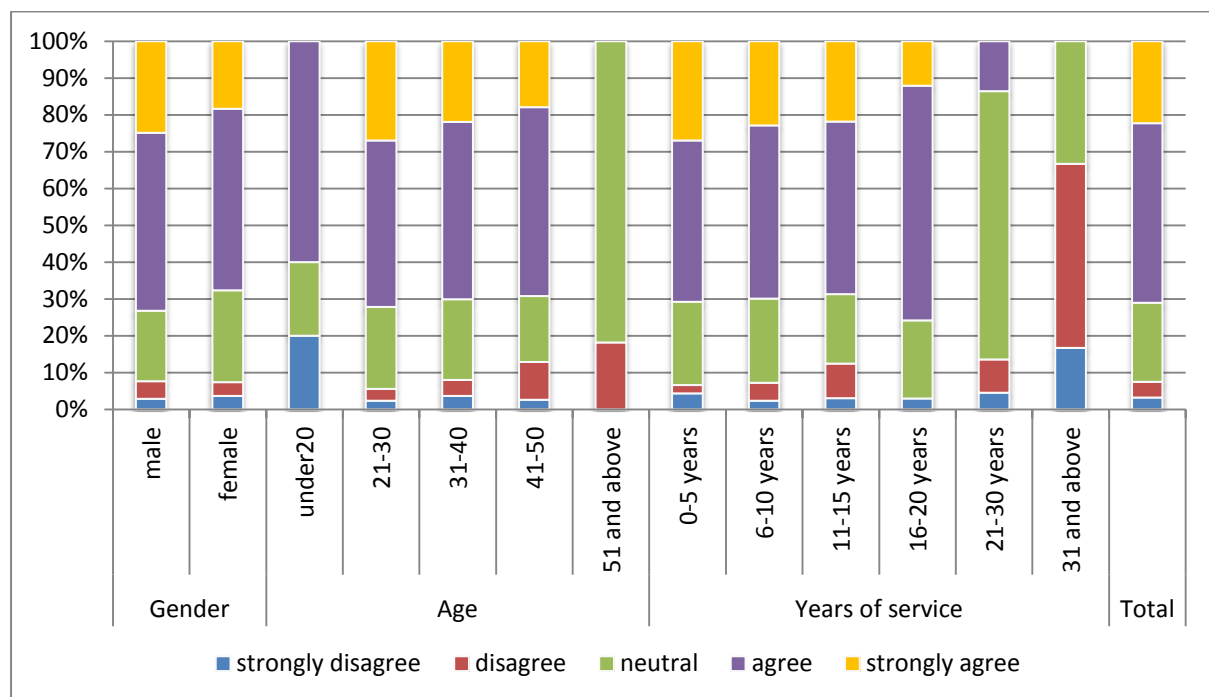
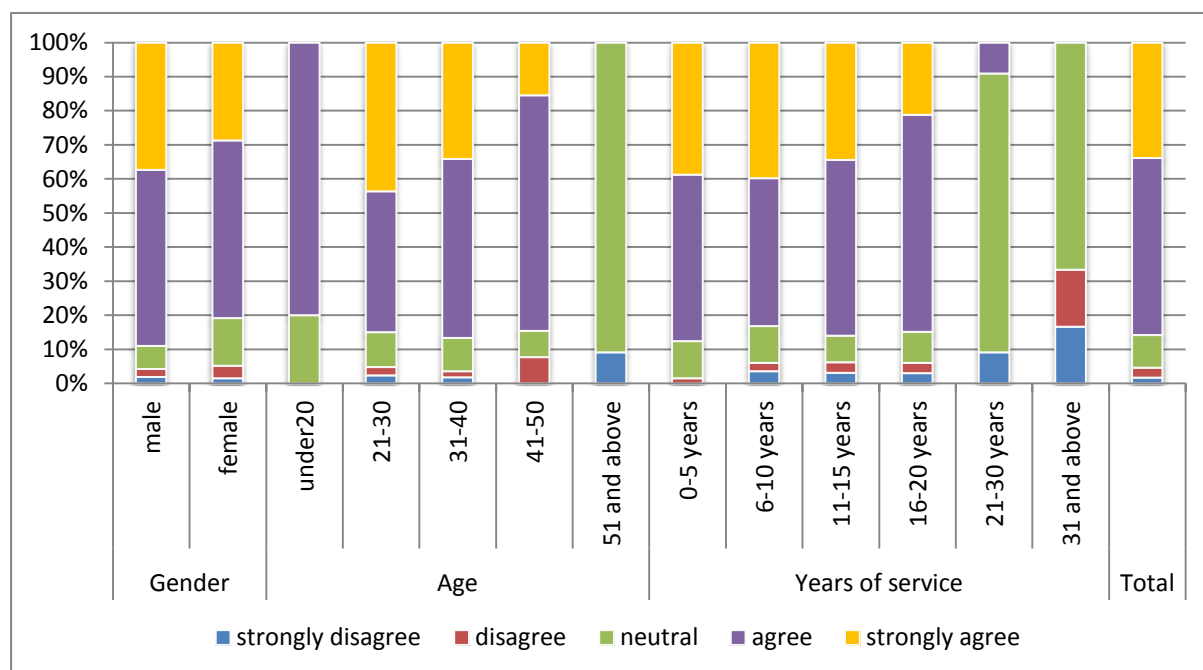


Figure 5.25 shows that most police officers in Swaziland are of the view that their co-workers think that they are good police officers. Out of all that participated in the exercise, 71 percent agreed that their co-workers think that they are good police officers against 8 percent who disagreed that their co-workers think that they are good police officers. Only 21 percent remained neutral. This finding supports Robbins (2003:85) that friendly and supportive workers lead to increased job satisfaction. Most educated, matured and long-serving senior ranked females are highly likely to feel that their co-workers think that they are good police officers as compared with their male counterparts, as shown in Figure 5.25 above and on Appendix A, Table 21.

5.3.7.2 Respected by the community as a police officer

Figure 5.26 presents findings on respondents' views on how they are respected by the community as police officers.

Figure 5.26 Respondents' perceptions on being respected by the community as a police officer by gender, age and years of service by respondents



The results in Figure 5.26 reflect that, in Swaziland, most police officers are respected in their communities. Out of all the respondents that participated in the exercise, 86 percent agreed that they are respected as police officers in their communities against 4 percent who disagreed that they are respected as police officers in their community. Only 10 percent were neither respected nor disrespected as police officers in their communities. This finding is in support of Martins and Von der Ohe (2003:46) that respect for each other should prevail at the workplace since respect results in peace and harmony that affects the police officers' job satisfaction positively. Most educated, matured and long-serving and senior ranked females are highly likely to be respected as police officers in their communities as compared with their male counterparts, as shown in Figure 5.26 and Appendix A, Table 22.

5.3.7.3 Satisfaction with achievements in the RSPS

The findings regarding respondents' satisfaction with achievements in the RSPS are shown in Table 5.15.

Table 5.15 Respondents' perceptions on satisfaction with all their achievements in the RSPS by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	5.30%	13.90%	27.30%	39.70%	13.90%
	female	4.40%	13.20%	23.50%	44.10%	14.70%
Age	under20	0.00%	0.00%	60.00%	40.00%	0.00%
	21-30	2.40%	8.70%	32.50%	36.50%	19.80%
	31-40	7.90%	17.10%	21.30%	44.50%	9.10%
	41-50	0.00%	15.40%	20.50%	41.00%	23.10%
	51 and above	9.10%	18.20%	18.20%	54.50%	0.00%
Years of service	0-5 years	3.60%	7.30%	32.80%	39.40%	16.80%
	6-10 years	6.00%	16.90%	22.90%	43.40%	10.80%
	11-15 years	10.90%	14.10%	20.30%	43.80%	10.90%
	16-20 years	0.00%	21.20%	27.30%	39.40%	12.10%
	21-30 years	0.00%	22.70%	9.10%	40.90%	27.30%
	31 and above	0.00%	33.30%	16.70%	50.00%	0.00%
Academic qualification	O Level	3.80%	16.00%	22.10%	40.80%	17.40%
	Diploma	7.50%	9.20%	30.00%	44.20%	9.20%
	Degree	0.00%	20.00%	50.00%	30.00%	0.00%
	Masters	0.00%	0.00%	50.00%	0.00%	50.00%
Position level held	constable	6.10%	12.50%	27.50%	40.40%	13.60%
	sergeant	0.00%	23.10%	21.20%	40.40%	15.40%
	inspector	0.00%	0.00%	0.00%	71.40%	28.60%
	assistant superintendent	0.00%	0.00%	33.30%	66.70%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	0.00%	100.00%
Total		4.90%	13.60%	25.80%	41.40%	14.20%

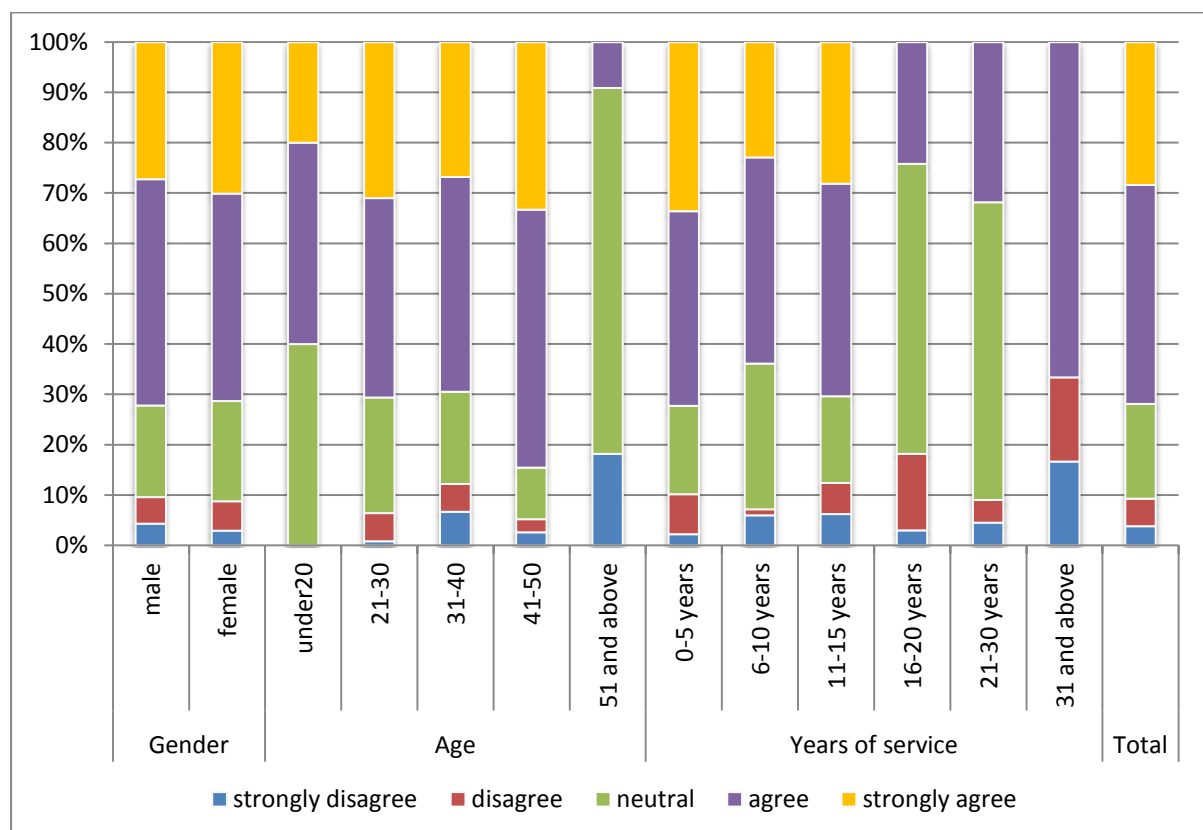
The results in Table 5.15 reflect that, in Swaziland, most police officers are satisfied with all their achievements in the RSPS. A total of 55 percent agreed that they were satisfied with all their achievements in the RSPS against 19 percent who disagreed

that they were satisfied with all their achievements in the RSPS. Only 26 percent were neither satisfied nor dissatisfied about all their achievements in the RSPS. This finding supports Stuart-Kotze (2013:1) that achievement of personal objectives leads to satisfaction and increased sense of security. Achieving personal objectives enhances both job-related and achievement-related satisfaction (Bogler 2002:3). Most educated, matured and long-serving females and who are in senior ranks or positions are highly likely to feel that they are satisfied with all their achievements as compared with their male counterparts, as shown in Table 5.15.

5.3.7.4 Proud of being in the RSPS

The findings regarding respondents' being proud in the RSPS are shown in Figure 5.27.

Figure 5.27 Respondents' perceptions on being proud for being in the RSPS by gender, age and years of service by respondents



The results in Figure 5.27 reflect that, in Swaziland, most police officers are proud of being in the RSPS. Out of all the respondents that participated in the exercise, 71

percent agreed that they are proud of being in the RSPS against 10 percent who are not proud of being of being in the RSPS. Only 19 percent were neither proud nor not proud.

The finding supports the statement in section 2.8.1.3 about McClelland's Learned Needs that the need for achievement is the drive to accomplish something difficult, to excel, to achieve in relation to a set of standards and goals, to strive to succeed, and to surpass others (Daft 1991:408). Most educated, matured and long-serving male police officers, who hold senior positions in the RSPS, are highly likely to be proud to be in the RSPS as compared with their female counterparts, as shown in Figure 5.27 above and on Appendix A, Table 23.

5.3.8 The job

5.3.8.1 The job has clear achievable goals and standards

The results in Table 5.16 show that, in Swaziland, most police officers view their jobs as having clear achievable goals and standards. Only 53 percent of out of all the respondents view that the police job has clear achievable goals and standards against 24 percent who disagree that their job has clear achievable goals and standards. Only 23 percent were neutral.

The finding support Luthans (2005:212) that work content is a major source of satisfaction. Similarly, Carrell *et al.* (1999:561) state that work itself is the most important factor in determining job satisfaction. People are satisfied if they have challenging work and autonomy. Most educated, matured and long-serving males, who hold senior ranks, are highly likely to feel that the their job has clear achievable goals and standards as compared with their female counterparts, as shown in Table 5.16.

Table 5.16 contain findings on the respondents' perceptions on clear achievable goals and standards of the job.

Table 5.16 Respondents' perceptions on clear achievable goals and standards of the job by gender, age, years of service, academic qualification and position held by respondents

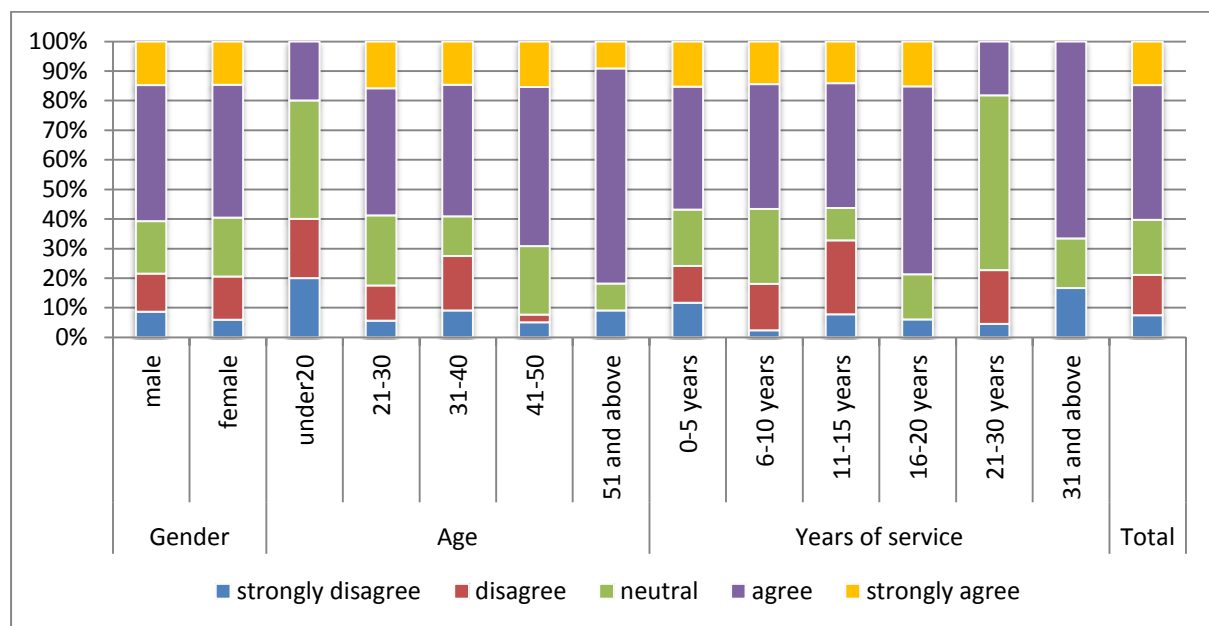
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	7.70%	17.20%	24.40%	34.00%	16.70%
	female	5.90%	16.20%	22.10%	38.20%	17.60%
Age	under20	20.00%	20.00%	20.00%	20.00%	20.00%
	21-30	4.80%	15.10%	28.60%	33.30%	18.30%
	31-40	9.80%	18.90%	20.70%	35.40%	15.20%
	41-50	0.00%	12.80%	20.50%	43.60%	23.10%
	51 and above	9.10%	18.20%	18.20%	45.50%	9.10%
Years of service	0-5 years	8.00%	16.80%	24.80%	33.60%	16.80%
	6-10 years	4.80%	16.90%	27.70%	31.30%	19.30%
	11-15 years	14.10%	17.20%	20.30%	31.20%	17.20%
	16-20 years	0.00%	15.20%	15.20%	54.50%	15.20%
	21-30 years	0.00%	18.20%	9.10%	54.50%	18.20%
	31 and above	0.00%	16.70%	66.70%	16.70%	0.00%
Academic qualification	O Level	3.80%	19.70%	25.40%	34.70%	16.40%
	Diploma	13.30%	11.70%	19.20%	36.70%	19.20%
	Degree	0.00%	20.00%	30.00%	40.00%	10.00%
	Masters	0.00%	0.00%	50.00%	50.00%	0.00%
Position level held	constable	8.60%	17.50%	23.90%	33.60%	16.40%
	sergeant	0.00%	17.30%	25.00%	38.50%	19.20%
	inspector	0.00%	0.00%	0.00%	57.10%	42.90%
	assistant superintendent	0.00%	0.00%	33.30%	66.70%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		7.00%	16.80%	23.50%	35.70%	17.10%

5.3.8.2 There is a clear description of what is expected

The results on Figure 5.28 show that most police officers in Swaziland are of the view that there is a clear description of what is expected of them. Out of all the respondents that participated in the exercise, 60 percent agreed that there is a clear description of what is expected of them against 21 percent who disagreed that there is a clear description of what is expected of them. This finding supports Coetsee (2002:160) who states that it is important that the employee knows how and where

the task at hand fits in and what contribution he/she is making in realising the visions and goals of the organisation. Only 19 percent were neutral. Most educated, matured and long-serving males, and who hold senior officers, are more likely to view that there is a clear description of what is expected of them at work as compared with their female counterparts, as shown in Figure 5.28 and on Appendix A, Table 24.

Figure 5.28 Respondents' perceptions on clear description of what is expected from them by gender, age and years of service by respondents



5.3.8.3 The demands of the job are too much

The results on Table 5.17 reflect that the demands of the police job are too much. Out of all that participated in the exercise, 62 percent agreed that the demands of the police job are too much against 19 percent who disagreed that the demands of the police job are too much. Only 19 percent were neutral. The finding supports Greenglass, Burke and Moore (2003:582) who emphasise that high levels of work overload can make employees angry, as well as suspicious of their supervisors and ultimately the organisation. Mulki, Lassk and Jaramillo (2008:288) also support this finding by pointing out that frustrations derived from work overload can result in hostile attitudes and counterproductive work behaviour on the part of employees. This reaction is the result of employees' belief that they are giving too much of themselves to the organisation, and that they do not receive the compensation they

deserve in return for their effort (Dreyer 2012:39). Most matured, long-serving females who are in senior positions are highly likely to view that the demands of the police job are too much as compared with their male counterparts, as shown in Table 5.17.

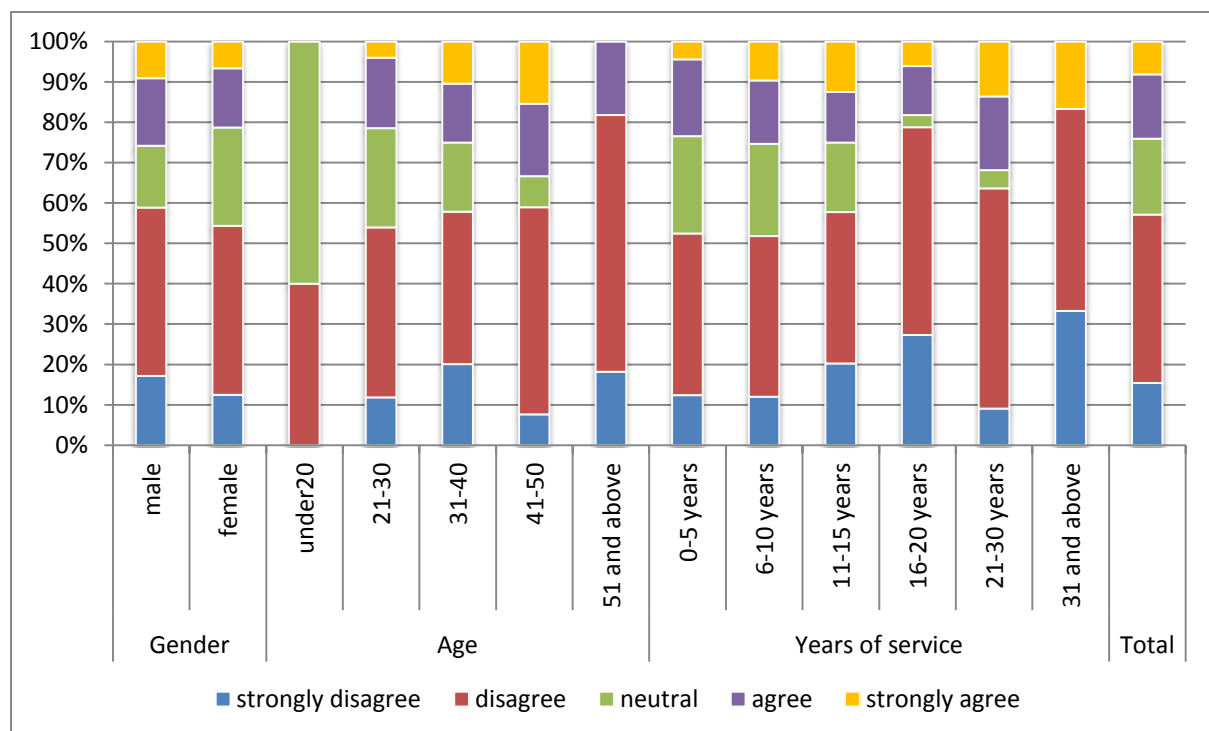
Table 5.17 Respondents' perceptions on the too much job demands by gender, age, and years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	4.80%	13.40%	21.10%	36.80%	23.90%
	female	2.90%	18.40%	16.20%	39.00%	23.50%
Age	under20	0.00%	20.00%	0.00%	60.00%	20.00%
	21-30	3.20%	13.50%	23.00%	34.10%	26.20%
	31-40	5.50%	20.10%	15.20%	36.60%	22.60%
	41-50	0.00%	5.10%	25.60%	43.60%	25.60%
	51 and above	9.10%	0.00%	18.20%	63.60%	9.10%
Years of service	0-5 years	4.40%	15.30%	17.50%	36.50%	26.30%
	6-10 years	3.60%	10.80%	18.10%	41.00%	26.50%
	11-15 years	6.20%	21.90%	20.30%	32.80%	18.80%
	16-20 years	3.00%	27.30%	24.20%	30.30%	15.20%
	21-30 years	0.00%	0.00%	13.60%	54.50%	31.80%
	31 and above	0.00%	0.00%	50.00%	50.00%	0.00%
Academic qualification	O Level	4.20%	12.70%	21.60%	37.60%	23.90%
	Diploma	4.20%	21.70%	13.30%	38.30%	22.50%
	Degree	0.00%	0.00%	40.00%	30.00%	30.00%
	Masters	0.00%	0.00%	0.00%	50.00%	50.00%
Position level held	constable	4.60%	15.70%	19.60%	35.40%	24.60%
	sergeant	1.90%	17.30%	15.40%	46.20%	19.20%
	inspector	0.00%	0.00%	14.30%	57.10%	28.60%
	assistant superintendent	0.00%	0.00%	66.70%	33.30%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	0.00%	100.00%
Total		4.10%	15.40%	19.10%	37.70%	23.80%

5.3.8.4 Lacking experience to perform well

The results in Figure 5.29 reflect that, in Swaziland, most police officers are not lacking experience to perform well. Out of all the respondents that participated in the exercise, 57 percent disagreed that they lack experience to perform well against 24 percent who agreed that they lack experience to perform well. Only 19 percent were neither slacking nor not lacking experience to perform well. This is reinforced by Greenberg and Baron (1995:103) that older employees are generally happier with their jobs than younger employees, while people who are more experienced in their jobs are more highly satisfied than those who are less experienced. Most matured, educated and long-serving males, who hold senior positions, are highly likely not to feel that they lack experience to perform well as compared with their female counterparts, as shown in Figure 5.29 above and Appendix A, Table 25.

Figure 5.29 Respondents' perceptions on lacking the experience to perform well by gender, age and years of service by respondents

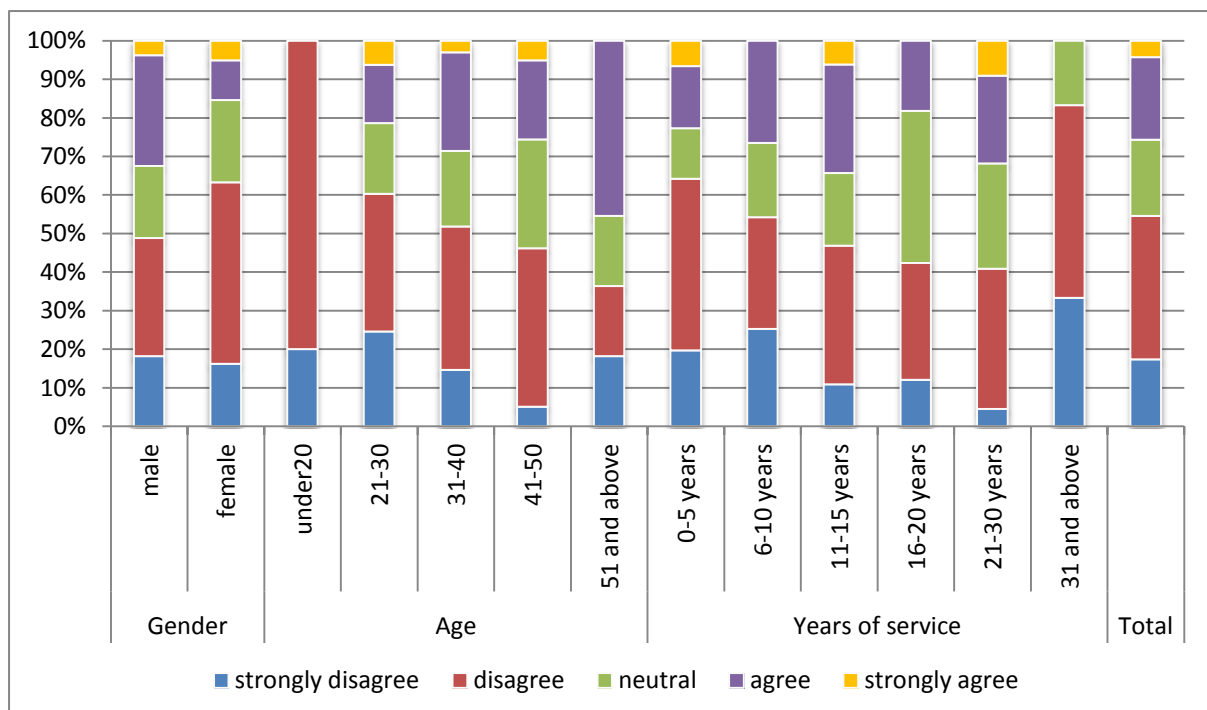


5.3.8.5 There are adequate safety and security measures in place to protect employees

The results in Figure 5.30 reflect that, in Swaziland, most police officers have inadequate safety and security measures in place to protect them. Out of all the respondents that participated in the exercise, 54 percent disagreed that there are adequate safety and security measures in place to protect them against 26 percent who are of the view that there are adequate safety and security measures in place to protect them. Only 20 percent felt that measures were neither adequate or inadequate.

This finding is in support of Tomal (2007:31) that the feeling of security/insecurity is rooted in the basic level of safety and security, as defined by Maslow, in his model of hierarchy of needs. Maslow Hierarchy of Needs has been discussed in detail in Chapter 2 (section 2.8.1.1). Most young educated females in lower police ranks and who have not more than five years service are highly likely to feel that there are inadequate safety and security measures in place to protect them as compared with their male counterparts, as shown in Figure 5.30 and on Appendix A, Table 26.

Figure 5.30 Respondents' perceptions on adequate safety and security measures in place to protect them by gender, age and years of service by respondents



5.3.8.6 Talking to the supervisor about a personal problem affecting the work

Findings on respondents' views on being able to talk to their supervisor about a personal problem affecting their work are presented in Table 5.18.

Table 5.18 Respondents' views on being able to talk to their supervisor about a personal problem affecting their work by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	11.50%	11.50%	11.50%	51.20%	14.40%
	female	9.60%	13.20%	25.70%	35.30%	16.20%
Age	under20	40.00%	0.00%	40.00%	0.00%	20.00%
	21-30	11.10%	14.30%	20.60%	35.70%	18.30%
	31-40	11.60%	11.00%	14.00%	50.00%	13.40%
	41-50	5.10%	12.80%	15.40%	53.80%	12.80%
	51 and above	0.00%	9.10%	18.20%	63.60%	9.10%
Years of service	0-5 years	15.30%	16.80%	16.10%	32.80%	19.00%
	6-10 years	8.40%	8.40%	16.90%	47.00%	19.30%
	11-15 years	9.40%	15.60%	17.20%	48.40%	9.40%
	16-20 years	3.00%	0.00%	24.20%	63.60%	9.10%
	21-30 years	4.50%	4.50%	13.60%	72.70%	4.50%
	31 and above	16.70%	16.70%	16.70%	50.00%	0.00%
Academic qualification	O Level	9.90%	12.20%	17.80%	43.70%	16.40%
	Diploma	12.50%	12.50%	14.20%	47.50%	13.30%
	Degree	10.00%	10.00%	30.00%	40.00%	10.00%
	Masters	0.00%	0.00%	50.00%	50.00%	0.00%
Position level held	constable	12.10%	12.50%	16.40%	41.80%	17.10%
	sergeant	5.80%	11.50%	23.10%	55.80%	3.80%
	inspector	0.00%	14.30%	0.00%	71.40%	14.30%
	assistant superintendent	0.00%	0.00%	33.30%	66.70%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	0.00%	100.00%
Total		10.70%	12.20%	17.10%	44.90%	15.10%

Table 5.18 shows that most police officers in Swaziland are able to talk to their supervisors about a personal problem affecting their work. Out of all the respondents that participated in the exercise, 60 percent agreed that they are able to talk their supervisors about a personal problem affecting their work against 23 percent who

disagree that they are able to talk to their supervisors about a personal problem affecting their work. Only 17 percent were neither able nor unable. This finding is in support of Kamstra (2005:14) that a strategy should have a positive influence on organisational health and lead to job satisfaction like open communication channels to ensure that problems can be solved through teamwork. Communication is of vital importance in all organisations (Sikhwivhilu 2003:18). Most educated, matured and long-serving males, who hold the rank of sergeant, are highly likely to be able to talk to their supervisors about a personal problem affecting their work as compared with their female counterparts, as shown in Table 5.18.

5.3.9 Responsibility

5.3.9.1 Responsible for planning their work

Table 5.19 Respondents' views on being responsible for planning their work by gender, age, years of service and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	10.50%	23.90%	10.00%	45.90%	9.60%
	female	8.80%	24.30%	16.90%	38.20%	11.80%
Age	under20	0.00%	0.00%	40.00%	40.00%	20.00%
	21-30	15.90%	24.60%	19.00%	34.10%	6.30%
	31-40	6.70%	26.80%	8.50%	43.30%	14.60%
	41-50	5.10%	15.40%	10.30%	64.10%	5.10%
	51 and above	9.10%	18.20%	0.00%	63.60%	9.10%
Years of service	0-5 years	13.10%	27.70%	15.30%	35.80%	8.00%
	6-10 years	10.80%	30.10%	13.30%	36.10%	9.60%
	11-15 years	7.80%	23.40%	9.40%	42.20%	17.20%
	16-20 years	3.00%	6.10%	12.10%	63.60%	15.20%
	21-30 years	4.50%	9.10%	9.10%	72.70%	4.50%
	31 and above	0.00%	16.70%	0.00%	83.30%	0.00%
Position level held	constable	11.40%	27.90%	14.30%	37.10%	9.30%
	sergeant	3.80%	7.70%	3.80%	67.30%	17.30%
	inspector	0.00%	14.30%	14.30%	57.10%	14.30%
	assistant superintendent	0.00%	0.00%	33.30%	66.70%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		9.90%	24.10%	12.80%	42.90%	10.40%

The results in Table 5.19 show that, in Swaziland, most police officers are responsible for planning their work. Out of all the respondents that participated in the exercise, 53 percent agreed that they are responsible for planning their work against 34 percent who disagree that they are responsible for planning their work. Only 13 percent were neither responsible nor not responsible for planning their work.

This is reinforced by Martins and Von der Ohe (2003:47) that responsibility is the feeling of being one's own boss and not having to have one's decisions double checked and this enhances one's job satisfaction. Most matured, long-serving males, who occupy senior positions, are more likely to plan their work as compared with their female counterparts, as shown in Table 5.19 above.

5.3.9.2 Responsible for the work of others

The results in Figure 5.31 present respondents' views on being responsible for the work of others.

Figure 5.31 Respondents' views on being responsible for the work of others by gender, age and years of service held by respondents

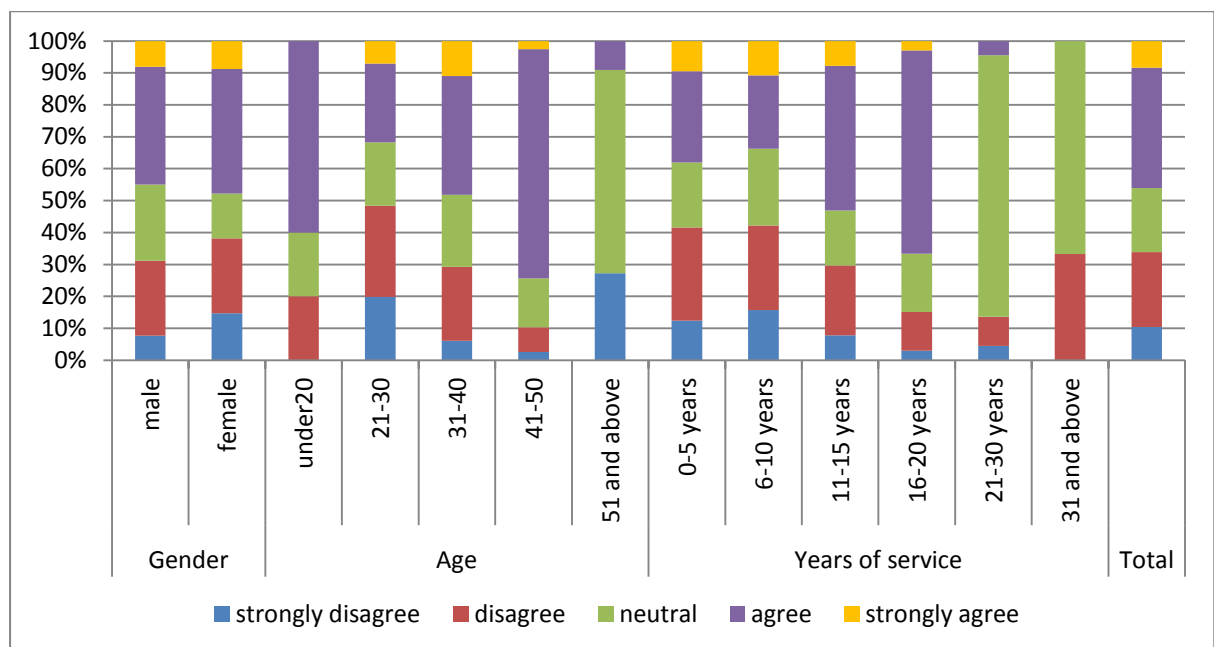


Figure 5.31 presents that 46 percent of the respondents are responsible for the work of others against 34 percent who disagree that they are responsible for the work of others. Only 20 percent were neither responsible nor not responsible for the work of others. Delegation only works if it includes responsibility (Moolla 2004:53). This is

clarified by Marriner-Tomey (1996:69) that responsibility includes being accountable for one's own efforts or those of others, and being given responsibility for resources and self-scheduling. Most matured and long-serving females, who hold a senior position of assistant superintendent, are highly likely to be responsible for the work of others as compared with their male counterparts, as shown in Figure 5.31 and Appendix A, Table 27.

5.3.9.3 There is monitoring of responsibilities

The results in Table 5.20 reflect respondents' views on monitoring of their responsibilities to ensure that they do their job well.

Table 5.20 Respondents' views on monitoring of their responsibilities to ensure that they do their job well

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	4.30%	10.00%	20.60%	52.60%	12.40%
	female	2.20%	15.40%	15.40%	51.50%	15.40%
Age	under20	0.00%	0.00%	20.00%	80.00%	0.00%
	21-30	4.80%	15.10%	19.00%	44.40%	16.70%
	31-40	3.00%	12.20%	20.70%	50.00%	14.00%
	41-50	2.60%	5.10%	12.80%	74.40%	5.10%
	51 and above	0.00%	9.10%	0.00%	81.80%	9.10%
Years of service	0-5 years	5.10%	16.80%	22.60%	43.80%	11.70%
	6-10 years	2.40%	8.40%	10.80%	57.80%	20.50%
	11-15 years	1.60%	9.40%	25.00%	46.90%	17.20%
	16-20 years	6.10%	18.20%	18.20%	51.50%	6.10%
	21-30 years	0.00%	0.00%	9.10%	86.40%	4.50%
	31 and above	0.00%	0.00%	0.00%	100.00%	0.00%
Academic qualification	O Level	2.80%	13.60%	16.00%	52.60%	15.00%
	Diploma	4.20%	10.00%	22.50%	53.30%	10.00%
	Degree	10.00%	10.00%	30.00%	30.00%	20.00%
	Masters	0.00%	0.00%	0.00%	50.00%	50.00%
Position held	constable	4.30%	12.90%	18.60%	49.60%	14.60%
	sergeant	0.00%	11.50%	21.20%	59.60%	7.70%
	inspector	0.00%	0.00%	0.00%	71.40%	28.60%
	assistant superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
Total		3.50%	12.20%	18.60%	52.20%	13.60%

Table 5.20 reflects that most police officers in Swaziland have their responsibilities monitored to ensure that they do the job well. Out of all the respondents that participated in the exercise, 66 percent agreed that there is monitoring of their responsibilities to ensure that they do the work well against 25 percent who disagreed that there is monitoring of their responsibilities to ensure that they do the work well. Only 19 percent were neutral. This finding strengthens the statement by Carrell, Kuzmitz and Elbert (1992:48) that work performance monitoring is the only human resource method that can be used to fairly reward employees in accordance with their work-related performance. Most educated and long-serving males in senior ranks are highly likely to view that there is monitoring of their responsibilities to ensure that they do their job very well as compared with their female counterparts, as shown in Table 5.20.

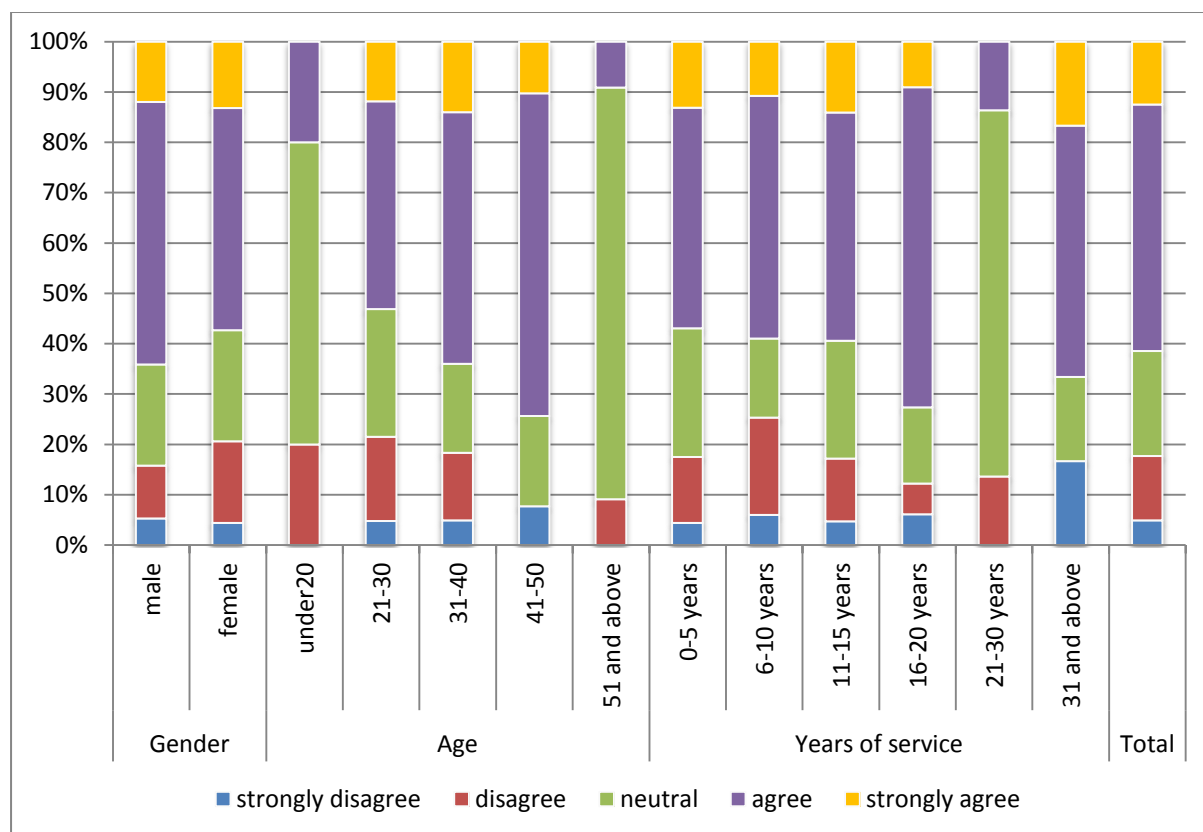
5.3.10. Job security

5.3.10.1 The police profession has a secure future

The results on Figure 5.32 shows that, in Swaziland, the police profession have a secure future. Out of all the respondents that participated in the exercise, 61 percent agreed that their job provides for a secure future against 18 percent who disagreed that their job provides for a secure future. Only 21 percent neither agreed nor disagreed.

This is reinforced by De Bruyn, Letsholo, Marota, Van de Linde and Roothman, (2007:306) that employees, including police officers, cannot render their best performance unless they feel secure. A supporting statement in Chapter 3 (section 3.2.10) by Ivancevich and Matteson (2002:122) indicates that employees whose jobs are guaranteed, have a positive influence on job satisfaction. Most matured and long serving males, who have been once promoted, are highly likely to feel that their job provides for a secure future as compared with their female counterparts, as shown in Figure 5.32 and on Appendix A, Table 28.

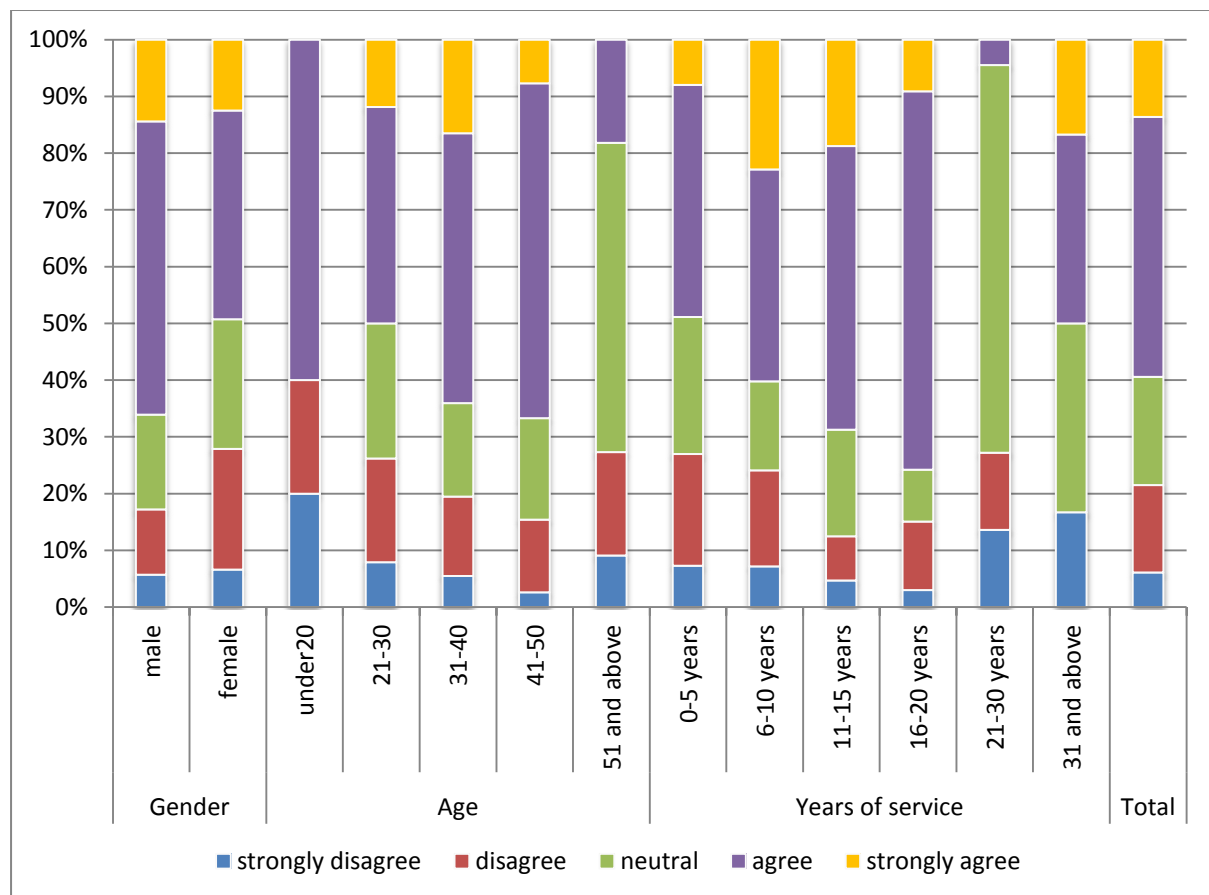
Figure 5.32 Respondents' perceptions on the secure future the job provides by gender, age and years of service held by respondents



5.3.10.2 There is competition for jobs in the RSPS

The results on Figure 5.33 present that, in Swaziland, there is competition for jobs in the RSPS. Out of all the respondents that participated in the exercise, 60 percent agreed that there is competition for jobs in the RSPS against 21 percent who disagreed that there is competition for jobs in the RSPS. Only 19 percent neither agreed nor disagreed. This finding supports the statement in section 2.6.1 that the NPM has provided for a future of smaller, faster-moving service delivery organizations that would be kept lean by the pressures of competition, and that would need to be user-responsive and outcome-oriented in order to survive (Alexandre 2007:35). Most matured, educated and senior male police officers are highly likely to view that there is competition for jobs in the RSPS as compared with their female counterparts, as shown in Figure 5.33 and on Appendix A, Table 29.

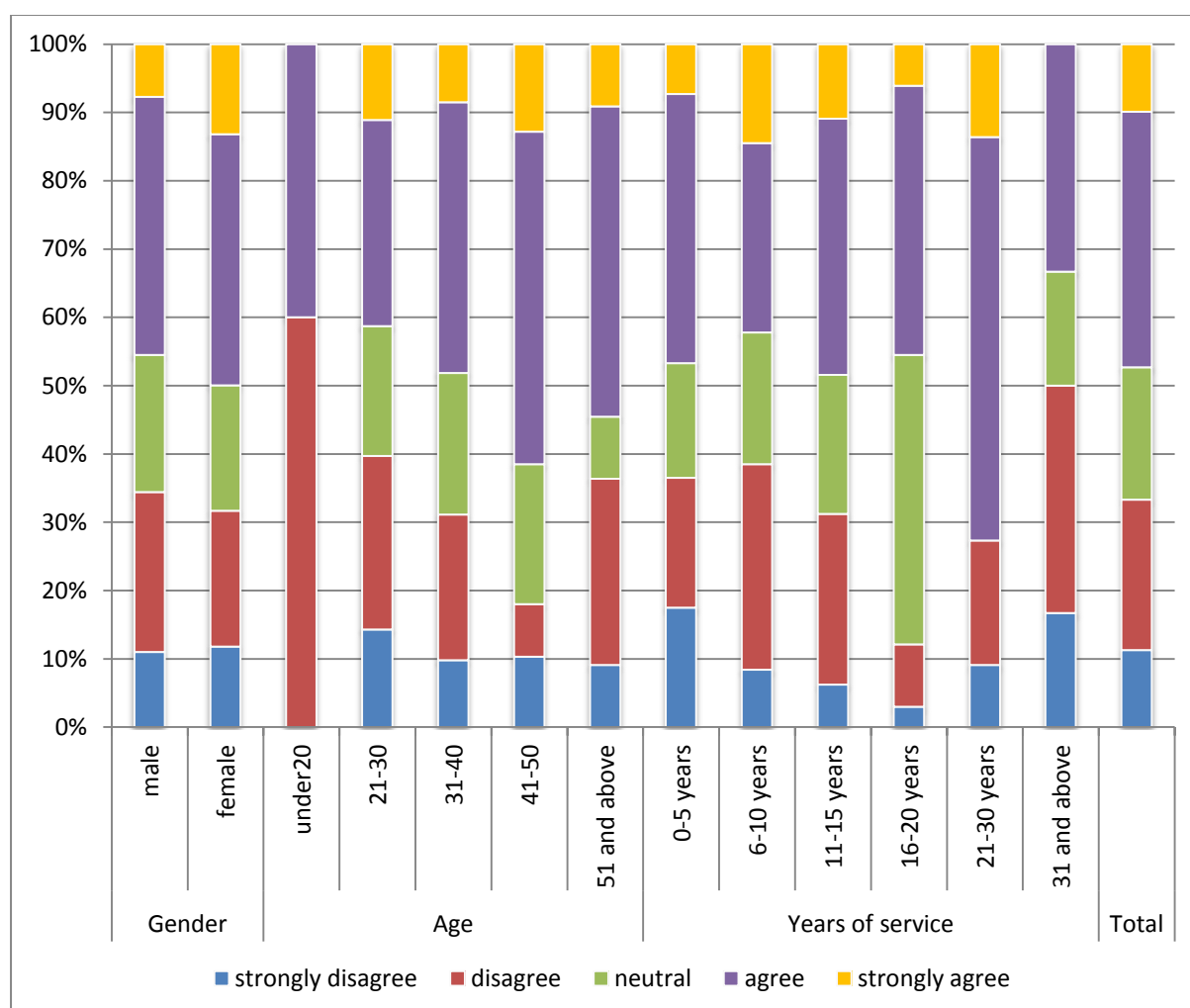
Figure 5.33 Respondents' perceptions on competition for jobs in the RSPS by gender, age and years of service held by respondents



5.3.10.3 Police are rarely dismissed

The results on Figure 5.34 reflect that 38 percent agreed that police officers in Swaziland are rarely dismissed and 38 percent of the respondents disagreed that police officers are rarely dismissed. Only 24 percent remained neutral. There is no difference between the respondents who agreed and those who disagreed that police officers are rarely dismissed. There is no significance which can make the researcher to draw a conclusion. This implies that it depends largely on the merits of the case. Appendix A, Table 30 provides a clear guide in regarding respondents' gender, age, years of service, academic qualification and their positions and ranks.

Figure 5.34 Respondents' perceptions on police being rarely dismissed by gender, age and years of service held by respondents



5.4 Exploring the perceived impact of job satisfaction on performance

5.4.1 Inspired to perform to the best of ability

The results on Table 5.21 show that 48 percent of the respondents agreed that the RSPS inspires them to perform their job to the best of their abilities against 33 percent who disagreed. Only 19 percent were neither inspired nor not inspired by the organisation to perform to the best of their abilities. This finding supports the objective of the PSMP in section 2.6.2 by the Swaziland Government (1999:4) to improve the performance and productivity of the public service for effective and efficient delivery of services, through new or revised operating, technical and management systems and new or revised human resources management systems.

Most matured, educated and long-serving females in the rank of inspector are more likely to view that the organisation inspires them to perform to the best of their abilities as compared with their male counterparts, as shown in Table 5.21.

Table 5.21 Respondents' perceptions on inspiration provided by the organisation to perform their jobs to the best of their abilities by gender, age, years of service, academic qualification and position held by respondents

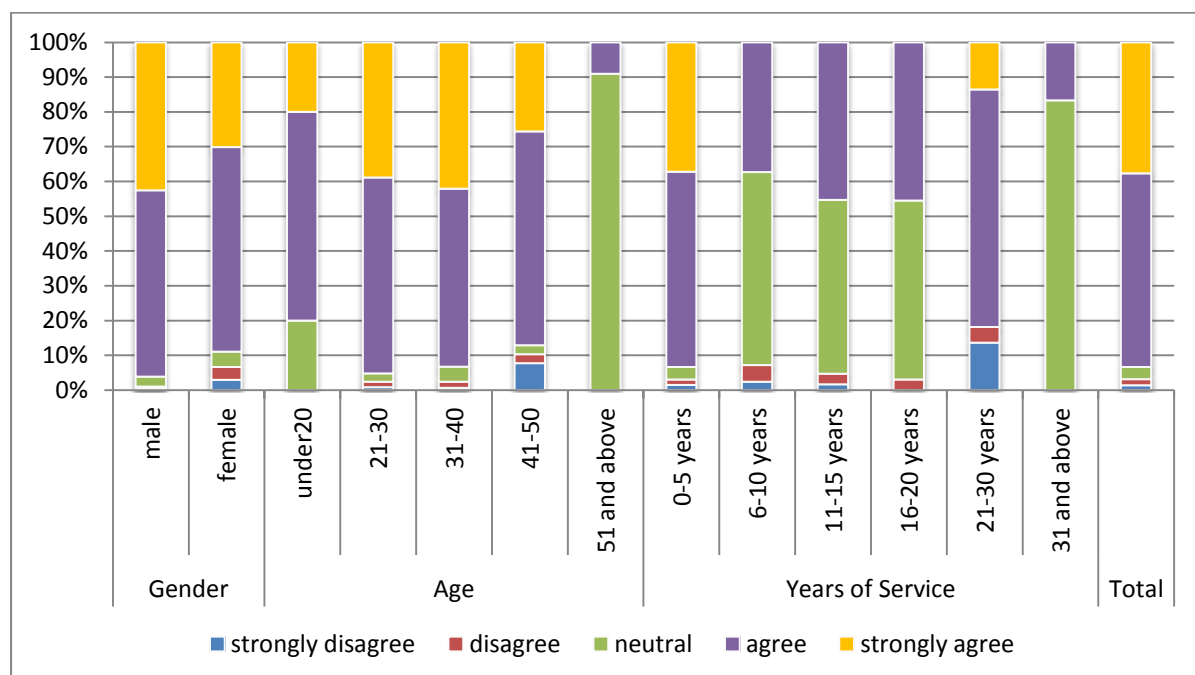
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	0.50%	0.50%	2.90%	53.60%	42.60%
	female	2.90%	3.70%	4.40%	58.80%	30.10%
Age	under20	0.00%	0.00%	20.00%	60.00%	20.00%
	21-30	0.80%	1.60%	2.40%	56.30%	38.90%
	31-40	0.60%	1.80%	4.30%	51.20%	42.10%
	41-50	7.70%	2.60%	2.60%	61.50%	25.60%
	51 and above	0.00%	0.00%	0.00%	90.90%	9.10%
Years of Service	0-5 years	1.50%	1.50%	3.60%	56.20%	37.20%
	6-10 years	0.00%	2.40%	4.80%	55.40%	37.30%
	11-15 years	0.00%	1.60%	3.10%	50.00%	45.30%
	16-20 years	0.00%	0.00%	3.00%	51.50%	45.50%
	21-30 years	13.60%	4.50%	0.00%	68.20%	13.60%
	31 and above	0.00%	0.00%	0.00%	83.30%	16.70%
Highest Academic Qualification	O Level	1.40%	2.30%	4.20%	60.10%	31.90%
	Diploma	0.80%	0.80%	2.50%	49.20%	46.70%
	Degree	10.00%	0.00%	0.00%	40.00%	50.00%
	Masters	0.00%	0.00%	0.00%	50.00%	50.00%
Position level held	constable	0.70%	1.40%	3.90%	55.70%	38.20%
	sergeant	5.80%	3.80%	1.90%	51.90%	36.50%
	inspector	0.00%	0.00%	0.00%	57.10%	42.90%
	assistant superintendent	0.00%	0.00%	0.00%	66.70%	33.30%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		1.40%	1.70%	3.50%	55.70%	37.70%

5.4.2 Performing effectively when given necessary resources

The results in Figure 5.35 presents that, in Swaziland, most police officers perform effectively when given necessary resources. Out of all the respondents that

participated in the exercise, 94 percent agreed that they perform effectively when given necessary resources against 3 percent who disagreed. Only 3 percent neither performed effectively nor ineffectively when given necessary resources. Greenberg and Baron (2003:416) warn that organizations never have unlimited resources (such as space, money, equipment, or personnel). It is inevitable that conflicts will arise over distribution of those resources. Most matured, educated and long-serving males are highly like to perform effectively when given necessary resources as compared with their female counterparts, as shown in Figure 5.35 and on Appendix A, Table 31.

Figure 5.35 Respondents' perceptions on performing effectively when given necessary resources by gender, age and years of service held by respondents



5.3.2.3 Working for long hours

The results in Table 5.22 reflect that most police officers in Swaziland work long hours. Out of all the respondents that participated in the exercise, 74 percent agreed that they work for long hours against 9 percent who said they do not work long hours. Only 17 percent neither agreed nor disagreed. This result supports Kadebe (2010:55) that some police officials work very long hours without extra pay or other incentives as policing is monotonous, tedious and difficult and sometimes even

beyond the strength of a human being. Most matured and long-serving females, who hold senior positions in the RSPS, are highly likely to work long hours as compared with their male counterparts, as shown in Table 5.22.

Table 5.22 Respondents perceptions on working long hours by gender, age, years of service, academic qualification and position held by respondents

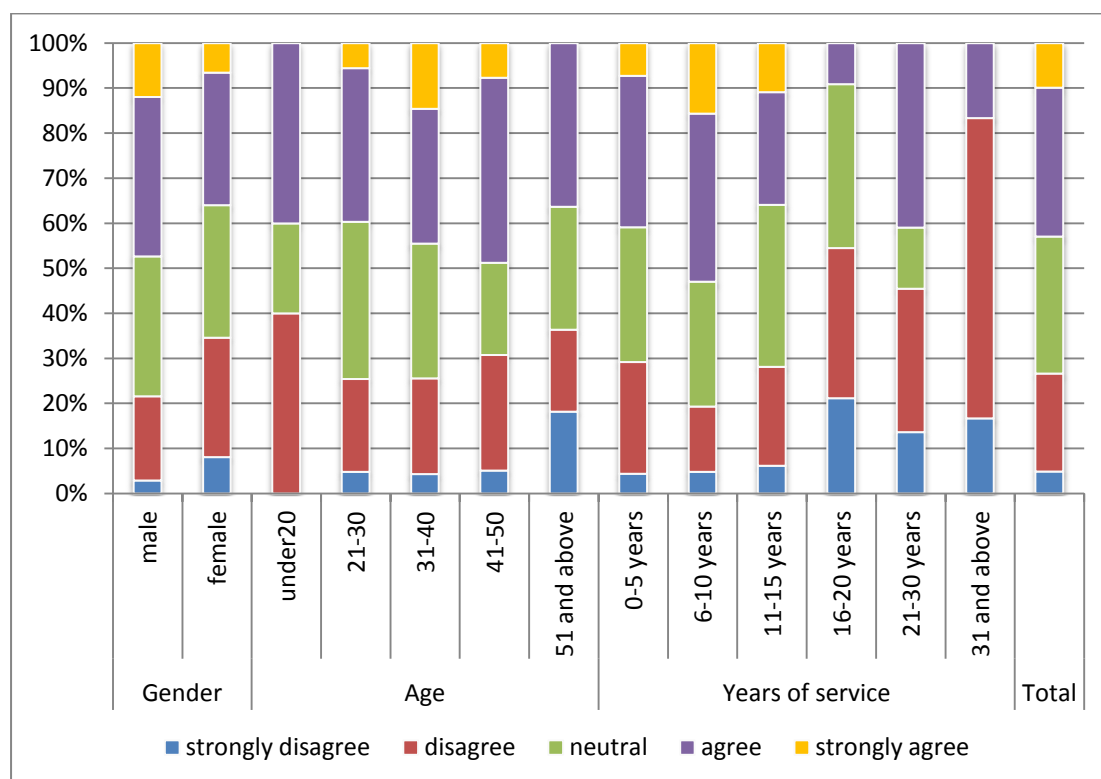
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	2.40%	4.30%	17.20%	38.30%	37.80%
	Female	5.10%	7.40%	17.60%	44.10%	25.70%
Age	under20	0.00%	40.00%	20.00%	20.00%	20.00%
	21-30	4.80%	7.90%	24.60%	36.50%	26.20%
	31-40	2.40%	2.40%	14.00%	37.20%	43.90%
	41-50	5.10%	7.70%	10.30%	56.40%	20.50%
	51 and above	0.00%	0.00%	9.10%	90.90%	0.00%
Years of service	0-5 years	3.60%	8.80%	22.60%	41.60%	23.40%
	6-10 years	3.60%	4.80%	16.90%	21.70%	53.00%
	11-15 years	3.10%	0.00%	15.60%	39.10%	42.20%
	16-20 years	0.00%	0.00%	3.00%	69.70%	27.30%
	21-30 years	9.10%	13.60%	9.10%	63.60%	4.50%
	31 and above	0.00%	0.00%	33.30%	50.00%	16.70%
Academic qualification	O Level	3.30%	6.60%	20.70%	43.70%	25.80%
	Diploma	3.30%	4.20%	12.50%	35.80%	44.20%
	Degree	10.00%	0.00%	10.00%	30.00%	50.00%
	Masters	0.00%	0.00%	0.00%	50.00%	50.00%
Position level held	Constable	3.60%	5.70%	20.00%	36.40%	34.30%
	Sergeant	3.80%	1.90%	5.80%	57.70%	30.80%
	Inspector	0.00%	28.60%	0.00%	42.90%	28.60%
	assistant superintendent	0.00%	0.00%	33.30%	66.70%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		3.50%	5.50%	17.40%	40.60%	33.00%

5.4.4 Demands of the job affect relationships at work

The results in Figure 5.36 present that 43 percent of the respondents agreed that the demands of the job affect their relationship at work against 27 percent who feel that their relationship at work is not affected by the demands of the job. Only 30 percent

neither had the relationship at work affected nor not affected by the demands of the job. The finding supports a statement in section 3.2.2 by Robbins (2001:443) that the relationship between the organization and its staff is governed by what motivates them to work, and the fulfilment they derive from it. Most matured and long-serving males are highly likely to have their relationship at work affected by the demands of the job as compared with their female counterparts, as shown in Figure 5.36 and on Appendix A, Table 32.

Figure 5.36 Respondents' perceptions on how the demands of the job affect their relationship at work by gender, age and years of service held by respondents



5.4.5 Feeling that efforts are not adequately rewarded

The results in Table 5.23 contains the respondents' views about feeling not adequately rewarded for their efforts.

Table 5.23 Respondents' perceptions on feeling not adequately rewarded for their efforts by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	1.90%	5.30%	24.40%	42.60%	25.80%
	female	2.90%	14.00%	29.40%	39.70%	14.00%
Age	under20	0.00%	20.00%	20.00%	60.00%	0.00%
	21-30	1.60%	9.50%	34.90%	34.90%	19.00%
	31-40	3.00%	6.10%	20.70%	43.90%	26.20%
	41-50	0.00%	15.40%	28.20%	41.00%	15.40%
	51 and above	9.10%	9.10%	9.10%	72.70%	0.00%
Years of service	0-5 years	0.00%	11.70%	35.80%	35.80%	16.80%
	6-10 years	3.60%	4.80%	25.30%	38.60%	27.70%
	11-15 years	3.10%	3.10%	10.90%	51.60%	31.20%
	16-20 years	6.10%	12.10%	24.20%	42.40%	15.20%
	21-30 years	4.50%	18.20%	18.20%	50.00%	9.10%
	31 and above	0.00%	0.00%	33.30%	66.70%	0.00%
Academic qualification	O Level	1.90%	11.30%	27.70%	39.40%	19.70%
	Diploma	1.70%	4.20%	24.20%	45.00%	25.00%
	Degree	20.00%	10.00%	30.00%	30.00%	10.00%
	Masters	0.00%	0.00%	0.00%	100.00%	0.00%
Position level held	constable	2.10%	7.90%	27.50%	38.60%	23.90%
	sergeant	3.80%	11.50%	17.30%	55.80%	11.50%
	inspector	0.00%	14.30%	42.90%	42.90%	0.00%
	assistant superintendent	0.00%	33.30%	0.00%	66.70%	0.00%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		2.30%	8.70%	26.40%	41.40%	21.20%

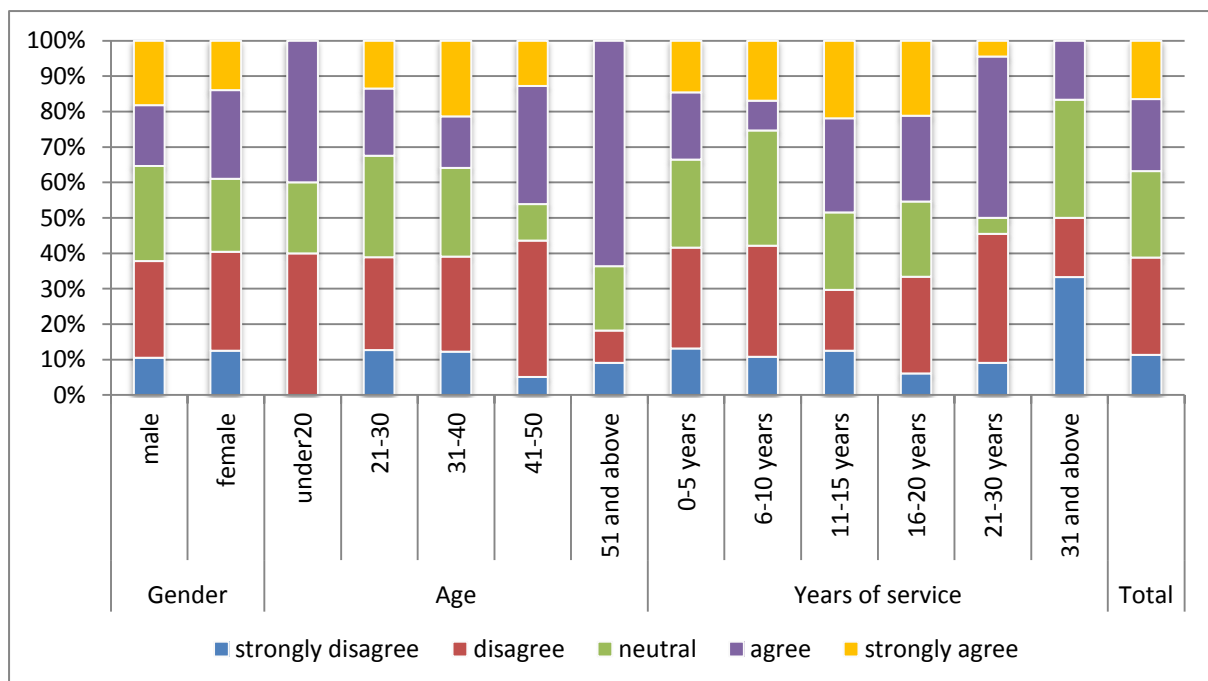
Table 5.23 shows that, in Swaziland, most police officers do not feel that their efforts are adequately rewarded. Out of all the respondents, 63 percent felt that their efforts are not adequately rewarded against 11 percent who feel that their efforts are adequately rewarded. Only 26 percent neither felt that they were not adequately rewarded nor they were adequately rewarded. The respondents are in support of Kolb, Rubin and Osland (1991:104) that good performers should see that they get more desired rewards than do poor performers, and others in a system should also

see that. Most matured and long serving males in senior positions are highly likely to feel that their efforts are not adequately rewarded as compared with their female counterparts, as shown in Table 5.23 above.

5.4.6 Preferring to work for a private sector than the RSPS

The results in Figure 5.37 reflect that 39 percent of the police officers in the Swaziland do not prefer to work in the private sector against 37 percent who would prefer to work in the private sector than working in the RSPS. Only 24 percent neither not prefer nor prefer working for the private sector than the RSPS organisation. The difference between those that do prefer and those that do not prefer is only 2 percent, which is not significant. Furthermore, Luthans (2005:215) affirms that there are other factors that can influence a person to leave besides job satisfaction. Some people cannot see themselves changing jobs so they remain in a job even if they are unhappy. Most matured and long-serving females with an O' level qualification are highly likely not preferring to work for the private sector than the RSPS as compared with their male counterparts, as shown in Figure 5.37 on Appendix A, Table 33.

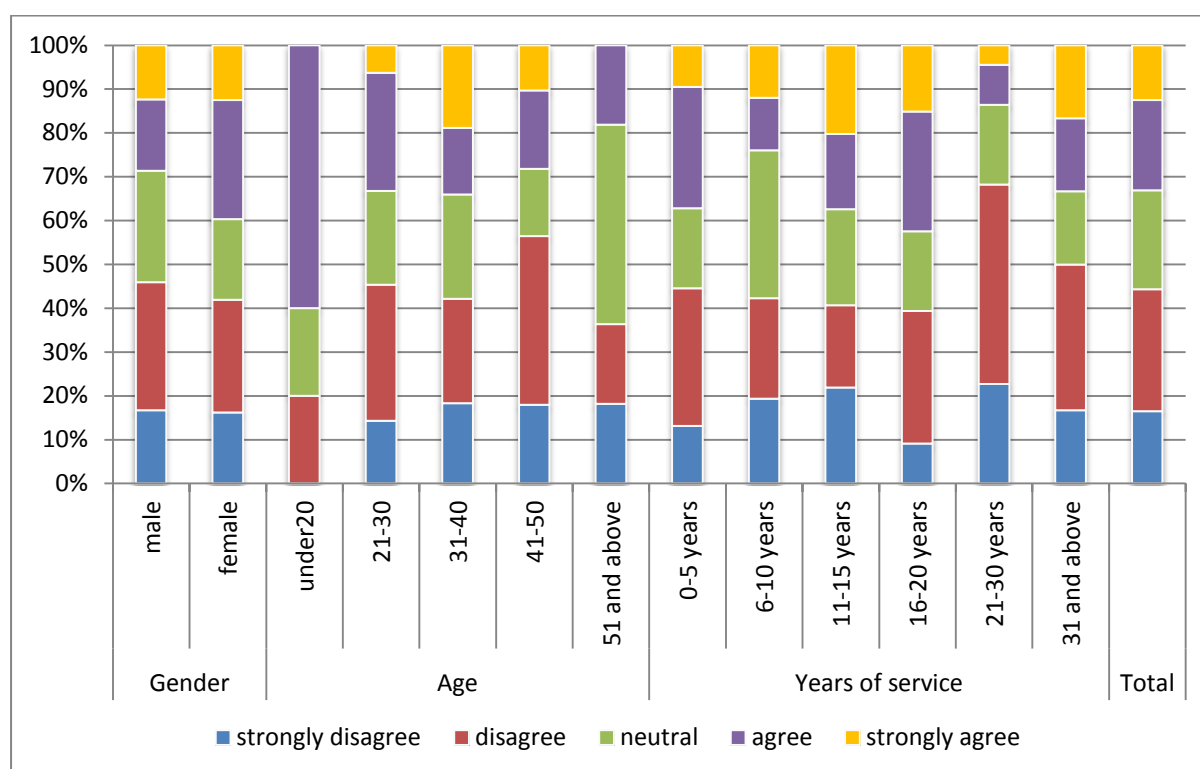
Figure 5.37 Respondents' perceptions on preferring to work for a private sector than working for the RSPS by gender, age and years of service held by respondents



5.4.7 Considering leaving the RSPS

The results in Figure 5.38 show that 44 percent of the respondents are not considering leaving the RSPS against 33 percent who consider leaving the RSPS. Only 23 percent neither consider leaving nor not leaving the RSPS. This finding supports the view that satisfied workers will be more productive and remain with the organisation longer, whereas dissatisfied workers will be less productive and more inclined to quit (Sarker, Crossman and Chinmeteepituck 2003:745). Most matured and long-serving males, who possess the O' level academic qualification, are highly likely not considering leaving the RSPS as compared with their female counterparts, as shown in Figure 5.38 below and on Appendix A, Table 34.

Figure 5.38 Respondents' perceptions on considering leaving the RSPS by gender, age and years of service held by respondents



5.4.8 Expectations were met when joining the RSPS

The results in Table 5.24 reflect that, in Swaziland, most police officers' expectations were met when they joined the organisation. Out of all the respondents in the exercise, 66 percent agree that their expectations were met when they joined the organisation against 15 percent whose expectations were not met when they joined

the RSPS. Only 19 percent neither met nor not met their expectations. In support of the findings, section 1.7.3 clarified that the expected or predicted success becomes a standard that is achieved or not achieved. High performance standards by individuals or organisations are appreciated by service recipients or customers (Winslow and Brawer 1994:2). Most matured, long-serving and senior male officers are likely to have met their expectations when they joined the RSPS as compared with their female counterparts, as shown in Table 5.24.

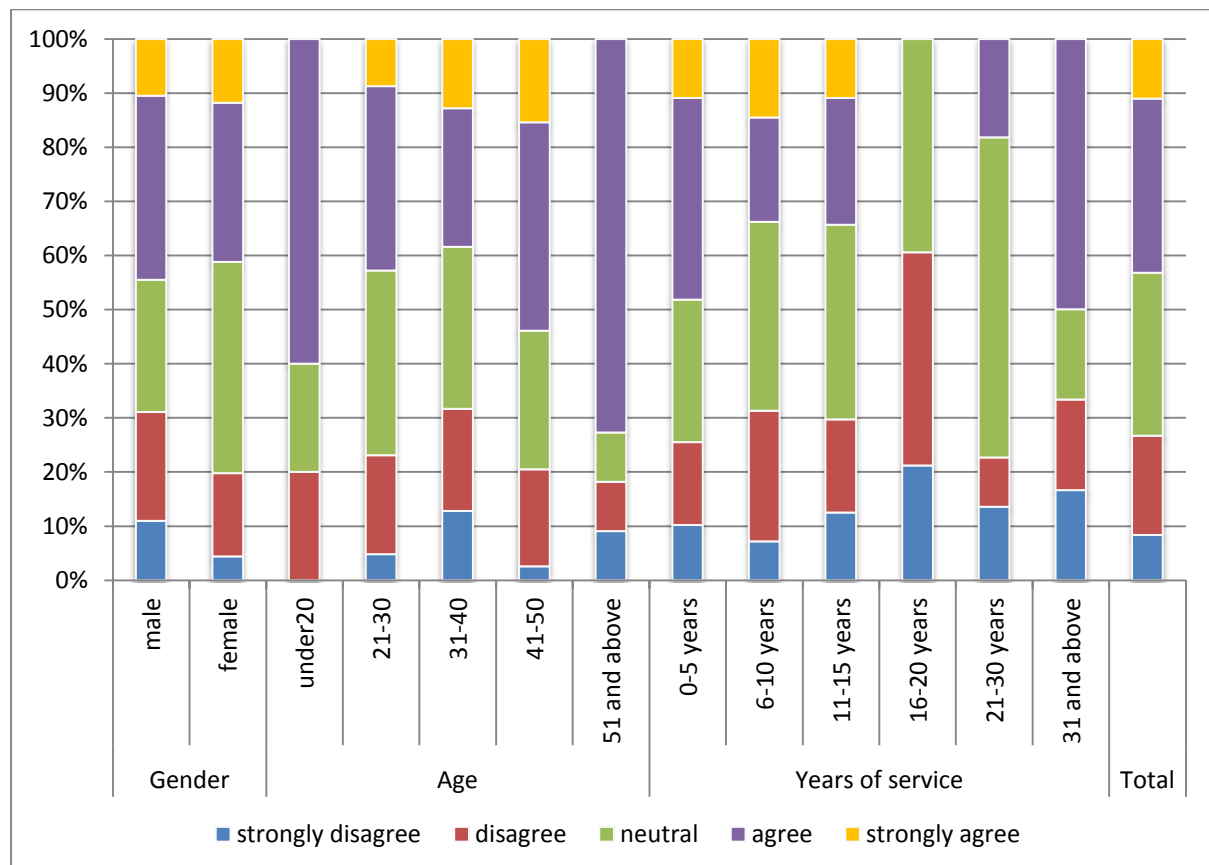
Table 5.24 Respondents' perceptions on having their expectations met when joining the organisation by gender, age and years of service held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	4.30%	10.00%	20.60%	52.60%	12.40%
	female	2.20%	15.40%	15.40%	51.50%	15.40%
Age	under20	0.00%	20.00%	40.00%	40.00%	0.00%
	21-30	11.10%	30.20%	27.00%	29.40%	2.40%
	31-40	13.40%	23.20%	28.00%	27.40%	7.90%
	41-50	5.10%	35.90%	23.10%	28.20%	7.70%
	51 and above	27.30%	9.10%	9.10%	54.50%	0.00%
Years of service	0-5 years	13.90%	25.50%	29.20%	27.00%	4.40%
	6-10 years	7.20%	26.50%	28.90%	31.30%	6.00%
	11-15 years	17.20%	28.10%	20.30%	26.60%	7.80%
	16-20 years	6.10%	30.30%	30.30%	33.30%	0.00%
	21-30 years	4.50%	22.70%	18.20%	40.90%	13.60%
	31 and above	33.30%	33.30%	16.70%	16.70%	0.00%
Academic qualification	O Level	10.30%	26.30%	27.20%	31.90%	4.20%
	Diploma	13.30%	28.30%	25.80%	25.00%	7.50%
	Degree	20.00%	20.00%	30.00%	20.00%	10.00%
	Masters	50.00%	0.00%	0.00%	50.00%	0.00%
Position level held	constable	13.60%	25.70%	27.10%	28.60%	5.00%
	sergeant	3.80%	36.50%	23.10%	26.90%	9.60%
	inspector	0.00%	14.30%	14.30%	71.40%	0.00%
	assistant superintendent	33.30%	0.00%	66.70%	0.00%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
Total		11.90%	26.70%	26.70%	29.30%	5.50%

5.4.9 Enjoying coming to work

The results in Figure 5.39 show that 43 percent of the respondents enjoy coming to work every day against 27 percent who are not enjoying coming to work every day. Only 30 percent neither enjoy nor do not enjoy coming to work every day. The findings are in support of a statement in section 3.3.3.3. by Spector (2006:185) that if workers enjoy their work, they will usually exert the effort necessary to do what is expected of them. Most matured males, who occupy senior positions, are highly likely to enjoy coming to work every day as compared with their female counterparts, as shown in Figure 5.39 and on Appendix A, Table 35.

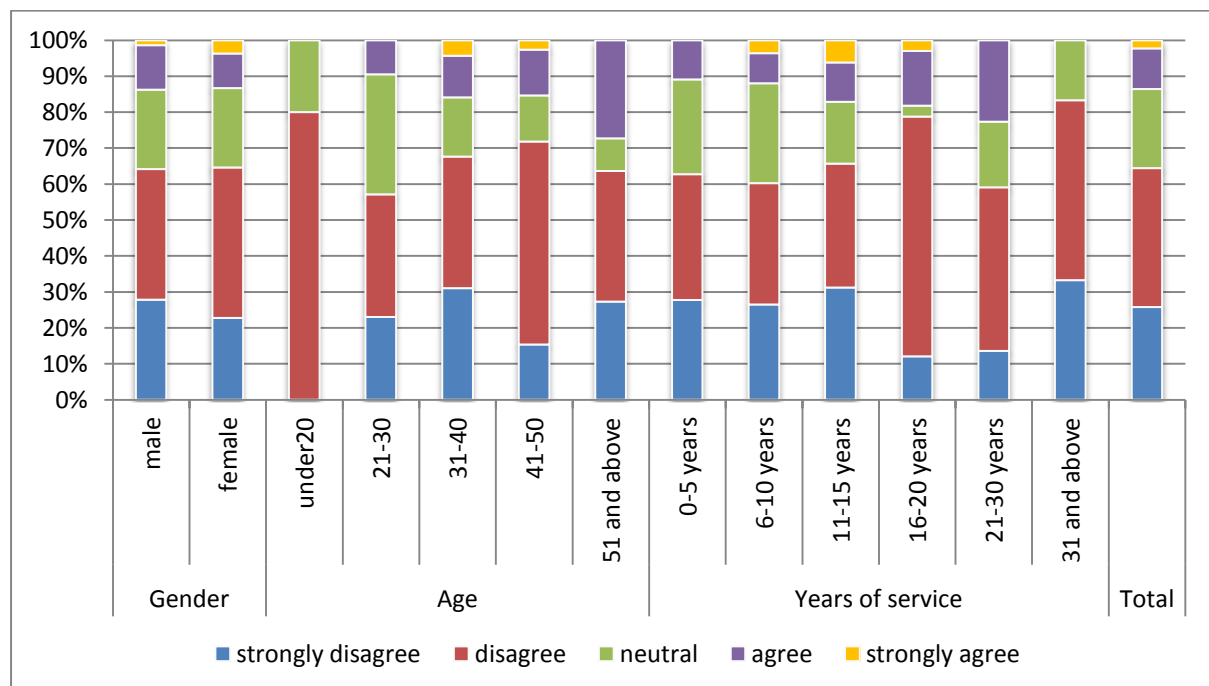
Figure 5.39 Respondents' perceptions on enjoying coming to work by gender, age and years of service held by respondents



5.4.10 There are sufficient structures to help police officers who experience burn out

The results in Figure 5.40 reflect that, in Swaziland, there are insufficient structures to help police officers who experience burn out. Out of the entire respondents who took part in the exercise, 65 percent stated that there are insufficient structures to help police officers who experience burn out against 13 percent who said that there were sufficient structures to help police officers who experience burn out. Only 22 percent neither agreed nor disagreed. The findings support Drake and Edward (2002:176) that high levels of job-related stress may lead to burn-out, unless individuals successfully develop and use coping mechanisms to combat it. The RSPS has insufficient structures to help police officers who experience burn out. Most educated females with a service of between 16-20 years are highly likely to feel that there are no sufficient structures to help police officers who experience burn out as compared with their female counterparts, as shown in Figure 5.40 below and on Appendix A, Table 36.

Figure 5.40 Respondents' perceptions on having sufficient structures to help police officers who experience burn out by gender, age and years of service held by respondents



5.4.11 Everyone is treated fairly

The results in Table 5.25 present views of respondents' perceptions regarding everyone being treated fairly.

Table 5.25 Respondents' perceptions on everyone being treated fairly by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	39.70%	34.00%	14.80%	8.10%	3.30%
	female	36.80%	35.30%	20.60%	7.40%	0.00%
Age	under20	20.00%	60.00%	20.00%	0.00%	0.00%
	21-30	39.70%	34.10%	16.70%	8.70%	0.80%
	31-40	42.10%	33.50%	15.90%	5.50%	3.00%
	41-50	25.60%	41.00%	17.90%	12.80%	2.60%
	51 and above	27.30%	18.20%	36.40%	18.20%	0.00%
Years of service	0-5 years	43.80%	32.80%	13.90%	8.80%	0.70%
	6-10 years	37.30%	39.80%	19.30%	2.40%	1.20%
	11-15 years	43.80%	26.60%	17.20%	6.20%	6.20%
	16-20 years	21.20%	54.50%	9.10%	12.10%	3.00%
	21-30 years	22.70%	22.70%	36.40%	18.20%	0.00%
	31 and above	33.30%	16.70%	33.30%	16.70%	0.00%
Academic qualification	O Level	38.00%	31.00%	18.80%	10.30%	1.90%
	Diploma	35.80%	43.30%	15.00%	3.30%	2.50%
	Degree	80.00%	10.00%	0.00%	10.00%	0.00%
	Masters	50.00%	0.00%	50.00%	0.00%	0.00%
Position level held	constable	42.10%	33.20%	15.70%	6.40%	2.50%
	sergeant	26.90%	42.30%	15.40%	15.40%	0.00%
	inspector	0.00%	28.60%	57.10%	14.30%	0.00%
	assistant superintendent	33.30%	33.30%	33.30%	0.00%	0.00%
	superintendent	0.00%	50.00%	50.00%	0.00%	0.00%
	senior superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
Total		38.60%	34.50%	17.10%	7.80%	2.00%

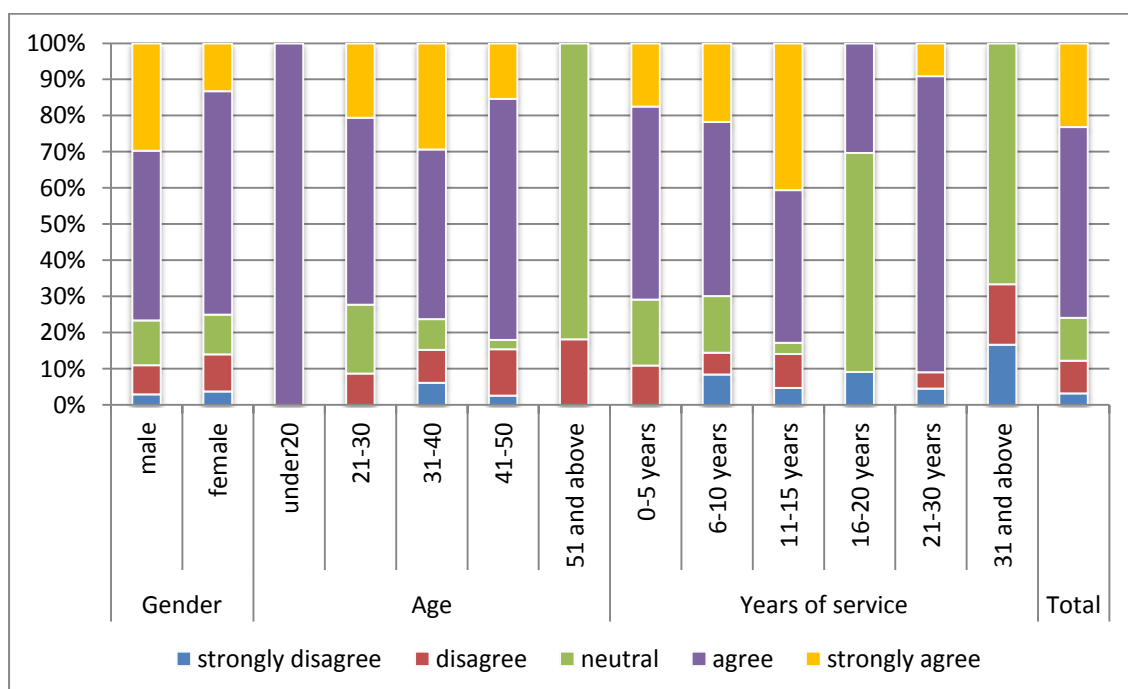
Table 5.25 shows that, in Swaziland, police officers are not treated fairly. Out of the entire respondents, 73 percent felt that they were not treated fairly against 10 percent who said they were treated fairly. Only 17 percent neither agreed nor

disagreed that they were treated fairly. Carrell *et al.* (1999:561) support that “*Job satisfaction is considerably improved when supervisors are perceived to be fair, helpful, competent and effective*”. Most matured, long-serving and male police constables are more likely not to be treated fairly as compared with their female counterparts, as shown in Table 5.25.

5.4.12 Possessing skills and competencies to perform the job

The results in Figure 5.41 reflect that most police officers in Swaziland have the skills and competency to perform the job. Out of all the respondents who participated in the exercise, 76 percent have the skills and competencies to perform their job against 12 who said they do not have the skills and competency to perform the job. Only 12 percent neither agreed nor disagreed. This results is in line with a statement by Greenberg and Baron (2003:209) that it not a secret that some people are better suited to performing their jobs than by virtue of their unique characteristics and special skills and abilities. Most educated and long-serving females, who are in senior ranks, are more likely to have the skills and competencies to perform the job as compared with their male counterparts, as shown in Figure 5.41 and on Appendix A, Table 37.

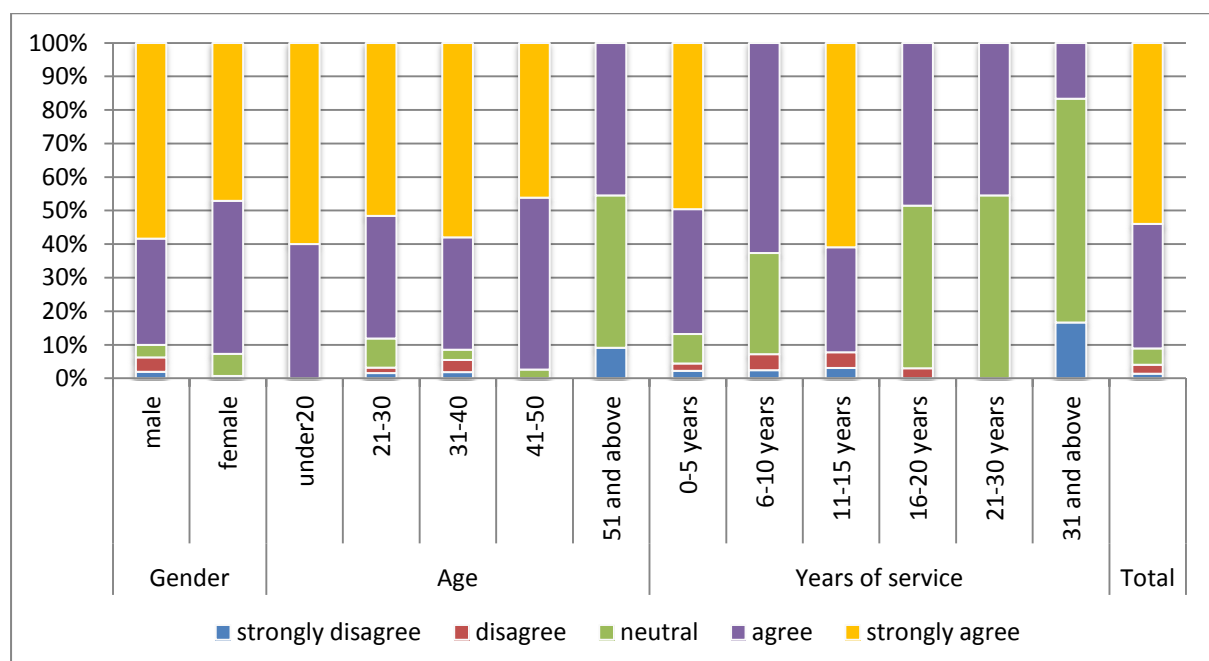
Figure 5.41 Respondents’ perceptions on having the skills and competencies to perform their job by gender, age and years of service held by respondents



5.4.13 Willingness to put a great deal of effort beyond what is normally expected in order to make the RSPS successful

The results in Figure 5.42 present that most police officers in Swaziland are willing to put in a great deal of effort beyond what is normally expected in order to make the RSPS successful. Out of all the respondents that took part in the exercise, 91 percent are willing to put in a great deal of effort beyond what is normally expected in order to make the RSPS successful against 4 percent who are not willing to put in a great deal of effort beyond what is normally expected in order to make the RSPS successful. Only 5 percent neither agreed nor disagreed. This result supports a statement in section 3.5 by Chiu (2000:177) that job satisfaction is correlated to enhanced job performance, positive work values, high levels of employee motivation, and lower rates of absenteeism, turnover and burnout. Most educated males of medium service (6-12 years) are more likely to put in a great deal of effort beyond what is normally expected in order to make the RSPS successful as compared with their female counterparts, as shown in Figure 5.42 and on Appendix A, Table 38.

Figure 5.42 Respondents' perceptions on willingness to put a great deal of effort beyond what is normally expected of them in order to make the RSPS successful by gender, age and years of service held by respondents



5.5 Section B – Findings of the Qualitative Research

Interviews were conducted with ten senior police officers which included two retired senior police officers and a focus group discussion was conducted with ten junior police officers to strike a balance on the issues in the RSPS. This helped to remove the biasness of combining the senior officers and junior officers as in the disciplined organisations a word from a senior officer is final and junior officers are not allowed to exchange or appear to disagree with their seniors as a form of respect or discipline. The focus group acted as a control as the officers discussed each theme and finally came to one conclusion.

The focus group composition was made of four female police officers and five male officers. Their age range was from 30 to 50, with a service ranging from 5 to 20 years and they were all educated as they were attending a junior supervisory course. It must be noted that the RSPS is a male-dominated institution as highlighted in Figure 5.1. The RSPS, since its inception in 1907 to 1980, has been recruiting male police officers only. In 1980, the first few female officers were recruited in the police service. The male number of intake still dominates over the female recruitment in the RSPS.

Semi-structured interviewing was guided only in the sense that some form of interview guide, such as the broad topics described below were prepared beforehand and provided a framework for the interview:

- security, comfort of the work;
- working conditions;
- support and appraisal for work well done;
- payment and allowances;
- growth opportunities at work;
- job demand; and
- interpersonal relationship at work.

5.5.1 What are their feelings about security and comfort of the work

The responses from the respondents were two fold, security and comfort of the work.

5.4.1.1 Security

Regarding security and comfort of the work, most respondents alluded to fact the police cadre is much secured as was attested to in the following quotes:

“When I was employed in the RSPS I was assured that I won’t lose the job”;

“I think is good fairly good”; and

“More police officers are needed due to the high crime rate.”

5.5.1.2 Comfort

The respondents agreed that being a police officer is a calling as the work has various levels of discomfort and dangerous situations. Only one respondent from the senior officer’s interviews mentioned that *“police officers change departments frequently and that creates a sense of discomfort and it’s uncomfortable if you do not manage your stress”*.

In conclusion, the respondents are comfortable with their job security. The respondents are comfortable with their working conditions although there are areas which need improvement like accommodation.

5.5.2 The respondents’ experience of physical working conditions in the police service

The respondents expressed that they are not comfortable with the physical workings conditions. This is taken from the focus group quotes;

“The physical working conditions are not good we are exposed to danger and we live on a sharing regardless of long service but as long as you occupy a junior rank you will share until you reach retirement at the age of 60 years”;

The senior officers interviewed as they are not sharing accommodation expressed that working conditions *“are okay except that there are some structures which are old but the working conditions are okay we receive free water and only pay electricity bills.”* A retired senior officer had this to say about working conditions *“It was good. Only to understand the culture of the organisation”;* and

“Well, I think it was okay. We had reasonable accommodation, water supply electricity and everything.”

In conclusion, the focus group was in agreement that the physical working conditions are good and there is room for improvement. They concluded that police officers are better taken care off as compared to other government departments.

5.5.3 How respondents experience support and appraisal for work well done

The responses from the respondents reflect that there is support and appraisal for a work well done in the RSPS which is mandatorily done once a year on a form and random verbal appraisals are depended on each supervisor. *“It depended on the supervisor on the daily bases but annually it’s a must. In my work there are various forms of appraising officers for a job well done of which there is daily feedback and yearly there is, officers are appraised through a form RSP 45”.*

The respondents all agreed that a sure case feedback from their supervisors to them happened when they have broken the law or neglected duty.

“It is rare as it is done once a year not unless you are on the wrong side of the law that’s when you are called”; and

“It is done once in a year in the organisation and that is when you get to hear of appraisal. Well it is very rare that you are appraised for a job well done than you called to answer for something that you did not do well.”

In, conclusion, a majority of police officers stated that they receive support and appraisal for a job well done.

5.5.4 Views on payment and allowances for police officers

Most of the respondents indicated that their salaries are not enough although they are able to survive with it in the current financial meltdown which has negatively affected the country’s finances as was attested to in the following quotes;

“Okay the payment is not enough but it’s okay”; and

“I wouldn’t comment much on that but to be specific the salary is okay in relation to the present economic meltdown”.

All the respondents spoke in one voice that the allowances are very low.

“The challenge, are the allowances. We don’t have allowances even though we sometimes work overtime and in different conditions that is not catered for”.

“I think the allowances they are not sufficient to consummate with the nature of the job one is facing or the risks that are associated with the execution of the responsibilities of a police officer”; and

“Well, the allowances are very low. They are not at attractive”.

The focus group expressed that every police officer is now paid an allowance known as a police allowance which is too little as compared to an overtime claim. *“In the past we claimed overtime and it was replaced with a police allowance which now benefits every officer instead of an officer who has actually worked overtime”; and*

A retired senior officer summed up the issue of salary and allowances by saying that *“It was good as long as you climbed the ladder or ranks”.*

In conclusion, the respondents stated that salaries are not enough and the allowances are very low.

5.5.5 How are growth opportunities at work

The respondents agreed that there are many growth opportunities in the RSPS as the hierarchy was very wide with nine ranks.

“There are many growth opportunities”;

“They are fine. The structure of the organisation is wide. There are still available chances to climb up the ladder”; and

“There are quite many growth opportunities in the police service. The police service has established a rank structure which is presently being reviewed. It is likely to be

upgraded and growth opportunities are likely to expand from the present ones. Otherwise growth opportunities are quite good".

However, the focus group agreed that *"despite the wide hierarchy in the RSPS there is a growing trend in the RSPS of recruiting university graduates who then receive instant promotions in favour of us long serving and dedicated officers who possess the same qualifications with them and there is no clear promotion policy".*

In conclusion, the respondents stated that there are growth opportunities at work.

5.5.6 How is the job demand

The respondents all indicated that the police job is demanding as were attested to in the following quotes:

"It is very demanding, very demanding because sometimes you can't have holidays, you can't go on a festive season, you must be always at work. So it is very demanding"; and

"Yes! Police work is always demanding because one has to sacrifice his or her time and sometimes you have not enough time to sleep".

The focus group concluded that a police officer is on duty for 24 hours a day whether off duty or not, whether in police uniform or not, the public has to seek service and you must provide it.

"The job is quite demanding to such an extent that the service rendered by this organisation is classified as an essential service"; and

"Its too demanding as each and every day there are new challenges".

In conclusion, the respondents agreed that the police profession is too demanding.

5.5.7 How are interpersonal relationships at work

Regarding interpersonal relationship at work, most respondents alluded to fact that the RSPS is a disciplined organisation where respect is not negotiable and they ensured that they maintain good interpersonal relationship at work. This was attested to in the following quotes:

“Yes! Police work is dynamic so interpersonal relationship is there since police officers interact daily on their daily tasks”; and

“It is relatively okay. I create a good work relationship with the officers and the community I work with”.

In conclusion, a majority of the police officers maintain good interpersonal relationship.

5.5.8 Respondents satisfaction with the job

The respondents all indicated that they are satisfied with the job.

All the senior officers responded by saying that they were very satisfied with the job and being senior in the police service has to do with the rank one holds. The senior officers or respondents had these to say about their satisfaction in the police service,

“Yes! Yes!”

“Correct, I’m satisfied”

“I’m very much satisfied”

However, the focus group expressed different views regarding satisfaction as some of them have not been promoted in since joining the RSPS despite being long serving, loyal, disciplined and hardworking.

In conclusion, the respondents expressed that they were satisfied with the job.

5.6 Section C: Results of Quantitative and Qualitative Research

The results of both the quantitative and qualitative research depicts the following

5.6.1 Working conditions

The respondents agreed that they are comfortable with their work environment (56%) and that their work environment influences their commitment (69%). Working conditions influences their performance (64%) and poor working conditions motivate staff to leave (69%). They are comfortable with their working conditions as (38%) agreed against 32 percent who disagreed. The focus group had the chance to discuss and concluded that the working conditions are good but an improvement is needed as most of them live on a sharing basis in the police camps necessitated by accommodation shortage.

The respondents expressed that there are inadequate safety and security measures to protect them. The police profession is a life threatening job as they are expected to arrest even armed or dangerous criminals and the crime rate is on the rise. In conclusion, respondents are comfortable with their working conditions.

5.5.2 Working relationships/ Interpersonal relationship

The respondents in both the questionnaire and semi-structured interviews agreed that they have a good work relationship with colleagues and they maintain a good interpersonal relationship at work. They also agreed that they are in good terms with their supervisors and are satisfied with the respect they receive from their workmates.

The respondents do not receive prompt feedback from their supervisors and they do not know voice their opinion without fear of victimization. There are not given a chance to apply and initiate other methods/ initiatives of doing the job.

5.5.3 Leadership

The respondents stated that they are not given delegated authority in their work and their supervisors lack good leadership skills. They agreed that their abilities are taken into consideration when duties are delegated to them.

5.5.4 Salary benefits

The respondents are of the view that salary increases are inadequate to meet the increasing cost of living and poor salaries can encourage police officers to leave their jobs. Their salary is not equal to the effort they put on the job.

They voiced an outcry that their job offers inadequate allowances and thus they are not satisfied with the allowances they receive in the police organisation. The focus group hinted that it was better when they used to claim an overtime which was eventually replaced with a police allowance.

5.5.5 Recognition

The respondents felt that employees of the RSPS are not adequately recognised for their services although they are encouraged to sometimes make inputs in their work.

5.5.6 Advancement/Promotions

The respondents felt that promotions are not based on ability. The focus group mentioned that there is no clear promotion policy in the RSPS. They agreed that they are not reimbursed for formal achievements that they obtained through personal development. They acknowledged that the hierarchy is wide but only 32% agreed that they have an opportunity of career advancement in the organisation. They felt that their chance for promotion does not increase as they perform their job very well.

5.5.7 Achievement

The respondents felt that they are given respect by their colleagues and by the community since they became police officers. They are proud being in the RSPS as the focus group clarified that being a police officer is a calling and a pride to protect the nation.

5.5.8 The job

The respondents all agreed that the demands of the police job are too much such that they do not have enough rest or sleep and they also work during public holidays. The job has clear achievable goals and standards. They agreed that there is clear description of what is expected from them. They are concerned about lack of adequate safety and security measures to protect them.

5.5.9 Responsibility

The respondents agreed that there is monitoring of their responsibilities to ensure that they do their work very well. The interviewees stated that appraisals "*are rare as are done once a year not unless you are on the wrong side of the law that's when you are called*". Police responsibilities are closely monitored. Most of them agreed that they are responsible for planning their work (53%).

5.5.10 Job security

Most of the respondents agreed that the police profession has job security as it is permanent and pensionable. There are no chances of retrenchments as more police officers are needed to reduce the crime rate. There is competition for jobs in the RSPS.

5.5.11 The perceived impact of job satisfaction on performance

The respondents stated that they perform effectively when given necessary resources (94%). They are willing to put in a great deal of effort beyond what is normally expected in order to make the RSPS successful since they have skills and competencies to perform the job.

The respondents disagreed that everyone is treated fairly. There are insufficient structures to help police officers who experience burn out as they work for long hours.

5.7 Conclusion

This chapter presented the results of the quantitative and qualitative research. A triangulation of all the results was presented. Deductions were made and delineated. The next chapter presents the recommendations, limitations and conclusions.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The aim of the study was to examine job satisfaction in the RSPS. In chapter one, the research problem was posed and the context of the problem was discussed. A literature review on the theoretical perspectives on job satisfaction and the public sector was provided in chapter two. Chapter three presented literature on job satisfaction and performance. The research methodology for the study was presented in chapter four and the empirical results were presented after an in-depth analysis in chapter five. Finally, in this chapter, a summary and recommendations of the study are presented in accordance with the research objectives drawn from the findings of the primary research of this study and basis of the findings from the literature review.

6.2 Summary of the study

Objective 1: To examine the factors that influence job satisfaction within the RSPS.

6.2.1 Findings from the Primary Research

The findings from the primary research are presented below in conjunction with the objectives of the study and research questions.

It is indeed beyond doubt that good working conditions can influence one to be satisfied with his/her work. Job satisfaction is often considered an important influence on employee behaviour and ultimately, organizational effectiveness (Hirschfeld 2000:255). In Swaziland, most people working in the police service attested to the fact that the work environment provided for them highly influenced their love for their job. In particular, elderly educated and long-serving females, when compared with their male counterparts, said to be more comfortable with their work environment.

There is room for improvement in the living conditions of police officers more

especially junior officers who are made to share accommodation (chapter 3.2.1). A junior officers forms the majority of the police officers in the RSPS.

6.2.1.2 Working relationships

It is indeed beyond doubt that police officers in Swaziland are in good terms with their supervisors, maintain good work relationship with colleagues, and maintain good interpersonal relationships in the workplace. Fear of victimisation, lack of prompt feedback and communication from seniors and management, not being informed when important actions are to be taken by supervisors and not giving a chance to employees to try their own methods of doing the job form part of the dissatisfaction factors in the RSPS. In particular, most young male police officers holding junior ranks and with a service of not more than 5 years are more likely not to be given a chance to try their own methods of doing the job as compared with their female counterparts.

6.2.1.3 Leadership

Gibson *et al.* (2003:402) suggested in Chapter 3.3.2 that a leader could make a difference in terms of end-result factors: performance, goal attainment, and individual growth and development. Most police officers felt that their supervisors have good leadership skills and that they are given delegated authority in their work. Abilities are taken into consideration when duties are delegated to police officers. In particular, most matured educated and long-serving males are highly likely to have their abilities taken into consideration when duties are delegated to them, as compared with their female counterparts.

6.2.1.1.4 Salary benefits

In a nutshell, police officers in Swaziland are not satisfied with their allowances and the job offers in adequate benefits. According to Bull (2005:13), job satisfaction can be viewed as employees' observation of how well their work presents those things which are important to them, like pay, promotion, recognition and other benefits. The salary is not equal to the effort put on the job and salary increases are inadequate to meet the increasing cost of living. In particular, most educated constable male

officers with a service of 6-10 years are highly likely to feel that salary increases are inadequate to meet the increasing cost of living as compared with their female counterparts. Poor salary can encourage police officers to leave their jobs.

6.2.1.1.5 Recognition

It is indeed beyond doubt that police officers in Swaziland receive recognition from supervisors for a job well done and are encouraged to make inputs with regard to their work. The police officers in Swaziland are not adequately recognised for their services. In particular, most matured and long serving males in senior positions are highly likely to feel that police officers in the RSPS are not adequately recognised for their services, as compared with their female counterparts.

6.2.1.1.6 Advancement/Promotion

In a nutshell, promotions in the RSPS are not based on ability and chances for promotions do not increase as they perform the work very well. They are not given opportunities to express their professional developmental needs and they are not reimbursed for formal achievements that they obtained through personal development. However, there are continuous opportunities to training and development which benefit a chosen few. Opportunities for career advancement in the RSPS exist as the hierarchy is too wide although there is no skills inventory.

6.2.1.1.7 Achievement

Greenberg and Baron (2003:154) state that satisfaction is derived from factors associated with the work itself or to outcomes directly resulting from it, such as the nature of the jobs, achievement in the work, promotion opportunities, and chances for personal growth and recognition. Police officers are proud of being in the RSPS to serve the nation and they are respected as police officers in the community. In particular, most educated, matured, long serving and senior ranked females are highly likely to be respected as police officers in their communities, as compared with their male counterparts.

6.2.1.1.8 The job

Job satisfaction also refers to what people like and dislike about their jobs, how they feel about their jobs and their individual attitudes towards their work (Kamstra 2005:16). It is indeed beyond doubt that the police job demands in Swaziland are too much, although there is a clear description of what is expected from the police officers as the job has clear achievable goals and standards. The police officers have the experience to perform well. Inadequate safety and security measures to protect them exist. A classical example, the Times of Swaziland (12 June 2013:3) reported that a senior police officer with a rank of Assistant Superintendent (Station Commander) was kidnapped in broad daylight and driven for about ten kilometres against his will by a kombi driver he was trying to arrest.

6.2.1.1.9 Responsibility

Muller (1993:163) stated that the manager must ensure that responsibilities are standardized for each job level and that each employee has a copy of his/her job description. It is indeed beyond doubt that there is monitoring of the employees' responsibilities in RSPS to ensure that the work is well done. Each employee is responsible for planning his or her work and responsible for the work of others.

6.2.1.1.10 Job security

In a nutshell, the police profession in Swaziland has a secure future and there is competition for police jobs. Sverke, Hellgren and Naswall (2002:243) state that research shows that job insecurity has detrimental effects for both employees and (the productivity and efficiency of) organizations. Police officers are neither rarely dismissed nor not rarely dismissed. It depends on the outcome of the disciplinary case.

6.2.2 Findings from the Literature

The first research question sought to assist the researcher gain a better understanding of the factors that influence job satisfaction in the RSPS. The factors of job satisfaction were discussed in Chapter 3. The psychologist and management consultant Frederick Herzberg who developed the Two Factor Theory, also known

as the Motivators – Hygiene theory (Gibson *et al.* 2003:138), mentioned that some of the factors of job satisfaction are working conditions, work relationships, leadership, remuneration and benefits, achievement, recognition, the work itself, responsibility and advancement – promotion (section 2.8.1.4).

The main finding is that police officers acknowledge the presence of job satisfaction factors are highly satisfied by being respected as a police officer in the community, that co-workers think they are good police officers (achievement – section 3.2.7) and that there are clear achievable goals and standards in the police profession (the job – section 3.2.8). Police officers maintain a good work relationship with their colleagues (interpersonal relationship – section 3.2.2) and that their jobs are secured (job security – section 3.2.10).

In addition, the findings of the study revealed that police officers are not satisfied with their salaries and allowances (section 3.2.4), promotion criteria and advancement (section 3.2.6). An employee who is not well paid has little job security, has poor relationships with co-workers and the supervisor and is not given any challenging assignments and is very boring with his or her job (Gibson *et al.* 2003:140).

6.3 Objective 2: Exploring the perceived impact of job satisfaction on performance

6.3.1 Findings from the Primary Research

The key findings of the study are that police officers perform effectively when given necessary resources and that employees are prepared to put a great deal of effort beyond what is normally expected of them in order to make the RSPS successful. It is indeed beyond doubt that the police officers have the skills and competencies to perform the job, in particular, educated long-serving females who are in senior ranks are more likely to feel they have the skills and competencies to perform the job as compared with their male counterparts.

The findings also show that police officers work for long hours and their efforts are not adequately rewarded. They are not treated fairly and there are insufficient structures to help police officers who experience burnout.

6.3.2 Findings from the literature

It is clear that this study was able to unveil the relationship between job satisfaction and performance, as satisfied employees will strive to increase work performance. In Chapter 3.3.2 by Arnold and Feldman (1996:93-94) state that there exists a relationship between job satisfaction and job performance and there is sufficient evidence to indicate that job performance results in job satisfaction. A positive relationship between performance and satisfaction was established, as depicted in Figure 3.1. and in Table 3.3. Section 3.3.2.2. contain a statement that “*satisfied employees are less likely to leave the organization, dissatisfied employees are more likely to leave*” (Wood *et al.* 2001:114). Only 43 percent enjoy coming to work every day, in particular, most matured males who occupy senior positions are highly likely to enjoy coming to work every day as compared with their female counterparts. This can be attributed to the fact that they are very successful in climbing the police ranks.

6.4 Conclusion

The study has met its primary objectives in examining the factors that influence job satisfaction in the RSPS. In terms of the results, it is clear that the RSPS needs to prioritize or enhance these factors at the workplace so that employees can be satisfied. What organizations and managers can do is provide the environment, support and resources that impact on the motivation of individuals (Hollyforde and Whiddett 2005:7). This can be in the form of providing the rewards, working conditions, systems and processes, learning opportunities, encouragement, and so on, that maximize the chances that employees will be satisfied and give their best to the organization. This statement is supported by the finding that 91 percent of the respondents are willing to put in a great deal of effort beyond what is normally expected in order to make the RSPS successful.

The research indicated that there is a significant relationship between job satisfaction and performance. The relationship is positive. The study found that there is sufficient evidence to indicate that performance results in job satisfaction. Figure 3.1 highlights how performance leads to satisfaction and how rewards play a pivotal role in this

relationship. Clearly, an improvement in job satisfaction factors can result in improved work performance. Job satisfaction is a predictor of employee performance. A happy employee is usually productive. Employee commitment correlates positively with employee motivation, job satisfaction and performance (Khumalo 2012:211).

The study achieved its objectives in the sense that it was able:

- To unearth the factors that affect job satisfaction in the RSPS. The factors are: poor allowances and salaries, sharing of accommodation, lack of prompt feedback and communication from seniors and management, fear of victimization after voicing a personal opinion, lack of a promotion policy or biasness in promotions, inadequate safety and security measures and unfair treatment; and
- To explore the perceived impact of job satisfaction on performance. It established that job satisfaction and work performance cannot be separated.

6.5 Recommendations

Objective 3. To make recommendations to police management on how job satisfaction in the RSPS can be enhanced.

Based on the conclusions of this study, the recommendations for improving job satisfaction in the RSPS or for enhancing job satisfaction are as follows:-

- The RSPS management in consultations with government should consider the building of bedsitters which can accommodate one police officer instead of three to four police officers living with or without their sharing a two-bedroom house normally designed for one police officer and his or her family members to ensure privacy and promote the well being of all police officers;
- The organization needs to improve the working environment of police officers as some police stations are old and staff houses are in a dilapidated state. It is recommended that the organization should set up a department which will focus on attending to house faults other than relying on the Ministry of Public

Works and Transport whose employees takes ages to address a minor problem. The organization can save millions of Emalangeni through fixing of building faults such as electricity faults and water leakages. This money can then be used to address the first concern of building bedsitters. According to the organization's budget, a large share is allocated to settle water bills, telephone charges and electricity;

- Police officers work in an unsafe environment. It is recommended that the RSPS management remind the office of the Minister of Police to implement the risk insurance for police officers as the Minister of Police stated that government has agreed to insure police officers in view of the life threatening conditions they are exposed to and the risk insurance had not been implemented;
- To allow officers to express their opinions without fear of victimization to enhance job satisfaction in the RSPS. This can be achieved by creating a forum of open discussions about matters relating to the workplace. The absence of open discussions has seen aggrieved officers discussing their internal work matters with the media and issues tend to be blown of out proportion. The office of the Commissioner of Police is then compelled to respond to the media report or newspaper article other than responding to the aggrieved anonymous officer(s);
- It is recommended that the RSPS should increase focus on managing performance and educating senior staff about the importance of fully indulging their subordinates in the appraisal process. The appraisal process should at least be done on a quarterly basis in a year not annually, in order to keep employees abreast on their current performance in line with the expected job targets. This can help quickly identify performance gaps and remedies to that effect. The RSPS should create a performance based rewards system to encourage commitment of employees to their jobs. Currently, meeting of job targets provides no tangible incentive to the employees;

- It is recommended that the RSPS management should engage the employer through the laid down structures and forward a request to review the police allowance or at least to benchmark it (to be in line) with the allowances of the other essential service providers like the fire personnel and nurses which is calculated at 35% of their salaries, yet police allowance is only calculated at 15% of the basic salary. This incentive will increase the police officers' level of job satisfaction and improve work performance;
- In addition, it is strongly recommended that the RSPS sets up a Salary Review Committee which will be recognized by the Government in salary negotiations for the police. This will prevent the crossroad situation police officers find themselves in, during protest action staged by civil servants unions demanding salary hikes from Government. Police officers have to work without fear or favour. This principle is compromised in the event of salary protests since police officers know that the positive impact of the civil servants' strikes will ensure that their salaries are also increased. This implies that, if there is no salary strike action by civil servants, there is no salary increase for the police. Therefore, it is recommended that government should treat the issue of police officers' salaries separately because their job is unique and essential. The RSPS should devise innovative, motivating processes that bring about job satisfaction, and that act as an inspiration to perform; and
- The RSPS should make a clear promotion policy which must be implemented as some officers are made to appear before a promotion board and some are promoted without appearing before the promotion board. This leads to dissatisfaction as there is no transparent criterion on how a police officer is promoted. This will ensure that promotion is based on ability and in a transparent manner.

6.6 Recommendations for future research

The following are recommended for future studies:

- This study examined factors that influence job satisfaction in the RSPS. There were no studies previously conducted in this sector, neither changes nor trends could be identified. Therefore, it is recommended that this study be repeated in the future to allow for comparative analysis studies; and
- It is recommended that a future study be done on the whole police service to determine their job satisfaction levels. This study focused on two regions (Manzini and Hhohho). This would provide management with good, usable information on what to focus on in order to improve overall job satisfaction in the RSPS.

6.7 Limitations

The following were limitations of the study

- The study was confined in only two regions of the country (Hhohho and Manzini). The results in other regions, like Shiselweni and Lubombo, could have been different due to the socio-economic conditions as Manzini and Hhohho are mainly urban and easily assessable; and
- The research was limited in that the researcher handpicked the respondents using a personal approach method instead of a random approach which could have given every officer an equal chance to participate in the study.

6.8 Conclusion

This study examined job satisfaction in the RSPS and the explored the perceived impact of job satisfaction on performance. It made recommendations to the police management on how job satisfaction in the RSPS can be enhanced. The recommendations made to the organization provide clear and simple solutions for

addressing the issues highlighted by the study. The organization can analyze the recommendations made to its management and customize it to produce custom-made solutions to fit their unique environment. Taris, van Horn, Schaufeli and Scheurs (2004:120) caution: *“in order to prevent such undesirable outcomes, it may be insufficient to improve only one aspect of the work situation if other problematic aspects are not dealt with as well”*.

The researcher hopes that this research will be more useful in the RSPS to enhance job satisfaction and improve work performance. The researcher hopes that this research adds value to existing research on job satisfaction as it opens up for further research. The findings of this study are hoped to bring about a visible difference in the RSPS.

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Appendix A: Perceptions

Table 1 Respondents' perceptions with their work environment by gender, age, academic qualification, years of service and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	6.20%	18.20%	22.50%	42.60%	10.50%
	Female	6.60%	8.10%	25.00%	44.90%	15.40%
Age	under20	0.00%	0.00%	60.00%	40.00%	0.00%
	21-30	3.20%	14.30%	31.00%	40.50%	11.10%
	31-40	9.10%	14.00%	19.50%	44.50%	12.80%
	41-50	5.10%	17.90%	15.40%	48.70%	12.80%
	51 and above	9.10%	9.10%	9.10%	45.50%	27.30%
Years of service	0-5 years	5.80%	8.00%	29.90%	46.00%	10.20%
	6-10 years	4.80%	20.50%	31.30%	31.30%	12.00%
	11-15 years	12.50%	20.30%	15.60%	35.90%	15.60%
	16-20 years	0.00%	12.10%	12.10%	66.70%	9.10%
	21-30 years	4.50%	13.60%	0.00%	54.50%	27.30%
	31 and above	16.70%	16.70%	0.00%	66.70%	0.00%
Academic qualification	O Level	10.80%	21.10%	28.60%	32.40%	7.00%
	Diploma	12.50%	20.80%	32.50%	29.20%	5.00%
	Degree	0.00%	20.00%	30.00%	50.00%	0.00%
	Masters	50.00%	0.00%	0.00%	50.00%	0.00%
Position level held	Constable	5.70%	15.40%	26.80%	38.20%	13.90%
	Sergeant	9.60%	11.50%	9.60%	67.30%	1.90%
	Inspector	0.00%	0.00%	14.30%	71.40%	14.30%
	assistant superintendent	33.30%	0.00%	0.00%	66.70%	0.00%
	Superintendent	0.00%	0.00%	0.00%	0.00%	100.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		6.40%	14.20%	23.50%	43.50%	12.50%

Table 2 Respondents' results on work place environment safety by gender, age academic qualification, years of service and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	7.20%	26.30%	22.00%	37.30%	7.20%
	Female	12.50%	19.90%	15.40%	41.90%	10.30%
Age	under20	20.00%	40.00%	0.00%	40.00%	0.00%
	21-30	12.70%	23.00%	26.20%	28.60%	9.50%
	31-40	7.90%	23.80%	16.50%	45.10%	6.70%
	41-50	0.00%	28.20%	15.40%	48.70%	7.70%
	51 and above	18.20%	9.10%	9.10%	36.40%	27.30%
Years of service	0-5 years	7.30%	24.80%	22.60%	37.20%	8.00%
	6-10 years	13.30%	27.70%	26.50%	27.70%	4.80%
	11-15 years	14.10%	18.80%	14.10%	42.20%	10.90%
	16-20 years	3.00%	18.20%	9.10%	60.60%	9.10%
	21-30 years	0.00%	22.70%	4.50%	54.50%	18.20%
	31 and above	16.70%	33.30%	16.70%	33.30%	0.00%
Academic qualification	O Level	6.60%	15.00%	21.60%	44.60%	12.20%
	Diploma	5.00%	12.50%	27.50%	40.80%	14.20%
	Degree	0.00%	20.00%	20.00%	60.00%	0.00%
	Masters	100.00%	0.00%	0.00%	0.00%	0.00%
Position level held	Constable	10.40%	25.40%	19.60%	35.40%	9.30%
	Sergeant	3.80%	21.20%	19.20%	51.90%	3.80%
	Inspector	0.00%	0.00%	28.60%	57.10%	14.30%
	assistant superintendent	33.30%	0.00%	0.00%	66.70%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		9.30%	23.80%	19.40%	39.10%	8.40%

Table 3 Respondents' perceptions with their working conditions by gender, age, academic qualification, years of service and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	10.00%	25.40%	28.70%	32.50%	3.30%
	Female	13.20%	14.00%	31.60%	30.90%	10.30%
Age	under20	20.00%	0.00%	40.00%	40.00%	0.00%
	21-30	12.70%	19.00%	34.10%	27.80%	6.30%
	31-40	9.80%	23.80%	28.00%	31.70%	6.70%
	41-50	10.30%	17.90%	28.20%	38.50%	5.10%
	51 and above	18.20%	18.20%	9.10%	54.50%	0.00%
Years of service	0-5 years	7.30%	15.30%	44.50%	26.30%	6.60%
	6-10 years	15.70%	28.90%	16.90%	36.10%	2.40%
	11-15 years	14.10%	28.10%	25.00%	21.90%	10.90%
	16-20 years	6.10%	9.10%	27.30%	48.50%	9.10%
	21-30 years	13.60%	18.20%	9.10%	59.10%	0.00%
	31 and above	33.30%	33.30%	16.70%	16.70%	0.00%
Academic qualification	O Level	6.60%	15.00%	21.60%	44.60%	12.20%
	Diploma	5.00%	12.50%	27.50%	40.80%	14.20%
	Degree	0.00%	20.00%	20.00%	60.00%	0.00%
	Masters	100.00%	0.00%	0.00%	0.00%	0.00%
Position level held	Constable	5.70%	15.40%	26.80%	38.20%	13.90%
	Sergeant	9.60%	11.50%	9.60%	67.30%	1.90%
	Inspector	0.00%	0.00%	14.30%	71.40%	14.30%
	assistant superintendent	33.30%	0.00%	0.00%	66.70%	0.00%
	Superintendent	0.00%	0.00%	0.00%	0.00%	100.00%
Total		11.3%	20.9%	29.9%	31.9%	6.1%

Table 4 Respondents' perceptions on environmental influences to their commitment by gender, age, years of experience academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	Male	1.00%	17.20%	11.50%	55.50%	14.80%
Gender	Female	1.50%	15.40%	16.90%	52.20%	14.00%
	under20	0.00%	40.00%	0.00%	60.00%	0.00%
Age	21-30	0.00%	10.30%	18.30%	55.60%	15.90%
	31-40	1.20%	16.50%	10.40%	54.90%	17.10%
	41-50	0.00%	30.80%	10.30%	53.80%	5.10%
	51 and above	18.20%	27.30%	27.30%	27.30%	0.00%
	0-5 years	0.70%	10.90%	16.10%	57.70%	14.60%
Years of service	6-10 years	2.40%	20.50%	15.70%	51.80%	9.60%
	11-15 years	15.60%	7.80%	50.00%	26.60%	0.00%
	16-20 years	6.10%	9.10%	69.70%	15.20%	0.00%
	21-30 years	50.00%	9.10%	40.90%	0.00%	0.00%
	31 and above	16.70%	33.30%	33.30%	16.70%	0.00%
	O Level	1.40%	16.90%	15.00%	55.90%	10.80%
Academic qualification	Diploma	0.00%	17.50%	10.80%	50.80%	20.80%
	Degree	0.00%	0.00%	20.00%	60.00%	20.00%
	Masters	50.00%	0.00%	0.00%	50.00%	0.00%
	Constable	1.10%	15.70%	14.30%	54.60%	14.30%
Position level held	Sergeant	0.00%	19.20%	9.60%	51.90%	19.20%
	Inspector	0.00%	42.90%	28.60%	28.60%	0.00%
	assistant superintendent	33.30%	0.00%	0.00%	66.70%	0.00%
	Superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
Total		1.20%	16.50%	13.60%	54.20%	14.50%

Table 5 Respondents' perceptions on poor working conditions motivating staff to leave by gender, age, years of experience academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	8.10%	10.50%	13.40%	31.60%	36.40%
	Female	5.90%	12.50%	11.00%	43.40%	27.20%
Age	under20	0.00%	40.00%	20.00%	0.00%	40.00%
	21-30	5.60%	4.80%	13.50%	38.90%	37.30%
	31-40	8.50%	11.60%	10.40%	37.80%	31.70%
	41-50	7.70%	20.50%	12.80%	30.80%	28.20%
	51 and above	9.10%	36.40%	27.30%	18.20%	9.10%
Years of service	0-5 years	5.80%	10.20%	10.90%	32.10%	40.90%
	6-10 years	8.40%	4.80%	14.50%	45.80%	26.50%
	11-15 years	9.40%	12.50%	14.10%	29.70%	34.40%
	16-20 years	9.10%	15.20%	3.00%	45.50%	27.30%
	21-30 years	4.50%	36.40%	18.20%	31.80%	9.10%
	31 and above	0.00%	0.00%	33.30%	33.30%	33.30%
Academic qualification	O Level	7.00%	13.60%	15.00%	34.70%	29.60%
	Diploma	7.50%	8.30%	9.20%	38.30%	36.70%
	Degree	10.00%	0.00%	0.00%	50.00%	40.00%
	Masters	0.00%	0.00%	0.00%	0.00%	100.00%
Position level held	Constable	7.10%	10.40%	13.60%	35.40%	33.60%
	Sergeant	7.70%	15.40%	3.80%	42.30%	30.80%
	Inspector	14.30%	28.60%	0.00%	28.60%	28.60%
	assistant superintendent	0.00%	0.00%	33.30%	33.30%	33.30%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		7.20%	11.30%	12.50%	36.20%	32.80%

Table 6 Respondents' perceptions on relationship (good terms) with their supervisors by gender, age, years of experience, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	1.40%	8.60%	18.70%	50.70%	20.60%
	Female	2.20%	8.80%	25.00%	41.90%	22.10%
Age	under20	0.00%	0.00%	40.00%	40.00%	20.00%
	21-30	1.60%	14.30%	22.20%	38.10%	23.80%
	31-40	0.60%	6.10%	21.30%	56.70%	15.20%
	41-50	5.10%	2.60%	20.50%	35.90%	35.90%
	51 and above	9.10%	9.10%	0.00%	54.50%	27.30%
Years of service	0-5 years	0.70%	8.80%	21.90%	43.10%	25.50%
	6-10 years	2.40%	12.00%	21.70%	42.20%	21.70%
	11-15 years	1.60%	7.80%	25.00%	57.80%	7.80%
	16-20 years	3.00%	18.20%	63.60%	15.20%	0.00%
	21-30 years	4.50%	9.10%	45.50%	40.90%	0.00%
	31 and above	33.30%	16.70%	16.70%	16.70%	16.70%
Academic qualification	O Level	0.90%	9.90%	25.40%	44.60%	19.20%
	Diploma	1.70%	7.50%	14.20%	52.50%	24.20%
	Degree	10.00%	0.00%	10.00%	50.00%	30.00%
	Masters	50.00%	0.00%	50.00%	0.00%	0.00%
Position level held	Constable	1.40%	10.00%	22.10%	46.80%	19.60%
	Sergeant	1.90%	3.80%	19.20%	51.90%	23.10%
	Inspector	0.00%	0.00%	0.00%	28.60%	71.40%
	assistant superintendent	33.30%		0.00%	33.30%	33.30%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	100.00%	0.00%	0.00%	0.00%	0.00%
Total		1.70%	8.70%	21.20%	47.20%	21.20%

Table 7 Respondents' views on their good working relationship with their colleagues by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	1.00%	4.80%	4.80%	57.90%	31.60%
	Female	1.50%	9.60%	15.40%	47.10%	26.50%
Age	under20	0.00%	40.00%	0.00%	40.00%	20.00%
	21-30	0.00%	4.80%	13.50%	50.80%	31.00%
	31-40	0.60%	6.10%	6.70%	56.70%	29.90%
	41-50	7.70%	12.80%	2.60%	48.70%	28.20%
	51 and above	0.00%	18.20%	63.60%	18.20%	0.00%
Years of service	0-5 years	0.00%	5.10%	9.50%	47.40%	38.00%
	6-10 years	6.00%	10.80%	59.00%	24.10%	0.00%
	11-15 years	1.60%	7.80%	9.40%	51.60%	29.70%
	16-20 years	3.00%	18.20%	3.00%	63.60%	12.10%
	21-30 years	4.50%	0.00%	4.50%	59.10%	31.80%
	31 and above	16.70%		16.70%	66.70%	0.00%
Academic qualification	O Level	0.90%	7.00%	9.40%	53.50%	29.10%
	Diploma	1.70%	6.70%	7.50%	54.20%	30.00%
	Degree	0.00%	0.00%	10.00%	60.00%	30.00%
	Masters	0.00%	0.00%	50.00%	0.00%	50.00%
Position level held	Constable	0.40%	5.70%	10.00%	53.90%	30.00%
	Sergeant	5.80%	13.50%	3.80%	50.00%	26.90%
	Inspector	0.00%	0.00%	0.00%	42.90%	57.10%
	assistant superintendent	33.30%	66.70%	0.00%	0.00%	0.00%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
Total		1.20%	6.70%	9.00%	53.60%	29.60%

Table 8 Respondents' views on the opportunity to voice their opinion without fear of victimisation by gender, age and years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	25.40%	35.40%	14.80%	20.10%	4.30%
	Female	25.00%	29.40%	22.80%	21.30%	1.50%
Age	under20	40.00%	40.00%	0.00%	20.00%	0.00%
	21-30	27.80%	34.10%	19.80%	15.90%	2.40%
	31-40	23.80%	34.80%	16.50%	21.30%	3.70%
	41-50	12.80%	28.20%	23.10%	30.80%	5.10%
	51 and above	54.50%	9.10%	9.10%	27.30%	0.00%
Years of service	0-5 years	21.20%	42.30%	17.50%	14.60%	4.40%
	6-10 years	30.10%	32.50%	21.70%	14.50%	1.20%
	11-15 years	35.90%	28.10%	10.90%	20.30%	4.70%
	16-20 years	9.10%	18.20%	30.30%	42.40%	0.00%
	21-30 years	18.20%	22.70%	9.10%	45.50%	4.50%
	31 and above	50.00%	0.00%	16.70%	33.30%	0.00%
Academic qualification	O Level	23.50%	31.90%	18.30%	22.50%	3.80%
	Diploma	29.20%	33.30%	15.80%	19.20%	2.50%
	Degree	10.00%	60.00%	30.00%	0.00%	0.00%
	Masters	50.00%	0.00%	50.00%	0.00%	0.00%
Position level held	constable	28.60%	33.90%	17.10%	17.50%	2.90%
	sergeant	9.60%	36.50%	15.40%	34.60%	3.80%
	inspector	14.30%	0.00%	42.90%	28.60%	14.30%
	assistant superintendent	33.30%	0.00%	66.70%	0.00%	0.00%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	100.00%	0.00%	0.00%	0.00%	0.00%
Total		25.20%	33.00%	18.00%	20.60%	3.20%

Table 9 Respondents' views on their satisfaction of the respect they receive from workmates by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	1.90%	12.40%	22.50%	49.80%	13.40%
	Female	3.70%	18.40%	18.40%	46.30%	13.20%
Age	under20	0.00%	0.00%	40.00%	60.00%	0.00%
	21-30	2.40%	11.10%	27.80%	47.60%	11.10%
	31-40	1.20%	19.50%	18.30%	47.00%	14.00%
	41-50	7.70%	12.80%	7.70%	53.80%	17.90%
	51 and above	9.10%	0.00%	18.20%	54.50%	18.20%
Years of service	0-5 years	2.90%	11.70%	21.20%	51.80%	12.40%
	6-10 years	2.40%	14.50%	28.90%	43.40%	10.80%
	11-15 years	1.60%	21.90%	20.30%	39.10%	17.20%
	16-20 years	24.20%	6.10%	57.60%	12.10%	0.00%
	21-30 years	4.50%	4.50%	13.60%	63.60%	13.60%
	31 and above	16.70%	0.00%	16.70%	33.30%	33.30%
Academic qualification	O Level	1.40%	13.60%	20.20%	51.20%	13.60%
	Diploma	3.30%	16.70%	24.20%	43.30%	12.50%
	Degree	10.00%	20.00%	0.00%	60.00%	10.00%
	Masters	50.00%	0.00%	0.00%	0.00%	50.00%
Position level held	constable	2.50%	12.90%	21.40%	48.90%	14.30%
	Sergeant	1.90%	26.90%	19.20%	42.30%	9.60%
	inspector	14.30%	14.30%	0.00%	71.40%	0.00%
	assistant superintendent	0.00%	66.70%	33.30%	0.00%	0.00%
	superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
	senior superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
Total		2.60%	14.80%	20.90%	48.40%	13.30%

Table 10 Respondents' views on maintaining a good interpersonal relationship at the workplace by gender, age and years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	1.00%	3.30%	16.70%	58.40%	20.60%
	Female	1.50%	3.70%	24.30%	48.50%	22.10%
Age	under20	0.00%	0.00%	40.00%	60.00%	0.00%
	21-30	0.00%	4.80%	24.60%	49.20%	21.40%
	31-40	1.80%	3.00%	15.90%	55.50%	23.80%
	41-50	2.60%	2.60%	23.10%	59.00%	12.80%
	51 and above	0.00%	0.00%	81.80%	18.20%	0.00%
Years of service	0-5 years	0.00%	2.20%	25.50%	53.30%	19.00%
	6-10 years	4.80%	14.50%	65.10%	15.70%	0.00%
	11-15 years	4.70%	4.70%	20.30%	37.50%	32.80%
	16-20 years	3.00%	6.10%	6.10%	60.60%	24.20%
	21-30 years	0.00%	27.30%	54.50%	18.20%	0.00%
	31 and above	0.00%	0.00%	83.30%	16.70%	0.00%
Academic qualification	O Level	1.40%	4.20%	19.70%	55.40%	19.20%
	Diploma	0.80%	2.50%	20.00%	52.50%	24.20%
	Degree	0.00%	0.00%	10.00%	70.00%	20.00%
	Masters	0.00%	0.00%	50.00%	0.00%	50.00%
Position level held	constable	1.40%	3.60%	18.90%	54.30%	21.80%
	sergeant	0.00%	3.80%	21.20%	53.80%	21.20%
	inspector	0.00%	0.00%	42.90%	57.10%	0.00%
	assistant superintendent	0.00%	66.70%	33.30%	0.00%	0.00%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	100.00%	0.00%	0.00%	0.00%	0.00%
Total		1.20%	3.50%	19.70%	54.50%	21.20%

Table 11 Respondents' views on being given delegated authority in their work by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	9.60%	21.50%	15.30%	49.30%	4.30%
	Female	15.40%	19.90%	26.50%	30.90%	7.40%
Age	under20	20.00%	40.00%	0.00%	40.00%	0.00%
	21-30	15.10%	22.20%	25.40%	36.50%	0.80%
	31-40	9.10%	23.20%	16.50%	42.10%	9.10%
	41-50	12.80%	7.70%	20.50%	51.30%	7.70%
	51 and above	9.10%	9.10%	9.10%	72.70%	0.00%
Years of service	0-5 years	13.90%	29.20%	18.20%	36.50%	2.20%
	6-10 years	13.30%	20.50%	26.50%	38.60%	1.20%
	11-15 years	10.90%	20.30%	18.80%	32.80%	17.20%
	16-20 years	6.10%	3.00%	9.10%	72.70%	9.10%
	21-30 years	4.50%	22.70%	68.20%	4.50%	0.00%
	31 and above	33.30%	0.00%	16.70%	50.00%	0.00%
Academic qualification	O Level	11.70%	21.10%	22.50%	40.80%	3.80%
	Diploma	10.80%	21.70%	15.80%	44.20%	7.50%
	Degree	20.00%	10.00%	10.00%	50.00%	10.00%
	Masters	50.00%	0.00%	0.00%	0.00%	50.00%
Position level held	constable	13.20%	24.30%	21.80%	35.00%	5.70%
	sergeant	5.80%	7.70%	5.80%	75.00%	5.80%
	inspector	0.00%	0.00%	28.60%	71.40%	0.00%
	assistant superintendent	33.30%	0.00%	66.70%	0.00%	0.00%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
Total		11.90%	20.90%	19.70%	42.00%	5.50%

Table 12 Respondents' views on their abilities being taken into consideration when duties are delegated to them by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	5.70%	16.70%	22.00%	49.80%	5.70%
	Female	12.50%	14.00%	33.10%	30.10%	10.30%
Age	Total	8.40%	15.70%	26.40%	42.00%	7.50%
	under20	20.00%	60.00%	0.00%	20.00%	0.00%
	21-30	8.70%	19.80%	30.20%	35.70%	5.60%
	31-40	7.30%	14.60%	25.60%	43.30%	9.10%
	41-50	10.30%	2.60%	23.10%	53.80%	10.30%
Years of service	51 and above	9.10%	9.10%	18.20%	63.60%	0.00%
	0-5 years	9.50%	22.60%	26.30%	36.50%	5.10%
	6-10 years	4.80%	10.80%	30.10%	50.60%	3.60%
	11-15 years	12.50%	15.60%	25.00%	28.10%	18.80%
	16-20 years	3.00%	9.10%	27.30%	54.50%	6.10%
	21-30 years	4.50%	0.00%	18.20%	72.70%	4.50%
Academic qualification	31 and above	33.30%	16.70%	16.70%	16.70%	16.70%
	O Level	8.90%	12.70%	29.60%	41.80%	7.00%
	Diploma	6.70%	19.20%	21.70%	44.20%	8.30%
	Degree	10.00%	40.00%	20.00%	30.00%	
Position level held	Masters	50.00%	0.00%	0.00%	0.00%	50.00%
	constable	9.30%	17.10%	27.50%	38.90%	7.10%
	sergeant	1.90%	11.50%	21.20%	57.70%	7.70%
	inspector	14.30%			57.10%	28.60%
	assistant superintendent	33.30%	0.00%	66.70%	0.00%	0.00%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	100.00%	0.00%	0.00%	0.00%	0.00%
Total		8.40%	15.70%	26.40%	42.00%	7.50%

Table 13 Respondents' views on supervisors good leadership skills by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	14.40%	11.00%	25.80%	34.90%	13.90%
	Female	8.80%	13.20%	36.00%	27.20%	14.70%
Age	under20	0.00%	40.00%	20.00%	40.00%	0.00%
	21-30	6.30%	15.10%	38.90%	26.20%	13.50%
	31-40	13.40%	9.10%	26.80%	34.10%	16.50%
	41-50	17.90%	10.30%	23.10%	38.50%	10.30%
	51 and above	45.50%	9.10%	0.00%	36.40%	9.10%
Years of service	0-5 years	8.80%	19.00%	35.80%	23.40%	13.10%
	6-10 years	10.80%	6.00%	27.70%	39.80%	15.70%
	11-15 years	15.60%	6.20%	29.70%	29.70%	18.80%
	16-20 years	12.10%	6.10%	30.30%	42.40%	9.10%
	21-30 years	22.70%	13.60%	4.50%	45.50%	13.60%
	31 and above	33.30%	16.70%	16.70%	33.30%	0.00%
Academic qualification	O Level	9.90%	15.50%	31.90%	31.50%	11.30%
	Diploma	15.80%	6.70%	26.70%	31.70%	19.20%
	Degree	10.00%	0.00%	30.00%	40.00%	20.00%
	constable	12.90%	12.90%	31.10%	27.90%	15.40%
Position level held	sergeant	9.60%	7.70%	26.90%	50.00%	5.80%
	inspector	0.00%	14.30%	0.00%	57.10%	28.60%
	assistant superintendent	33.30%	0.00%	33.30%	33.30%	0.00%
	superintendent	0.00%	0.00%	50.00%	50.00%	0.00%
	senior superintendent	100.00%	0.00%	0.00%	0.00%	0.00%
Total		12.20%	11.90%	29.90%	31.90%	14.20%

Table 14 Respondents' perceptions about salary being equal to the effort they put on the job by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	34.40%	32.50%	20.10%	7.20%	5.70%
	Female	28.70%	18.40%	36.00%	11.80%	5.10%
Age	under20	0.00%	80.00%	0.00%	20.00%	0.00%
	21-30	30.20%	27.80%	27.80%	9.50%	4.80%
	31-40	36.00%	26.80%	23.20%	6.10%	7.90%
	41-50	30.80%	20.50%	33.30%	15.40%	0.00%
	51 and above	18.20%	18.20%	45.50%	18.20%	0.00%
Years of service	0-5 years	29.90%	26.30%	28.50%	8.00%	7.30%
	6-10 years	38.60%	31.30%	20.50%	9.60%	0.00%
	11-15 years	34.40%	23.40%	20.30%	7.80%	14.10%
	16-20 years	27.30%	30.30%	30.30%	12.10%	0.00%
	21-30 years	22.70%	18.20%	45.50%	13.60%	0.00%
	31 and above	33.30%	33.30%	33.30%	0.00%	0.00%
Academic qualification	O Level	29.60%	28.20%	28.20%	9.90%	4.20%
	Diploma	35.00%	25.80%	24.20%	7.50%	7.50%
	Degree	50.00%	20.00%	20.00%	0.00%	10.00%
	Masters	50.00%	0.00%	0.00%	50.00%	0.00%
Position level held	constable	32.90%	26.40%	26.40%	8.20%	6.10%
	sergeant	32.70%	36.50%	15.40%	11.50%	3.80%
	inspector	14.30%	0.00%	57.10%	28.60%	0.00%
	assistant superintendent	33.30%	0.00%	66.70%	0.00%	0.00%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
Total		32.20%	27.00%	26.40%	9.00%	5.50%

Table 15 Respondents' views on salary increases being adequate to meet the cost of living by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	45.00%	30.10%	8.10%	10.50%	6.20%
	Female	41.20%	30.10%	9.60%	7.40%	11.80%
Age	under20	20.00%	60.00%	0.00%	20.00%	0.00%
	21-30	41.30%	27.80%	8.70%	12.70%	9.50%
	31-40	47.60%	31.10%	9.10%	4.30%	7.90%
	41-50	41.00%	30.80%	10.30%	7.70%	10.30%
	51 and above	27.30%	27.30%	0.00%	45.50%	0.00%
Years of service	0-5 years	37.20%	26.30%	12.40%	13.10%	10.90%
	6-10 years	53.00%	33.70%	4.80%	2.40%	6.00%
	11-15 years	51.60%	31.20%	9.40%	1.60%	6.20%
	16-20 years	30.30%	36.40%	6.10%	12.10%	15.20%
	21-30 years	40.90%	22.70%	4.50%	31.80%	0.00%
	31 and above	50.00%	50.00%	0.00%	0.00%	0.00%
Academic qualification	O Level	37.60%	31.50%	10.80%	11.70%	8.50%
	Diploma	52.50%	28.30%	5.00%	5.00%	9.20%
	Degree	60.00%	30.00%	0.00%	10.00%	0.00%
	Masters	50.00%	0.00%	50.00%	0.00%	0.00%
Position level held	constable	45.40%	27.50%	8.90%	9.30%	8.90%
	sergeant	36.50%	42.30%	5.80%	11.50%	3.80%
	inspector	42.90%	0.00%	28.60%	0.00%	28.60%
	assistant superintendent	33.30%	66.70%	0.00%	0.00%	0.00%
	superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
	senior superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
Total		43.50%	30.10%	8.70%	9.30%	8.40%

Table 16 Respondents' views on poor salaries encouraging police officers to leave their jobs by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	9.10%	8.60%	6.20%	30.10%	45.90%
	female	17.60%	5.90%	8.10%	27.90%	40.40%
Age	under20	20.00%	0.00%	0.00%	40.00%	40.00%
	21-30	11.10%	5.60%	9.50%	31.70%	42.10%
	31-40	11.00%	7.90%	6.10%	24.40%	50.60%
	41-50	17.90%	12.80%	2.60%	33.30%	33.30%
	51 and above	27.30%	9.10%	9.10%	54.50%	0.00%
Years of service	0-5 years	13.90%	4.40%	8.00%	30.70%	43.10%
	6-10 years	4.80%	8.40%	7.20%	27.70%	51.80%
	11-15 years	17.20%	7.80%	7.80%	18.80%	48.40%
	16-20 years	3.00%	21.20%	3.00%	39.40%	33.30%
	21-30 years	27.30%	0.00%	0.00%	45.50%	27.30%
	31 and above	33.30%	16.70%	16.70%	16.70%	16.70%
Academic qualification	O Level	9.40%	7.50%	10.30%	36.20%	36.60%
	Diploma	16.70%	7.50%	1.70%	20.00%	54.20%
	Degree	20.00%	0.00%	0.00%	0.00%	80.00%
	Masters	50.00%	50.00%	0.00%	0.00%	0.00%
Position level held	constable	10.70%	6.40%	8.20%	28.60%	46.10%
	sergeant	15.40%	15.40%	0.00%	36.50%	32.70%
	inspector	57.10%	0.00%	0.00%	14.30%	28.60%
	assistant superintendent	33.30%	0.00%	33.30%	0.00%	33.30%
	superintendent	0.00%	0.00%	0.00%	0.00%	100.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		12.50%	7.50%	7.00%	29.30%	43.80%

Table 17 Respondents' views on receiving recognition from their supervisors for a job well done by gender, age, years of service, academic qualification and positions held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	12.90%	13.90%	18.20%	37.30%	17.70%
	Female	10.30%	16.20%	26.50%	26.50%	20.60%
Age	under20	0.00%	20.00%	40.00%	40.00%	0.00%
	21-30	9.50%	13.50%	31.70%	34.10%	11.10%
	31-40	14.00%	16.50%	17.10%	32.30%	20.10%
	41-50	12.80%	10.30%	7.70%	38.50%	30.80%
	51 and above	9.10%	18.20%	9.10%	9.10%	54.50%
Years of service	0-5 years	8.00%	17.50%	24.10%	36.50%	13.90%
	6-10 years	13.30%	6.00%	32.50%	31.30%	16.90%
	11-15 years	20.30%	15.60%	17.20%	25.00%	21.90%
	16-20 years	15.20%	21.20%	6.10%	39.40%	18.20%
	21-30 years	4.50%	13.60%	0.00%	36.40%	45.50%
	31 and above	0.0%	33.30%	16.70%	16.70%	33.30%
Academic qualification	O Level	12.70%	15.00%	26.30%	31.90%	14.10%
	Diploma	11.70%	12.50%	14.20%	35.80%	25.80%
	Degree	0.00%	40.00%	10.00%	20.00%	30.00%
	Masters	0.00%	0.00%	0.00%	50.00%	50.00%
Position level held	constable	11.40%	15.40%	24.60%	30.40%	18.20%
	Sergeant	15.40%	13.50%	9.60%	42.30%	19.20%
	Inspector	14.30%	0.00%	0.00%	42.90%	42.90%
	assistant superintendent	0.00%	0.00%	0.00%	66.70%	33.30%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
Total		11.90%	14.80%	21.40%	33.00%	18.80%

Table 18 Respondents' perceptions on being encouraged to make inputs with regard to their work by gender, age, years of service, academic position and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	8.60%	14.80%	20.10%	44.00%	12.40%
	female	5.90%	17.60%	30.10%	34.60%	11.80%
Age	under20	0.00%	40.00%	40.00%	20.00%	0.00%
	21-30	5.60%	15.90%	37.30%	31.70%	9.50%
	31-40	9.10%	16.50%	15.90%	45.10%	13.40%
	41-50	7.70%	12.80%	20.50%	43.60%	15.40%
	51 and above	9.10%	9.10%	0.00%	63.60%	18.20%
Years of service	0-5 years	8.00%	18.20%	28.50%	34.30%	10.90%
	6-10 years	9.60%	13.30%	26.50%	41.00%	9.60%
	11-15 years	4.70%	23.40%	23.40%	28.10%	20.30%
	16-20 years	3.00%	3.00%	15.20%	72.70%	6.10%
	21-30 years	9.10%	4.50%	4.50%	63.60%	18.20%
	31 and above	16.70%	33.30%	16.70%	33.30%	0.00%
Academic qualification	O Level	5.60%	16.00%	25.80%	40.80%	11.70%
	Diploma	10.00%	15.00%	20.80%	40.80%	13.30%
	Degree	10.00%	30.00%	20.00%	30.00%	10.00%
	Masters	50.00%	0.00%	50.00%	0.00%	0.00%
Position level held	constable	8.20%	16.10%	26.40%	37.50%	11.80%
	sergeant	3.80%	17.30%	13.50%	51.90%	13.50%
	inspector	0.00%	0.00%	28.60%	42.90%	28.60%
	assistant superintendent	33.30%	0.00%	0.00%	66.70%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
Total		7.50%	15.90%	24.10%	40.30%	12.20%

Table 19 Respondents' perceptions on promotions being based on ability by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	37.80%	23.40%	27.80%	8.60%	2.40%
	Female	41.20%	23.50%	21.30%	10.30%	3.70%
Age	under20	40.00%	20.00%	40.00%	0.00%	0.00%
	21-30	41.30%	22.20%	29.40%	6.30%	0.80%
	31-40	41.50%	22.00%	22.60%	10.40%	3.70%
	41-50	17.90%	30.80%	25.60%	17.90%	7.70%
	51 and above	54.50%	36.40%	9.10%	0.00%	0.00%
Years of service	0-5 years	40.10%	23.40%	28.50%	5.80%	2.20%
	6-10 years	39.80%	27.70%	25.30%	6.00%	1.20%
	11-15 years	43.80%	15.60%	20.30%	15.60%	4.70%
	16-20 years	36.40%	12.10%	24.20%	24.20%	3.00%
	21-30 years	27.30%	40.90%	18.20%	4.50%	9.10%
	31 and above	16.70%	50.00%	33.30%	0.00%	0.00%
Academic qualification	O Level	37.10%	23.00%	28.60%	8.50%	2.80%
	Diploma	40.80%	25.00%	20.00%	11.70%	2.50%
	Degree	60.00%	20.00%	20.00%	0.00%	0.00%
	Masters	50.00%	0.00%	0.00%	0.00%	50.00%
Position level held	Constable	43.20%	23.20%	24.30%	7.50%	1.80%
	Sergeant	25.00%	23.10%	30.80%	13.50%	7.70%
	Inspector	0.00%	28.60%	0.00%	57.10%	14.30%
	assistant superintendent	33.30%	33.30%	33.30%	0.00%	0.00%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
Total		39.10%	23.50%	25.20%	9.30%	2.90%

Table 20 Respondents' perceptions on reimbursement for formal achievements that they obtained through personal development by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	22.00%	30.60%	32.10%	13.90%	1.40%
	female	15.40%	33.80%	32.40%	14.00%	4.40%
Age	under20	20.00%	60.00%	20.00%	0.00%	0.00%
	21-30	10.30%	31.70%	41.30%	16.70%	0.00%
	31-40	25.00%	32.90%	26.20%	11.60%	4.30%
	41-50	25.60%	25.60%	25.60%	17.90%	5.10%
	51 and above	18.20%	27.30%	45.50%	9.10%	0.00%
Years of service	0-5 years	17.50%	27.00%	37.20%	18.20%	0.00%
	6-10 years	14.50%	43.40%	32.50%	7.20%	2.40%
	11-15 years	29.70%	25.00%	28.10%	14.10%	3.10%
	16-20 years	24.20%	30.30%	15.20%	15.20%	15.20%
	21-30 years	9.10%	40.90%	40.90%	9.10%	0.00%
	31 and above	33.30%	33.30%	16.70%	16.70%	0.00%
Academic qualification	O Level	16.00%	23.00%	40.40%	19.70%	0.90%
	Diploma	23.30%	47.50%	19.20%	5.00%	5.00%
	Degree	40.00%	40.00%	20.00%	0.00%	0.00%
	Masters	50.00%	0.00%	0.00%	0.00%	50.00%
Position level held	constable	18.90%	32.10%	33.60%	14.30%	1.10%
	sergeant	23.10%	28.80%	25.00%	11.50%	11.50%
	inspector	14.30%	28.60%	42.90%	14.30%	0.00%
	assistant superintendent	33.30%	33.30%	33.30%	0.00%	0.00%
	superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		19.40%	31.90%	32.20%	13.90%	2.60%

Table 21 Respondents' perceptions on how co-workers think that they are good police officers by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	2.90%	4.80%	19.10%	48.30%	24.90%
	Female	3.70%	3.70%	25.00%	49.30%	18.40%
Age	under20	20.00%	0.00%	20.00%	60.00%	0.00%
	21-30	2.40%	3.20%	22.20%	45.20%	27.00%
	31-40	3.70%	4.30%	22.00%	48.20%	22.00%
	41-50	2.60%	10.30%	17.90%	51.30%	17.90%
	51 and above	0.00%	0.00%	18.20%	81.80%	0.00%
Years of service	0-5 years	4.40%	2.20%	22.60%	43.80%	27.00%
	6-10 years	2.40%	4.80%	22.90%	47.00%	22.90%
	11-15 years	3.10%	9.40%	18.80%	46.90%	21.90%
	16-20 years	3.00%	0.00%	21.20%	63.60%	12.10%
	21-30 years	0.00%	4.50%	9.10%	72.70%	13.60%
	31 and above	0.00%	16.70%	50.00%	33.30%	0.00%
Academic qualification	O Level	2.80%	4.70%	17.40%	48.80%	26.30%
	Diploma	3.30%	4.20%	27.50%	49.20%	15.80%
	Degree	0.00%	0.00%	30.00%	50.00%	20.00%
	Masters	50.00%	0.00%	50.00%	0.00%	0.00%
Position level held	constable	2.50%	4.60%	19.60%	48.60%	24.60%
	sergeant	7.70%	3.80%	26.90%	48.10%	13.50%
	inspector	0.00%	0.00%	14.30%	85.70%	0.00%
	assistant superintendent	0.00%	0.00%	66.70%	33.30%	0.00%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	0.00%	100.00%
Total		3.20%	4.30%	21.40%	48.70%	22.30%

Table 22 Respondents' perceptions on being respected by the community as a police officers by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	1.90%	2.40%	6.70%	51.70%	37.30%
	female	1.50%	3.70%	14.00%	52.20%	28.70%
Age	under20	0.00%	0.00%	20.00%	80.00%	0.00%
	21-30	2.40%	2.40%	10.30%	41.30%	43.70%
	31-40	1.80%	1.80%	9.80%	52.40%	34.10%
	41-50	0.00%	7.70%	7.70%	69.20%	15.40%
	51 and above	0.00%	9.10%	0.00%	90.90%	0.00%
Years of service	0-5 years	0.00%	1.50%	10.90%	48.90%	38.70%
	6-10 years	3.60%	2.40%	10.80%	43.40%	39.80%
	11-15 years	3.10%	3.10%	7.80%	51.60%	34.40%
	16-20 years	3.00%	3.00%	9.10%	63.60%	21.20%
	21-30 years	0.00%	9.10%	0.00%	81.80%	9.10%
	31 and above	0.00%	16.70%	16.70%	66.70%	0.00%
Academic qualification	O Level	2.30%	3.80%	7.50%	51.20%	35.20%
	Diploma	0.80%	1.70%	12.50%	55.80%	29.20%
	Degree	0.00%	0.00%	20.00%	20.00%	60.00%
	Masters	0.00%	0.00%	0.00%	50.00%	50.00%
Position level held	constable	1.80%	2.50%	11.10%	48.90%	35.70%
	sergeant	1.90%	5.80%	3.80%	57.70%	30.80%
	inspector	0.00%	0.00%	0.00%	100.00%	0.00%
	assistant superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	0.00%	100.00%
Total		1.70%	2.90%	9.60%	51.90%	33.90%

Table 23 Respondents' perceptions on being proud in being in the RSPS by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	4.30%	5.30%	18.20%	45.00%	27.30%
	Female	2.90%	5.90%	19.90%	41.20%	30.10%
Age	under20	0.00%	0.00%	40.00%	40.00%	20.00%
	21-30	0.80%	5.60%	23.00%	39.70%	31.00%
	31-40	6.70%	5.50%	18.30%	42.70%	26.80%
	41-50	2.60%	2.60%	10.30%	51.30%	33.30%
	51 and above	0.00%	18.20%	0.00%	72.70%	9.10%
Years of service	0-5 years	2.20%	8.00%	17.50%	38.70%	33.60%
	6-10 years	6.00%	1.20%	28.90%	41.00%	22.90%
	11-15 years	6.20%	6.20%	17.20%	42.20%	28.10%
	16-20 years	0.00%	3.00%	15.20%	57.60%	24.20%
	21-30 years	0.00%	4.50%	4.50%	59.10%	31.80%
	31 and above	16.70%	16.70%	0.00%	66.70%	0.00%
Academic qualification	O Level	1.90%	4.70%	20.20%	42.30%	31.00%
	Diploma	6.70%	6.70%	15.00%	45.80%	25.80%
	Degree	0.00%	10.00%	40.00%	40.00%	10.00%
	Masters	50.00%	0.00%	0.00%	50.00%	0.00%
Position level held	constable	4.30%	5.70%	20.40%	42.90%	26.80%
	Sergeant	1.90%	5.80%	13.50%	46.20%	32.70%
	Inspector	0.00%	0.00%	14.30%	14.30%	71.40%
	assistant superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	0.00%	100.00%
Total		3.80%	5.50%	18.80%	43.50%	28.40%

Table 24 Respondents' perceptions on clear description of what is expected from them by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	8.60%	12.90%	17.70%	45.90%	14.80%
	Female	5.90%	14.70%	19.90%	44.90%	14.70%
Age	under20	20.00%	20.00%	40.00%	20.00%	0.00%
	21-30	5.60%	11.90%	23.80%	42.90%	15.90%
	31-40	9.10%	18.30%	13.40%	44.50%	14.60%
	41-50	5.10%	2.60%	23.10%	53.80%	15.40%
	51 and above	9.10%	0.00%	9.10%	72.70%	9.10%
Years of service	0-5 years	11.70%	12.40%	19.00%	41.60%	15.30%
	6-10 years	2.40%	15.70%	25.30%	42.20%	14.50%
	11-15 years	7.80%	25.00%	10.90%	42.20%	14.10%
	16-20 years	6.10%	0.00%	15.20%	63.60%	15.20%
	21-30 years	0.00%	4.50%	18.20%	59.10%	18.20%
	31 and above	16.70%	0.00%	16.70%	66.70%	0.00%
Academic qualification	O Level	5.60%	13.60%	19.70%	45.10%	16.00%
	Diploma	10.80%	13.30%	17.50%	45.80%	12.50%
	Degree	10.00%	10.00%	10.00%	50.00%	20.00%
	Masters	0.00%	50.00%	0.00%	50.00%	0.00%
Position level held	constable	8.90%	15.00%	18.60%	42.90%	14.60%
	Sergeant	1.90%	9.60%	19.20%	51.90%	17.30%
	Inspector	0.00%	0.00%	28.60%	57.10%	14.30%
	assistant superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		7.50%	13.60%	18.60%	45.50%	14.80%

Table 25 Respondents' perceptions on lacking the experience to perform well by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	17.20%	41.60%	15.30%	16.70%	9.10%
	Female	12.50%	41.90%	24.30%	14.70%	6.60%
Age	under20	0.00%	40.00%	60.00%	0.00%	0.00%
	21-30	11.90%	42.10%	24.60%	17.50%	4.00%
	31-40	20.10%	37.80%	17.10%	14.60%	10.40%
	41-50	7.70%	51.30%	7.70%	17.90%	15.40%
	51 and above	18.20%	63.60%	0.00%	18.20%	0.00%
Years of service	0-5 years	12.40%	40.10%	24.10%	19.00%	4.40%
	6-10 years	12.00%	39.80%	22.90%	15.70%	9.60%
	11-15 years	20.30%	37.50%	17.20%	12.50%	12.50%
	16-20 years	27.30%	51.50%	3.00%	12.10%	6.10%
	21-30 years	9.10%	54.50%	4.50%	18.20%	13.60%
	31 and above	33.30%	50.00%	0.00%	0.00%	16.70%
Academic qualification	O Level	14.10%	42.30%	22.10%	14.60%	7.00%
	Diploma	18.30%	40.80%	13.30%	16.70%	10.80%
	Degree	0.00%	50.00%	20.00%	30.00%	0.00%
	Masters	50.00%	0.00%	0.00%	50.00%	0.00%
Position level held	Constable	14.30%	41.10%	22.10%	14.60%	7.90%
	Sergeant	17.30%	44.20%	3.80%	25.00%	9.60%
	Inspector	14.30%	42.90%	14.30%	14.30%	14.30%
	assistant superintendent	66.70%	33.30%	0.00%	0.00%	0.00%
	superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
	senior superintendent	100.00%	0.00%	0.00%	0.00%	0.00%
Total		15.40%	41.70%	18.80%	15.90%	8.10%

Table 26 Respondents' perceptions on adequate safety and security measures in place to protect them by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	18.20%	30.60%	18.70%	28.70%	3.80%
	female	16.20%	47.10%	21.30%	10.30%	5.10%
Age	under20	20.00%	80.00%	0.00%	0.00%	0.00%
	21-30	24.60%	35.70%	18.30%	15.10%	6.30%
	31-40	14.60%	37.20%	19.50%	25.60%	3.00%
	41-50	5.10%	41.00%	28.20%	20.50%	5.10%
	51 and above	18.20%	18.20%	18.20%	45.50%	0.00%
Years of service	0-5 years	19.70%	44.50%	13.10%	16.10%	6.60%
	6-10 years	25.30%	28.90%	19.30%	26.50%	0.00%
	11-15 years	10.90%	35.90%	18.80%	28.10%	6.20%
	16-20 years	12.10%	30.30%	39.40%	18.20%	0.00%
	21-30 years	4.50%	36.40%	27.30%	22.70%	9.10%
	31 and above	0.00%	33.30%	50.00%	16.70%	0.00%
Academic qualification	O Level	19.20%	36.60%	17.40%	23.00%	3.80%
	Diploma	15.00%	40.00%	21.70%	18.30%	5.00%
	Degree	10.00%	10.00%	40.00%	30.00%	10.00%
	Masters	0.00%	50.00%	50.00%	0.00%	0.00%
Position level held	constable	19.60%	36.80%	15.70%	23.20%	4.60%
	sergeant	9.60%	36.50%	36.50%	13.50%	3.80%
	inspector	0.00%	42.90%	42.90%	14.30%	0.00%
	assistant superintendent	0.00%	0.00%	66.70%	33.30%	0.00%
	superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
	senior superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
Total		17.40%	37.10%	19.70%	21.40%	4.30%

Table 27 Respondents' perceptions on being responsible to the work of others by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	7.70%	23.40%	23.90%	36.80%	8.10%
	Female	14.70%	23.50%	14.00%	39.00%	8.80%
Age	under20	0.00%	20.00%	20.00%	60.00%	0.00%
	21-30	19.80%	28.60%	19.80%	24.60%	7.10%
	31-40	6.10%	23.20%	22.60%	37.20%	11.00%
	41-50	2.60%	7.70%	15.40%	71.80%	2.60%
	51 and above	0.00%	27.30%	0.00%	63.60%	9.10%
Years of service	0-5 years	12.40%	29.20%	20.40%	28.50%	9.50%
	6-10 years	15.70%	26.50%	24.10%	22.90%	10.80%
	11-15 years	7.80%	21.90%	17.20%	45.30%	7.80%
	16-20 years	3.00%	12.10%	18.20%	63.60%	3.00%
	21-30 years	0.00%	4.50%	9.10%	81.80%	4.50%
	31 and above	0.00%	0.00%	33.30%	66.70%	0.00%
Academic qualification	O Level	9.90%	26.30%	20.20%	36.20%	7.50%
	Diploma	10.80%	19.20%	18.30%	42.50%	9.20%
	Degree	20.00%	20.00%	40.00%	10.00%	10.00%
	Masters	0.00%	0.00%	0.00%	50.00%	50.00%
Position level held	constable	12.90%	27.50%	22.90%	29.60%	7.10%
	sergeant	0.00%	7.70%	5.80%	73.10%	13.50%
	inspector	0.00%	0.00%	28.60%	42.90%	28.60%
	assistant superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		10.40%	23.50%	20.00%	37.70%	8.40%

Table 28 Respondents' perceptions on the secure future the job provides by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	5.30%	10.50%	20.10%	52.20%	12.00%
	Female	4.40%	16.20%	22.10%	44.10%	13.20%
Age	under20	0.00%	20.00%	60.00%	20.00%	0.00%
	21-30	4.80%	16.70%	25.40%	41.30%	11.90%
	31-40	4.90%	13.40%	17.70%	50.00%	14.00%
	41-50	7.70%	0.00%	17.90%	64.10%	10.30%
	51 and above	0.00%	0.00%	9.10%	81.80%	9.10%
Years of service	0-5 years	4.40%	13.10%	25.50%	43.80%	13.10%
	6-10 years	6.00%	19.30%	15.70%	48.20%	10.80%
	11-15 years	4.70%	12.50%	23.40%	45.30%	14.10%
	16-20 years	6.10%	6.10%	15.20%	63.60%	9.10%
	21-30 years	0.00%	0.00%	13.60%	72.70%	13.60%
	31 and above	16.70%	0.00%	16.70%	50.00%	16.70%
Academic qualification	O Level	3.30%	16.00%	19.20%	50.20%	11.30%
	Diploma	8.30%	7.50%	24.20%	46.70%	13.30%
	Degree	0.00%	10.00%	20.00%	40.00%	30.00%
	Masters	0.00%	0.00%	0.00%	100.00%	0.00%
Position level held	constable	5.70%	15.00%	20.70%	45.70%	12.90%
	Sergeant	1.90%	1.90%	21.20%	65.40%	9.60%
	Inspector	0.00%	0.00%	14.30%	85.70%	0.00%
	assistant superintendent	0.00%	0.00%	0.00%	33.30%	66.70%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
Total		4.90%	12.80%	20.90%	49.00%	12.50%

Table 29 Respondents' perceptions on competition for jobs in the RSPS by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	5.70%	11.50%	16.70%	51.70%	14.40%
	female	6.60%	21.30%	22.80%	36.80%	12.50%
Age	under20	20.00%	20.00%	0.00%	60.00%	0.00%
	21-30	7.90%	18.30%	23.80%	38.10%	11.90%
	31-40	5.50%	14.00%	16.50%	47.60%	16.50%
	41-50	2.60%	12.80%	17.90%	59.00%	7.70%
	51 and above	0.00%	9.10%	18.20%	54.50%	18.20%
Years of service	0-5 years	7.30%	19.70%	24.10%	40.90%	8.00%
	6-10 years	7.20%	16.90%	15.70%	37.30%	22.90%
	11-15 years	4.70%	7.80%	18.80%	50.00%	18.80%
	16-20 years	3.00%	12.10%	9.10%	66.70%	9.10%
	21-30 years	0.00%	13.60%	13.60%	68.20%	4.50%
	31 and above	16.70%	0.00%	33.30%	33.30%	16.70%
Academic qualification	O Level	6.10%	17.40%	17.80%	46.00%	12.70%
	Diploma	6.70%	13.30%	20.00%	45.00%	15.00%
	Degree	0.00%	0.00%	30.00%	60.00%	10.00%
	Masters	0.00%	0.00%	50.00%	0.00%	50.00%
Position level held	constable	7.50%	17.50%	21.10%	40.40%	13.60%
	sergeant	0.00%	7.70%	7.70%	73.10%	11.50%
	inspector	0.00%	0.00%	28.60%	42.90%	28.60%
	assistant superintendent	0.00%	0.00%	33.30%	33.30%	33.30%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		6.10%	15.40%	19.10%	45.80%	13.60%

Table 30 Respondents' perceptions on police being rarely dismissed by gender, age and years of service held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	11.00%	23.40%	20.10%	37.80%	7.70%
	Female	11.80%	19.90%	18.40%	36.80%	13.20%
Age	under20	0.00%	60.00%	0.00%	40.00%	0.00%
	21-30	14.30%	25.40%	19.00%	30.20%	11.10%
	31-40	9.80%	21.30%	20.70%	39.60%	8.50%
	41-50	10.30%	7.70%	20.50%	48.70%	12.80%
	51 and above	9.10%	27.30%	9.10%	45.50%	9.10%
Years of service	0-5 years	17.50%	19.00%	16.80%	39.40%	7.30%
	6-10 years	8.40%	30.10%	19.30%	27.70%	14.50%
	11-15 years	6.20%	25.00%	20.30%	37.50%	10.90%
	16-20 years	3.00%	9.10%	42.40%	39.40%	6.10%
	21-30 years	9.10%	18.20%	0.00%	59.10%	13.60%
	31 and above	16.70%	33.30%	16.70%	33.30%	0.00%
Academic qualification	O Level	11.70%	24.90%	16.40%	35.70%	11.30%
	Diploma	10.00%	16.70%	25.00%	40.80%	7.50%
	Degree	20.00%	20.00%	20.00%	40.00%	0.00%
	Masters	0.00%	50.00%	0.00%	0.00%	50.00%
Position level held	constable	12.90%	23.90%	16.40%	37.90%	8.90%
	sergeant	5.80%	15.40%	38.50%	23.10%	17.30%
	inspector	0.00%	0.00%	0.00%	100.00%	0.00%
	assistant superintendent	0.00%	33.30%	33.30%	33.30%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		11.30%	22.00%	19.40%	37.40%	9.90%

Table 31 Respondents' perceptions on performing effectively when given necessary resources by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	male	0.50%	0.50%	2.90%	53.60%	42.60%
	female	2.90%	3.70%	4.40%	58.80%	30.10%
Age	under20	0.00%	0.00%	20.00%	60.00%	20.00%
	21-30	0.80%	1.60%	2.40%	56.30%	38.90%
	31-40	0.60%	1.80%	4.30%	51.20%	42.10%
	41-50	7.70%	2.60%	2.60%	61.50%	25.60%
	51 and above	0.00%	0.00%	0.00%	90.90%	9.10%
Years of service	0-5 years	1.50%	1.50%	3.60%	56.20%	37.20%
	6-10 years	0.00%	2.40%	4.80%	55.40%	37.30%
	11-15 years	0.00%	1.60%	3.10%	50.00%	45.30%
	16-20 years	0.00%	0.00%	3.00%	51.50%	45.50%
	21-30 years	13.60%	4.50%	0.00%	68.20%	13.60%
	31 and above	0.00%	0.00%	0.00%	83.30%	16.70%
Highest Academic Qualification	O Level	1.40%	2.30%	4.20%	60.10%	31.90%
	Diploma	0.80%	0.80%	2.50%	49.20%	46.70%
	Degree	10.00%	0.00%	0.00%	40.00%	50.00%
	Masters	0.00%	0.00%	0.00%	50.00%	50.00%
Position level held	constable	0.70%	1.40%	3.90%	55.70%	38.20%
	sergeant	5.80%	3.80%	1.90%	51.90%	36.50%
	inspector	0.00%	0.00%	0.00%	57.10%	42.90%
	assistant superintendent	0.00%	0.00%	0.00%	66.70%	33.30%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		1.40%	1.70%	3.50%	55.70%	37.70%

Table 32 Respondents' perceptions on how the demands of the job affect their relationship at work by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	2.90%	18.70%	31.10%	35.40%	12.00%
	Female	8.10%	26.50%	29.40%	29.40%	6.60%
Age	under20	0.00%	40.00%	20.00%	40.00%	0.00%
	21-30	4.80%	20.60%	34.90%	34.10%	5.60%
	31-40	4.30%	21.30%	29.90%	29.90%	14.60%
	41-50	5.10%	25.60%	20.50%	41.00%	7.70%
	51 and above	18.20%	18.20%	27.30%	36.40%	0.00%
Years of service	0-5 years	4.40%	24.80%	29.90%	33.60%	7.30%
	6-10 years	4.80%	14.50%	27.70%	37.30%	15.70%
	11-15 years	6.20%	21.90%	35.90%	25.00%	10.90%
	16-20 years	0.00%	21.20%	33.30%	36.40%	9.10%
	21-30 years	13.60%	31.80%	13.60%	40.90%	0.00%
	31 and above	0.00%	16.70%	66.70%	0.00%	16.70%
Academic qualification	O Level	5.20%	23.90%	30.00%	33.30%	7.50%
	Diploma	4.20%	18.30%	29.20%	35.00%	13.30%
	Degree	10.00%	10.00%	50.00%	10.00%	20.00%
	Masters	0.00%	50.00%	50.00%	0.00%	0.00%
Position level held	constable	5.00%	22.50%	29.30%	33.20%	10.00%
	sergeant	5.80%	11.50%	36.50%	34.60%	11.50%
	inspector	0.00%	57.10%	14.30%	28.60%	0.00%
	assistant superintendent	0.00%	66.70%	33.30%	0.00%	0.00%
	superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		4.90%	21.70%	30.40%	33.00%	9.90%

Table 33 Respondents' perceptions on preferring to work for a private sector than working for the RSPS by gender, age, years of service, academic qualifications and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	10.50%	27.30%	26.80%	17.20%	18.20%
	Female	12.50%	27.90%	20.60%	25.00%	14.00%
Age	under20	0.00%	40.00%	20.00%	40.00%	0.00%
	21-30	12.70%	26.20%	28.60%	19.00%	13.50%
	31-40	12.20%	26.80%	25.00%	14.60%	21.30%
	41-50	5.10%	38.50%	10.30%	33.30%	12.80%
	51 and above	9.10%	9.10%	18.20%	63.60%	0.00%
Years of service	0-5 years	13.10%	28.50%	24.80%	19.00%	14.60%
	6-10 years	10.80%	31.30%	32.50%	8.40%	16.90%
	11-15 years	12.50%	17.20%	21.90%	26.60%	21.90%
	16-20 years	6.10%	27.30%	21.20%	24.20%	21.20%
	21-30 years	9.10%	36.40%	4.50%	45.50%	4.50%
	31 and above	0.00%	33.30%	16.70%	33.30%	16.70%
Academic qualification	O Level	11.30%	31.00%	24.40%	22.10%	11.30%
	Diploma	11.70%	22.50%	24.20%	15.00%	26.70%
	Degree	10.00%	20.00%	30.00%	30.00%	10.00%
	Masters	0.00%	0.00%	0.00%	100.00%	0.00%
Position level held	constable	10.70%	26.10%	27.50%	19.30%	16.40%
	sergeant	15.40%	28.80%	7.70%	26.90%	21.20%
	inspector	14.30%	42.90%	28.60%	14.30%	0.00%
	assistant superintendent	0.00%	33.30%	33.30%	33.30%	0.00%
	superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
	senior superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
Total		11.30%	27.50%	24.30%	20.30%	16.50%

Table 34 Respondents' perceptions on considering leaving the RSPS by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	16.70%	29.20%	25.40%	16.30%	12.40%
	female	16.20%	25.70%	18.40%	27.20%	12.50%
Age	under20	0.00%	20.00%	20.00%	60.00%	0.00%
	21-30	14.30%	31.00%	21.40%	27.00%	6.30%
	31-40	18.30%	23.80%	23.80%	15.20%	18.90%
	41-50	17.90%	38.50%	15.40%	17.90%	10.30%
	51 and above	18.20%	18.20%	45.50%	18.20%	0.00%
Years of service	0-5 years	13.10%	31.40%	18.20%	27.70%	9.50%
	6-10 years	19.30%	22.90%	33.70%	12.00%	12.00%
	11-15 years	21.90%	18.80%	21.90%	17.20%	20.30%
	16-20 years	9.10%	30.30%	18.20%	27.30%	15.20%
	21-30 years	22.70%	45.50%	18.20%	9.10%	4.50%
	31 and above	16.70%	33.30%	16.70%	16.70%	16.70%
Academic qualification	O Level	15.50%	34.70%	20.70%	21.10%	8.00%
	Diploma	19.20%	16.70%	24.20%	19.20%	20.80%
	Degree	10.00%	20.00%	40.00%	20.00%	10.00%
	Masters	0.00%	0.00%	50.00%	50.00%	0.00%
Position level held	constable	13.90%	27.50%	24.30%	20.40%	13.90%
	sergeant	23.10%	28.80%	17.30%	23.10%	7.70%
	inspector	71.40%	14.30%	0.00%	14.30%	0.00%
	assistant superintendent	33.30%	33.30%	0.00%	33.30%	0.00%
	superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
	senior superintendent	0.00%	0.00%	100.00%	0.00%	0.00%
Total		16.50%	27.80%	22.60%	20.60%	12.50%

Table 35 Respondents' perceptions on enjoying coming to work every day by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	11.00%	20.10%	24.40%	34.00%	10.50%
	Female	4.40%	15.40%	39.00%	29.40%	11.80%
Age	under20	0.00%	20.00%	20.00%	60.00%	0.00%
	21-30	4.80%	18.30%	34.10%	34.10%	8.70%
	31-40	12.80%	18.90%	29.90%	25.60%	12.80%
	41-50	2.60%	17.90%	25.60%	38.50%	15.40%
	51 and above	9.10%	9.10%	9.10%	72.70%	0.00%
Years of service	0-5 years	10.20%	15.30%	26.30%	37.20%	10.90%
	6-10 years	7.20%	24.10%	34.90%	19.30%	14.50%
	11-15 years	12.50%	17.20%	35.90%	23.40%	10.90%
	16-20 years	0.00%	21.20%	39.40%	39.40%	0.00%
	21-30 years	0.00%	13.60%	9.10%	59.10%	18.20%
	31 and above	16.70%	16.70%	16.70%	50.00%	0.00%
Academic qualification	O Level	5.20%	17.80%	32.90%	33.80%	10.30%
	Diploma	13.30%	17.50%	25.80%	30.00%	13.30%
	Degree	20.00%	30.00%	20.00%	30.00%	0.00%
	Masters	0.00%	50.00%	50.00%	0.00%	0.00%
Position level held	constable	8.60%	17.90%	31.80%	29.60%	12.10%
	sergeant	9.60%	23.10%	25.00%	34.60%	7.70%
	inspector	0.00%	0.00%	14.30%	85.70%	0.00%
	assistant superintendent	0.00%	33.30%	33.30%	33.30%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		8.40%	18.30%	30.10%	32.20%	11.00%

Table 36 Respondents' perceptions on having sufficient structures to help police officers who experience burn out by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	27.80%	36.40%	22.00%	12.40%	1.40%
	female	22.80%	41.90%	22.10%	9.60%	3.70%
Age	under20	0.00%	80.00%	20.00%	0.00%	0.00%
	21-30	23.00%	34.10%	33.30%	9.50%	0.00%
	31-40	31.10%	36.60%	16.50%	11.60%	4.30%
	41-50	15.40%	56.40%	12.80%	12.80%	2.60%
	51 and above	27.30%	36.40%	9.10%	27.30%	0.00%
Years of service	0-5 years	27.70%	35.00%	26.30%	10.90%	0.00%
	6-10 years	26.50%	33.70%	27.70%	8.40%	3.60%
	11-15 years	31.20%	34.40%	17.20%	10.90%	6.20%
	16-20 years	12.10%	66.70%	3.00%	15.20%	3.00%
	21-30 years	13.60%	45.50%	18.20%	22.70%	0.00%
	31 and above	33.30%	50.00%	16.70%	0.00%	0.00%
Academic qualification	O Level	21.10%	38.00%	26.80%	13.10%	0.90%
	Diploma	31.70%	40.00%	15.00%	8.30%	5.00%
	Degree	50.00%	30.00%	10.00%	10.00%	0.00%
	Masters	50.00%	50.00%	0.00%	0.00%	0.00%
Position level held	constable	26.80%	35.40%	25.00%	10.40%	2.50%
	sergeant	23.10%	50.00%	9.60%	15.40%	1.90%
	inspector	14.30%	57.10%	14.30%	14.30%	0.00%
	assistant superintendent	33.30%	66.70%	0.00%	0.00%	0.00%
	superintendent	0.00%	100.00%	0.00%	0.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		25.80%	38.60%	22.00%	11.30%	2.30%

Table 37 Respondents' perceptions on having skills and competencies to perform their jobs by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	2.90%	8.10%	12.40%	46.90%	29.70%
	Female	3.70%	10.30%	11.00%	61.80%	13.20%
Age	under20	0.00%	0.00%	0.00%	100.00%	0.00%
	21-30	0.00%	8.70%	19.00%	51.60%	20.60%
	31-40	6.10%	9.10%	8.50%	47.00%	29.30%
	41-50	2.60%	12.80%	2.60%	66.70%	15.40%
	51 and above	0.00%	0.00%	18.20%	81.80%	0.00%
Years of service	0-5 years	0.00%	10.90%	18.20%	53.30%	17.50%
	6-10 years	8.40%	6.00%	15.70%	48.20%	21.70%
	11-15 years	4.70%	9.40%	3.10%	42.20%	40.60%
	16-20 years	0.00%	9.10%	0.00%	60.60%	30.30%
	21-30 years	4.50%	4.50%	0.00%	81.80%	9.10%
	31 and above	0.00%	16.70%	16.70%	66.70%	0.00%
Academic qualification	O Level	2.80%	8.90%	13.10%	55.40%	19.70%
	Diploma	4.20%	8.30%	7.50%	50.80%	29.20%
	Degree	0.00%	20.00%	30.00%	30.00%	20.00%
	Masters	0.00%	0.00%	50.00%	0.00%	50.00%
Position level held	constable	3.60%	9.30%	14.30%	51.40%	21.40%
	Sergeant	1.90%	7.70%	0.00%	53.80%	36.50%
	Inspector	0.00%	0.00%	0.00%	85.70%	14.30%
	assistant superintendent	0.00%	33.30%	33.30%	33.30%	0.00%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		3.20%	9.00%	11.90%	52.80%	23.20%

Table 38 Respondents' perceptions on willingness to put a great deal of effort beyond what is normally expected of them in order to make the RSPS successful by gender, age, years of service, academic qualification and position held by respondents

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Gender	Male	1.90%	4.30%	3.80%	31.60%	58.40%
	Female	0.70%	0.00%	6.60%	45.60%	47.10%
Age	under20	0.00%	0.00%	0.00%	40.00%	60.00%
	21-30	1.60%	1.60%	8.70%	36.50%	51.60%
	31-40	1.80%	3.70%	3.00%	33.50%	57.90%
	41-50	0.00%	0.00%	2.60%	51.30%	46.20%
	51 and above	0.00%	9.10%	0.00%	45.50%	45.50%
Years of service	0-5 years	2.20%	2.20%	8.80%	37.20%	49.60%
	6-10 years	0.00%	2.40%	4.80%	30.10%	62.70%
	11-15 years	3.10%	4.70%	0.00%	31.20%	60.90%
	16-20 years	0.00%	0.00%	3.00%	48.50%	48.50%
	21-30 years	0.00%	0.00%	0.00%	54.50%	45.50%
	31 and above	0.00%	16.70%	0.00%	66.70%	16.70%
Academic qualification	O Level	0.90%	2.30%	5.20%	39.90%	51.60%
	Diploma	2.50%	3.30%	3.30%	34.20%	56.70%
	Degree	0.00%	0.00%	20.00%	10.00%	70.00%
	Masters	0.00%	0.00%	0.00%	50.00%	50.00%
Position level held	Constable	1.80%	2.50%	6.10%	35.40%	54.30%
	Sergeant	0.00%	3.80%	0.00%	38.50%	57.70%
	Inspector	0.00%	0.00%	0.00%	57.10%	42.90%
	assistant superintendent	0.00%	0.00%	0.00%	66.70%	33.30%
	superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
	senior superintendent	0.00%	0.00%	0.00%	100.00%	0.00%
Total		1.40%	2.60%	4.90%	37.10%	53.90%

APPENDIX B. LETTER OF INFORMATION (QUESTIONNAIRE STAGE)

Title of the Research Study: Job satisfaction in the Royal Swaziland Police Service: A case study of Manzini and Hhohho regions.

Principal Investigator/s/researcher: Mabila Ndiphethe Olive; National Diploma Policing (Pretoria), Diploma Microsoft Office Suite 2000 (Mbabane); Diploma Aviation Security: (Capetown); MBA: (Durban).

Supervisor/s: Prof N. Dorasamy (B,Paed Ed, Adv Dip Pub Admin, Hons Ed, Hon Hist, M Pub Admin, PhD Pub Admin.)

Co-Investigator: Prof. M.A.H. Wallis (B.Sc.Soc.Sc (Southampton); M.A. (London); PhD (Manchester).

Brief Introduction and Purpose of the Study: The Royal Swaziland Police Service (RSPS) is faced with a challenge of reducing crime by twelve (12) percent as mandated by the Swaziland Government. The RSPS has failed to meet the target for the past eight (8) years, despite the recruitment of new officers, application of several crime prevention strategies and building of new police stations.

The purpose of the study is to explore job satisfaction in the RSPS. There is limited data on the extent of job satisfaction in the government sector. In fact there is no study that has examined factors associated with job satisfaction in the RSPS. Concerns about poor working conditions, inadequate training opportunities, poor remuneration, poor standards of living, high work load and lack of transparent criteria form the crux of the problems faced by most police officers in the country.

Outline of the Procedures: The participant is expected to complete the questionnaire during his or her free time and will not encroach on their work time.

The personal approach will be used by the researcher to recruit the participants. The researcher will be present to meet and brief participants, both collectively and individually at a comfortable venue agreed upon by all concerned parties. The estimated time to complete the questionnaire will be about twenty (20) minutes.

Risks or Discomforts to the Participant: No anticipated or foreseeable risks or discomforts to the participant(s)

Benefits: To the participant it is hoped that the feedback that will be received will hopefully lead to better conditions of employment for you as a police officer. The results will be presented to senior officials responsible for managing police services in Swaziland and significant new findings developed during the course of this research which may relate to the participant will be made available to the participant.

To the researcher, it is hoped that it will add to the ongoing research on job satisfaction and an article based on the results of the research will be published within 9 months after graduating.

Reason/s why the Participant May Be Withdrawn from the Study: Participation in the study will be voluntary. Participants are assured of the chance to withdraw if they so wish for any reason. There will be no adverse consequences for the participant should they choose to withdraw.

Remuneration: The participant will not receive any monetary or other types of remuneration.

Costs of the Study: The participant will not be expected to cover any costs towards the study.

Confidentiality: The participants will be assured of confidentiality that all the information provided by them will be held in strict confidence and will be only be used for academic purposes. The participants will be requested not to include their names, addresses or the names of their work stations on the questionnaires.

Research-related Injury: In any event of a research-related injury or adverse reaction, the participant will be compensated by the researcher.

Persons to Contact in the Event of Any Problems or Queries:

(Supervisor and details) Please contact the researcher Mabila Ndiphethe Olive , cell no. (+268) 76078509, my supervisor Prof. M.A.H Wallis, tel no. (+27) 031 373 6860 or the

Institutional Research Ethics administrator on (+27) 031 373 2900. Complaints can be reported to the DVC: TIP, Prof F. Otieno on(+27) 031 373 2382 or dvctip@dut.ac.za.

CONSENT FOR QUESTIONNAIRES

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, _____ (name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____	_____	_____	_____
Full Name of Participant Thumbprint	Date	Time	Signature / Right

I, _____ (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

_____	_____	_____
Full Name of Researcher	Date	Signature

_____	_____	_____
Full Name of Witness (If applicable)	Date	Signature

_____	_____	_____
Full Name of Legal Guardian (If applicable)	Date	Signature

APPENDIX C. LETTER OF INFORMATION (SEMI STRUCTURED INTERVIEW)

Title of the Research Study: Job satisfaction in the Royal Swaziland Police Service: A case study of Manzini and Hhohho regions.

Principal Investigator/s/researcher: Mabila Ndiphethe Olive; National Diploma: Policing (Pretoria); Diploma Microsoft Office Suite 2000 (Mbabane); Diploma Aviation Security: (Capetown); MBA: (Durban).

Supervisor/s: Prof N. Dorasamy (B,Paed Ed, Adv Dip Pub Admin, Hons Ed, Hon Hist, M Pub Admin, PhD Pub Admin.)

Co-Investigator: Prof. M.A.H. Wallis (B.Sc.Soc.Sc (Southampton); M.A. (London); PhD (Manchester)

Brief Introduction and Purpose of the Study: The Royal Swaziland Police Service (RSPS) is faced with a challenge of reducing crime by twelve (12) percent as mandated by the Swaziland Government. The RSPS has failed to meet the target for the past eight (8) years, despite the recruitment of new officers, application of several crime prevention strategies and building of new police stations.

The purpose of the study is to explore job satisfaction in the RSPS. There is limited data on the extent of job satisfaction in the government sector. In fact there is no study that has examined factors associated with job satisfaction in the RSPS. Concerns about poor working conditions, inadequate training opportunities, poor remuneration, poor standards of living, high work load and lack of transparent criteria form the crux of the problems faced by most police officers in the country.

Outline of the Procedures: The participant is expected to be interviewed during his or her free time and will not encroach on their work time.

The personal approach will be used by the researcher to recruit the participants. The researcher will be present to meet and brief participants, both collectively and individually at a comfortable venue agreed upon by all concerned parties. The estimated time to complete the interview will be about twenty (20) minutes. The interviews will be tape-

recorded. Permission of the interviews recording will be requested from the participants beforehand.

Risks or Discomforts to the Participant: No anticipated or foreseeable risks or discomforts to the participant(s)

Benefits: To the participant it is hoped that the feedback that will be received will hopefully lead to better conditions of employment for you as a police officer. The results will be presented to senior officials responsible for managing police services in Swaziland and significant new findings developed during the course of this research which may relate to the participant will be made available to the participant.

To the researcher, it is hoped that it will add to the ongoing research on job satisfaction and an article based on the results of the research will be published within 9 months after graduating.

Reason/s why the Participant May Be Withdrawn from the Study: Participation in the study will be voluntary. Participants are assured of the chance to withdraw if they so wish for any reason. There will be no adverse consequences for the participant should they choose to withdraw.

Remuneration: The participant will not receive any monetary or other types of remuneration.

Costs of the Study: The participant will not be expected to cover any costs towards the study.

Confidentiality: The participants will be assured of confidentiality that all the information provided by them will be held in strict confidence and will be only be used for academic purposes. The participants will be requested not to include or mention their names, addresses or the names of their work stations during the interviews.

Research-related Injury: In any event of a research-related injury or adverse reaction the participants will be compensated by the researcher.

Persons to Contact in the Event of Any Problems or Queries:

(Supervisor and details) Please contact the researcher Mabila Ndiphethe Olive , cell no. (+268) 76078509, my supervisor Prof. M.A.H. Wallis, tel no. (+27) 31 373 6860 or the Institutional Research Ethics administrator on (+27) 31 373 2900. Complaints can be reported to the DVC: TIP, Prof F. Otieno on(+27) 31 373 2382 or dvctip@dut.ac.za.

CONSENT FOR SEMI-STRUCTURED INTERVIEWS

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, _____ (name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____	_____	_____	_____
Full Name of Participant Thumbprint	Date	Time	Signature / Right

I, _____ (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

_____	_____	_____
Full Name of Researcher	Date	Signature

_____	_____	_____
Full Name of Witness (If applicable)	Date	Signature

_____	_____	_____
Full Name of Legal Guardian (If applicable)	Date	Signature

APPENDIX D. LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH IN THE RSPS

13. ORIGINAL LETTER ASKING FOR PERMISSION TO CONDUCT THE RESEARCH IN THE RSPS

Ndiphethe Olive Mabila

P.O. Box 5543

Manzini M100

Swaziland

26th November 2012

The Director of Human Resource and Training
The Royal Swaziland Police Headquarters
P.O. Box 49
Mbabane, Swaziland

Dear Sir

RE: APPLICATION FOR PERMISSION TO CONDUCT A RESEARCH IN THE ROYAL SWAZILAND POLICE SERVICE IN THE MANZINI AND HHOHHO REGIONS – RESEARCH TOPIC: JOB SATISFACTION IN THE ROYAL SWAZILAND POLICE SERVICES

I hereby tender my request for consent to conduct a research to elicit responses from police officers in the Manzini and Hhohho Regions. The responses will contribute towards the research carried out by myself for a dissertation in Doctor in Technology: Public Management offered by the Durban University of Technology in the Republic of South Africa.

The anticipated value of this research will depend on the feedback that I will receive from the questionnaire attached and semi-structured interviews. Please note that all the information will serve for no other purpose than that of academic research. The estimated time to complete the questionnaire will be about 20 minutes. The questionnaires and semi-structured interviews will be conducted in the police officers free time and will not encroach on their work time. It is hoped that the feedback I will receive, will add to the ongoing research on job satisfaction.

Thanking you in advance for your cooperation and assistance.

Yours Faithfully


Ndiphethe Olive Mabila

APPENDIX E: LETTER FROM A STATISTICIAN

14. LETTER FROM STATISTICIAN

ROBERT NKHOSINGIPHILE FAKUDZE
STATISTICIAN

TEL: (+268) 2404 2151/4

CELL: (+268) 75326121

E-MAIL:

P.O. Box 7035

Mbabane, Swaziland

26th November 2012

TO WHOM IT MAY CONCERN


I, Mr Robert Nkhosingiphile Fakudze hereby declare that I am a statistician and currently employed by the Swaziland Government as a Senior Statistician in the Department of Central Statistical Office, under the Ministry of Economic Planning and Development.

I further declare that I assisted with statistics calculations in the following research:

JOB SATISFACTION IN THE ROYAL SWAZILAND POLICE SERVICE. A CASE STUDY OF MANZINI AND HHOOHO REGIONS.

Prepared by **Mr NDIPHETHE OLIVE MABILA** in fulfilment of the requirements for the **DOCTOR OF TECHNOLOGY: PUBLIC MANAGEMENT** in the **DEPARTMENT OF PUBLIC MANAGEMENT AND ECONOMICS DEVELOPMENT** in the **FACULTY OF MANAGEMENT SCIENCES** at the **DURBAN UNIVERSITY OF TECHNOLOGY**.

Yours Faithfully


ROBERT N. FAKUDZE



APPENDIX F. A LETTER OF CONSENT FROM THE RSPS

Telegrams: COMPOL
Telephone: (09268) 404 2501/5
 : (09268) 404 5541/5
Telex: 2017 WD
Telefax: 404 4545
NOTE: All correspondence should be addressed to
The Commissioner of Police and not to individuals.



THE ROYAL SWAZILAND
POLICE HEADQUARTERS
P. O. BOX 49
MBABANE
SWAZILAND

25th January, 2013

Dear Sir/madam

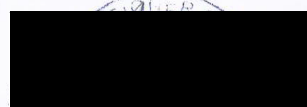
TO WHOM IT MAY CONCERN

Permission is granted to Ndiphethe O Mabila to conduct a research project and administer – a questionnaire and Semi Structured interviews to members of the organization in partial fulfillment of his Doctorate in Technology: Public Management (D. Tech: Public Management) with the Durban University of Technology (DUT).

Information contributed to the questionnaire will be treated with confidentiality as no personal details (names) are required. Your assistance in this project will be highly appreciated.

Thanking you in advance.

Yours Faithfully



SENIOR CAREER DEVELOPMENT OFFICER



APPENDIX G. QUESTIONNAIRE: JOB SATISFACTION IN THE ROYAL SWAZILAND POLICE SERVICE. A CASE STUDY FOR MANZINI AND HHOHHO REGIONS.

This survey aims to provide information on job satisfaction in the Royal Swaziland Police Service. The questions are answered anonymously and for research purposes only. Do not give your name. Please complete the questions honestly. Answer all questions.

SECTION A: Personal Information

Please indicate your choice by placing an X in the appropriate box.

1. Gender:

Male	
Female	

2. Age:

Under 20	
21 – 30	
31 – 40	
41 – 50	
51 and above	

3. Years of service in the organisation:

0 – 5 years	
6 – 10 years	
11 – 15 years	
16 – 20 years	
21 – 30 years	
31 years and above	

4. Highest academic qualification

O' Level	
Diploma	
Degree	
Masters	

5. Post level

Constable	
Sergeant	
Inspector	
Assistant Superintendent	
Superintendent	
Senior Superintendent	

6. Geographical region in which you are based

Manzini	
Hhohho	

SECTION B: Factors that influence job satisfaction within the RSPS.

Using the following scales, please place an X in the appropriate box

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Working conditions					
1. I am comfortable with my work environment.					
2. I feel that my workplace is a safe environment.					
3. I am comfortable with my working conditions.					
4. My work environment influences my commitment.					
5. Working conditions affect my performance.					
6. Poor working conditions motivate staff to leave.					
Working relationships					
7. I receive prompt feedback and communication from seniors and management.					
8. I am in good terms with my supervisor.					

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
9. I have a good work relationship with my colleagues.					
10. I am given a chance to try my own methods of doing the job.					
11. I have the opportunity to voice my opinion without fear of victimization.					
12. The respect I receive from my workmates satisfies me.					
13. I maintain good interpersonal relationships in my workplace.					
14. My supervisor informs me before taking important actions.					
Leadership					
15. I am given delegated authority in my work.					
16. My abilities are taken into consideration when duties are delegated to me.					
17. My supervisor has good leadership skills.					
Salary benefits					
18. My salary is equal to the effort I put into my job.					
19. Salary increases are adequate to meet the increasing cost of living.					
20. My job offers adequate benefits.					
21. I am satisfied with the allowances I receive in the organization.					
22. Poor salary can encourage police officers to leave their jobs.					
Recognition					
23. I receive recognition from my supervisor for a job well done.					
24. I am encouraged to make inputs with regard to my work.					
25. Employees of the RSPS are adequately recognized for their services.					

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Advancement/promotion					
26. I have an opportunity for career advancement in the organization.					
27. Promotions are based on ability.					
28. My chances for promotions increase as I perform my job very well.					
29. I am given opportunities to express my professional developmental needs.					
30. I am reimbursed for formal achievements that I obtained through personal development.					
31. There are continuous opportunities to training and development.					
Achievement					
32. My co-workers think I am a good police officer.					
33. I am respected as a police officer in my community.					
34. I am satisfied with all my achievements in the RSPS.					
35. I am proud of being in the RSPS.					
The job					
36. My job has clear achievable goals and standards.					
37. There is a clear description of what is expected from me.					
38. The demands of my job are too much.					
39. I lack the experience to perform well.					
40. There are adequate safety and security measures in place to protect me.					
41. I am able to talk to my supervisor about a personal problem affecting my work.					

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Responsibility					
42. I am responsible for planning my work.					
43. I am responsible for the work of others.					
44. There is monitoring of my responsibilities to ensure that I do my job well.					
Job security					
45. My job provides for a secure future.					
46. There is competition for jobs in the RSPS.					
47. Police officers are rarely dismissed.					

SECTION C: Exploring the perceived impact of job satisfaction on performance.

Using the following scales, please place an X in the appropriate box.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
48. This organization inspires me to perform my job to the best of my ability.					
49. I perform effectively when given necessary resources.					
50. I work for long hours.					
51. The demands of my job affect my relationships at work.					
52. I do not feel my efforts are adequately rewarded.					
53. I would prefer working for the private sector than working for my organization.					
54. I often consider leaving the RSPS.					
55. My expectations were met after I joined the organization.					
56. I enjoy coming to work every day.					

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
57. There are sufficient structures to help police officers who experience burn out.					
58. Everyone is treated fairly.					
59. I have the skills and competencies to perform my job.					
60. I am willing to put in a great deal of effort beyond what is normally expected in order to make this organization to be successful.					

THANKS FOR YOUR TIME

APPENDIX H: SEMI STRUCTURED INTERVIEWS

The face to face interviews will afford the respondents to respond or address the following objective.

- To identify strategies to improve job satisfaction in the RSPS.
1. Thanks for honouring the interview appointment. Let me start by asking a personal question and say, how old is you?
.....
 2. How long have you been a police officer?
.....
 3. How do you feel about security and comfort of the work?
.....
.....
 4. How do you experience the physical working conditions in the police service?
.....
.....
 5. How much support and appraisal for work well done is there in your job?
.....
.....
 6. How do you feel about your payment and allowances?
.....
.....
 7. How are growth opportunities at work?
.....
.....
 8. How do you view your job demand?
.....
.....
 9. How is your interpersonal relationship at work?
.....
.....

10. Are you satisfied with your job?

.....

.....

11. What are those factors that satisfy you?

.....

.....

12. What are those factors that dissatisfy you?

.....

.....

13. What would you like to add on the issue of job satisfaction in the police service?

.....

.....

14. Do you have any further comments?

.....

.....

1. SEMI STRUCTURED INTERVIEWS

The face to face interviews will afford the respondents to respond or address the following objective.

- To identify strategies to improve job satisfaction in the RSPS.

1. Thanks for honouring the interview appointment. Let me start by asking a personal question and say, how old are you?

43 ears

2. How long have you been a police officer?

18 years

3. How do you feel about security and comfort of the work?

It is fine and the work is comfortable

4. How do you experience the physical working conditions in the police service?

They are fine as we receive free water and only pay electricity bills

5. How much support and appraisal for work well done is there in your job?

It is rare as it is done once a year not otherwise unless you are on the wrong side of the law that's where you are called.

6. How do you feel about your payment and allowances?

As far as the salary is concerned Im okay but the allowances are not enough

7. How are growth opportunities at work?

There are many growth opportunities

8. How do you view your job demand?

It is very demanding

9. How is your interpersonal relationship at work?

It is very good

10. Are you satisfied with your job?

Presently I am satisfied

11. What are those factors that satisfy you?

It is being remunerated and that my job is challenging

12. What are those factors that dissatisfy you?

Well I don't have such

13. What would you like to add on the issue of job satisfaction in the police service?

I would ask the office of the commissioner of police to increase the rate of appraisals to be at least three or four times in a year.

14. Do you have any further comments?

No I don't have any

2. SEMI STRUCTURED INTERVIEWS

The face to face interviews will afford the respondents to respond or address the following objective.

- To identify strategies to improve job satisfaction in the RSPS.
1. Thanks for honouring the interview appointment. Let me start by asking a personal question and say, how old are you?

I am 62 years old

2. How long have you been a police officer?

38 years

3. How do you feel about security and comfort of the work?

Job security was great but to a person who did not manage stress it was uncomfortable.

4. How do you experience the physical working conditions in the police service?

It was good. Only to understand the culture of the organisation

5. How much support and appraisal for work well done is there in your job?

It depended on the supervisor on the daily bases but annually it's a must.

6. How do you feel about your payment and allowances?

It was good as long as you climb the ladder or ranks

7. How are growth opportunities at work?

Good as long as your supervisors recognise your performance

8. How do you view your job demand?

It was very demanding

9. How is your interpersonal relationship at work?

All my colleagues were friendly to me

10. Are you satisfied with your job?

I was

11. What are those factors that satisfy you?

I was doing my work my own way (discretion) but following the organisation policy.

12. What are those factors that dissatisfy you?

Supervisors sometimes personalize job issues.

13. What would you like to add on the issue of job satisfaction in the police service?

Improve accommodation, transport availability, and provide sufficient training to staff.

14. Do you have any further comments?

To give sufficient training to staff so that good quality service is provided to customers.

3. SEMI STRUCTURED INTERVIEWS

The face to face interviews will afford the respondents to respond or address the following objective.

- To identify strategies to improve job satisfaction in the RSPS.
1. Thanks for honouring the interview appointment. Let me start by asking a personal question and say, how old are you?

I am 53 years old

2. How long have you been a police officer?

32 years

3. How do you feel about security and comfort of the work?

Precise speaking I must say that this is a very challenging job. However as a person who is doing the spade work I am now comfortable with the job.

4. How do you experience the physical working conditions in the police service?

It is very good.

5. How much support and appraisal for work well done is there in your job?

Well as far as support and appraisal is concerned I think it is average by average I mean that we don't do it on a daily basis but is it done on quarterly basis. Otherwise it is there.

6. How do you feel about your payment and allowances?

I am feeling good and satisfied.

7. How are growth opportunities at work?

Growth opportunities at work are there because we are given some opportunities to improve ourselves academically and even the police organisation is also doing something in that regard.

8. How do you view your job demand?

Well, it is very demanding as it is a demand in the whole world. So actual I would say it is very demanding.

9. How is your interpersonal relationship at work?

Well, as far I believe it is very good.

10. Are you satisfied with your job?

I'm very much satisfied

11. What are those factors that satisfy you?

The factors that satisfy me are that one of job opportunities; it is that one of training and also that one of remuneration as well as promotions.

12. What are those factors that dissatisfy you?

As far as I'm concerned there is none

13. What would you like to add on the issue of job satisfaction in the police service?

So far there is nothing that I can add.

14. Do you have any further comments?

There is none other than to say thank you for the interview and wish you all the best

4. SEMI STRUCTURED INTERVIEWS

The face to face interviews will afford the respondents to respond or address the following objective.

- To identify strategies to improve job satisfaction in the RSPS.
1. Thanks for honouring the interview appointment. Let me start by asking a personal question and say, how old are you?

I am 40 years old

2. How long have you been a police officer?

21 years

3. How do you feel about security and comfort of the work?

I think is good fairly good.

4. How do you experience the physical working conditions in the police service?

There are quite good except that most the structures are old given that the fact that the organisation has been there for many years. Structures and equipment are not always updated to be in the present conditions of service. Otherwise they are promising.

5. How much support and appraisal for work well done is there in your job?

Yes, it is quite good and some of the support you receive it may be verbal after one has performed the job at hand and there is a formal one in which a form is being filled; an appraisal form which is done on an annual basis relating to job performance.

6. How do you feel about your payment and allowances?

I think they are quite good the payment is fair except say, for the fact that given the nature of the job I think the allowances they are not sufficient to consummate with the nature of the job one is facing or the risks that are associated with the execution of the responsibilities of a police officer.

7. How are growth opportunities at work?

There are quite many growth opportunities in the police service. The police service has established a rank structure which is presently being reviewed. It is likely to be upgraded and growth opportunities are likely to expand from the present ones. Otherwise growth opportunities are quite good.

8. How do you view your job demand?

The job is quite demanding to such an extent that the service rendered by this organisation is classified as an essential service.

9. How is your interpersonal relationship at work?

It is very good.

10. Are you satisfied with your job?

Correct, I'm satisfied

11. What are those factors that satisfy you?

Amongst other things are the benefits in kind and job security especially that there is a pension after exiting the police service.

12. What are those factors that dissatisfy you?

The dissatisfying factor is working long hours and there no quite a good provision which compensate for long hours. The compensation is much lower than the hours worked.

13. What would you like to add on the issue of job satisfaction in the police service?

On the issue of job satisfaction at the moment there is none

14. Do you have any further comments?

I have no further comments

5. SEMI STRUCTURED INTERVIEWS

The face to face interviews will afford the respondents to respond or address the following objective.

- To identify strategies to improve job satisfaction in the RSPS.
1. Thanks for honouring the interview appointment. Let me start by asking a personal question and say, how old are you?

I am 42 years old

2. How long have you been a police officer?

16 years

3. How do you feel about security and comfort of the work?

I feel more secured because it's a government job

4. How do you experience the physical working conditions in the police service?

The physical conditions they are okay except that there are some structures which are old but the working conditions are okay.

5. How much support and appraisal for work well done is there in your job?

It always done like every midyear we always have RSP 45 used for appraisal

6. How do you feel about your payment and allowances?

They are okay. They are relatively okay when you look at other government agencies.

7. How are growth opportunities at work?

They are okay and sometimes it deepens on your work performance you that you are promoted.

8. How do you view your job demand?

It's too demanding as each and every day there are new challenges

9. How is your interpersonal relationship at work?

It is relatively okay. I create a good work relationship with the officers and the community I work with.

10. Are you satisfied with your job?

I'm very satisfied

11. What are those factors that satisfy you?

The challenges I get each and every day motivates me

12. What are those factors that dissatisfy you?

There is none.

13. What would you like to add on the issue of job satisfaction in the police service?

If we can add more staff to avoid the work congestion.

14. Do you have any further comments?

It's quite a good and a challenging job

6. SEMI STRUCTURED INTERVIEWS

The face to face interviews will afford the respondents to respond or address the following objective.

- To identify strategies to improve job satisfaction in the RSPS.
1. Thanks for honouring the interview appointment. Let me start by asking a personal question and say, how old are you?

I am 35 years old

2. How long have you been a police officer?

16 years

3. How do you feel about security and comfort of the work?

It's a government job. I think it's a well secured job. Well not sure on the comfort of the work but the security is fine.

4. How do you experience the physical working conditions in the police service?

It deepens on the department where one is working on. Sometimes it maybe strenuous sometimes it's fine but usually it calls for a lot of commitment and hard work.

5. How much support and appraisal for work well done is there in your job?

It is done once in a year in the organisation and that is when you get to hear of appraisal. Well it is very rare that you are appraised for a job well done than you called to answer for something that you did not do well.

6. How do you feel about your payment and allowances?

What do I say about the payment? I think it is fine even though it is not as good as I would expect especially for my rank but is able to make one make ends meet. Well, the allowances are very low. They are not at attractive.

7. How are growth opportunities at work?

Unless you decide to develop yourself you know you can grow

8. How do you view your job demand?

Well myself as a trainer, maybe it will be different from an ordinary police officer because I work on courses in-service courses so each time there is a course I have to make an input and when there are no courses I have to do research to improve my work.

9. How is your interpersonal relationship at work?

Well it is good

10. Are you satisfied with your job?

So far so good. I am.

11. What are those factors that satisfy you?

I think the position that I hold currently makes me feel satisfied I got recognised at an early stage when joining the force and I also see prospects of going further than where I am that's what satisfy me.

12. What are those factors that dissatisfy you?

Maybe it could be issue of the appraisal. Maybe the issue of motivation and sometimes the issue of promotions on how they are done I think they are done by favour not merit

13. What would you like to add on the issue of job satisfaction in the police service?

As a police organisation we need to encourage especially our personnel to upgrade themselves and once a person has done that we need to actually recognise that particular person. We have had instances where by people are recruited because of certain expertise when we already have that expertise in the service but you find that that particular person is not recognised. So such issues really cause dissatisfaction for me. I think we have a great a deal to improve on those aspects

14. Do you have any further comments?

Except that we also have to improve our basic training and the issue of housing which has always been a problem. I think as an organisation we also have to improve with time as most organisations are moving into using electronic services, computerising their operations and as a police service if we can work towards that. So basically that's all I have.

7. SEMI STRUCTURED INTERVIEWS

The face to face interviews will afford the respondents to respond or address the following objective.

- To identify strategies to improve job satisfaction in the RSPS.
1. Thanks for honouring the interview appointment. Let me start by asking a personal question and say, how old are you?

I am 48years old

2. How long have you been a police officer?

26 years

3. How do you feel about security and comfort of the work?

Since police work is pensionable and permanent there is job security and I think that is where I belong.

4. How do you experience the physical working conditions in the police service?

The conditions are okay since there is proper housing for officers and the workplace there is plenty of the office space for the officers to work upon

5. How much support and appraisal for work well done is there in your job?

Yah! In my work there are various forms of appraising officers for a job well done of which there is daily feedback and yearly there is, officers are appraised through a form RSP 45.

6. How do you feel about your payment and allowances?

Yah! I wouldn't comment much on that but to be specific is okay in relation to the present economic meltdown.

7. How are growth opportunities at work?

Yah! They are there promotions given one; if learned or lucky you can be promoted until the rank of the commissioner

8. How do you view your job demand?

Yah! Police work is always demanding because one has to sacrifice his or her time and sometimes you have not enough time to sleep.

9. How is your interpersonal relationship at work?

Yah! Police work is dynamic so interpersonal relationship is there since police officers interact daily on their daily tasks.

10. Are you satisfied with your job?

I'm satisfied. Yes!

11. What are those factors that satisfy you?

Firstly, I'm satisfied. A police work is a calling so once I'm satisfied with my job; firstly the payment is better than the other sectors of government. Secondly, the accommodation is free and water is free and there are many factors that make me satisfied whilst performing police work.

12. What are those factors that dissatisfy you?

Yah! There are factors which includes insufficient transport whilst performing our duties.

13. What would you like to add on the issue of job satisfaction in the police service?

I think is enough what I have said.

14. Do you have any further comments?

Yah! Maybe to comment further, there are things that need to be improved as I mentioned earlier that the issue of transport should be addressed. Secondly, the issue of staff. There is shortage of staff whilst the job is too demanding.

8. SEMI STRUCTURED INTERVIEWS

The face to face interviews will afford the respondents to respond or address the following objective.

- To identify strategies to improve job satisfaction in the RSPS.
1. Thanks for honouring the interview appointment. Let me start by asking a personal question and say, how old are you?

Thank you very much. I am 38 years old

2. How long have you been a police officer?

14 years

3. How do you feel about security and comfort of the work?

It's okay. It quite okay and I am very comfortable each and every day the way I do the job.

4. How do you experience the physical working conditions in the police service?

The physical conditions they are just okay. The accommodation is just fine. It is good though you can see that in maybe in the near future we will need more accommodation but at the moment it is okay.

5. How much support and appraisal for work well done is there in your job?

So far it is okay with the RSP 45 that is compiled annually and the day to day is not that much done and I think that is where our authorities need to improve upon.

6. How do you feel about your payment and allowances?

The payment is okay and but there is an urgent need to upgrade them absolutely high because of the economic meltdown. In as far as allowances are concerned I think we have the police allowance which covers one part of allowance that is available.

7. How are growth opportunities at work?

They are fine. The structure of the organisation is wide. There are still available chances to climb up the ladder

8. How do you view your job demand?

It is very demanding, very demanding because sometimes you can't have holidays, you can't go on a festive season, you must be always at work. So it is very demanding

9. How is your interpersonal relationship at work?

It is quite good. It is very excellent

10. Are you satisfied with your job?

Yes! Yes!

11. What are those factors that satisfy you?

First and foremost is that my job is permanent and that is the main factor. I'm much secured that this job is permanent. You can't be retrenched because it is one of the essential services.

12. What are those factors that dissatisfy you?

There could be little factors that dissatisfy me. The promotions sometimes they are not very much clear. The policy on promotions is not clear so sometimes you feel that you deserve that you should be promoted and it is not written down you find yourself in one position for a quite a long time.

13. What would you like to add on the issue of job satisfaction in the police service?

First and foremost as have I said earlier on about the factors that could dissatisfy me. It could be the promotion policy if it could be put in place. There issue of other allowances that could motivate you very much because the job is always risky but we don't have something like a risk allowance. If it could be added in the service.

14. Do you have any further comments?

I would say, I wish our college training more especially the training, if it could be upgraded into a fully fledged academy issuing out certificates that will not maybe make you concentrate on security but expand even to the other fields of professions in case if you feel you no longer want to be a police officer but at the moment you are only focused on the field of a police officer or the training that is offered only channels you to the job of being a police officer only.

9. SEMI STRUCTURED INTERVIEWS

The face to face interviews will afford the respondents to respond or address the following objective.

- To identify strategies to improve job satisfaction in the RSPS.
1. Thanks for honouring the interview appointment. Let me start by asking a personal question and say, how old are you?

I am 34 years

2. How long have you been a police officer?

12 years now

3. How do you feel about security and comfort of the work?

Security is guaranteed because it is a police organisation and by extension it is a public sector. The only challenge is the uncomfortable. The work is not comfortable because you change departments frequently.

4. How do you experience the physical working conditions in the police service?

The physical working conditions are fine except that the challenge is being transferred now and again. Now and again.

5. How much support and appraisal for work well done is there in your job?

Currently, because I'm in training, I think training is a better managed department in the RSP and I'm quite happy with the support that I get .

6. How do you feel about your payment and allowances?

Okay the payment is not enough but it's okay. The challenge, are the allowances. We don't have allowances even though we sometimes work overtime and in different conditions that is not catered for.

7. How are growth opportunities at work?

Although we don't have a properly defined structure that we have in terms of job opportunities but with proper development which is sometimes self initiated you are able to get some opportunities.

8. How do you view your job demand?

My job demand is very high. The only problem is that it is supposed to be valued by the people whom I'm currently working for. Otherwise the job demand is very high.

9. How is your interpersonal relationship at work?

Its fine especially because currently I am working for a department which has a small team. We have few members, so it is easy to manage the interpersonal relationship.

10. Are you satisfied with your job?

Yes! In training I'm okay.

11. What are those factors that satisfy you?

Working with minimal supervision, because I have to do my own work at my own time. It is okay as you are to monitor your progress.

12. What are those factors that dissatisfy you?

Because I'm in training, sometimes we go for months without having a course that makes one to be rusty because when you are in training you need to be working frequently so going for three , four months without doing anything is a cause for concern.

13. What would you like to add on the issue of job satisfaction in the police service?

We need to improve our appraisal system so that we promote the right people in time. That is the main issue when it comes to the police service because the structure of the police service is such that you get recognition by promotion and you get more rewards by promotion. We need to work really hard on our appraisal system.

14. Do you have any further comments?

Of course, another issue is the issue of proper deployment. We need to align our deployment according to our strength our qualifications and everything else so that we can reap the reward of our investment in training and development. Thats the main issue.

10. SEMI STRUCTURED INTERVIEWS

The face to face interviews will afford the respondents to respond or address the following objective.

- To identify strategies to improve job satisfaction in the RSPS.
1. Thanks for honouring the interview appointment. Let me start by asking a personal question and say, how old are you?

I am over 61 years old.

2. How long have you been a police officer?

For over 35 years.

3. How do you feel about security and comfort of the work?

Very much satisfied as it now as I have already retired I got more money that I had expected. Once I got it and I put all my effort to it.

4. How do you experience the physical working conditions in the police service?

Well, I think it was okay. We had reasonable accommodation, water supply electricity and everything.

5. How much support and appraisal for work well done is there in your job?

It is well as a result of promotions more especially, when I was actually deployed in the fingerprints department I eventually became in charge of the department and in some of the work at the police college I was now again called to do the functional work.

6. How do you feel about your payment and allowances?

Each year I got an increment and maybe again I had to get promoted and the allowances were as per how much I did the work outside more especially at police head quarters you had to maybe work outside to get some allowances. Otherwise it I had been perfect.

7. How are growth opportunities at work?

Well the hierarchy in the police service is just wide and very motivatory such that when you worked harder you get more chances to get promoted to the next rank.

8. How do you view your job demand?

The job demand was somehow challenging but then I had to do it with honesty and when you do it with honesty you get rewarded.

9. How is your interpersonal relationship at work?

Well, when you do your work you find that your workmates appreciate what you do and you get more respected especially by members of the public.

10. Are you satisfied with your job?

I was so satisfied because of the hierarchy, when I work harder I knew that I would get promoted although somehow it was very hard to do the job.

11. What are those factors that satisfy you?

Well the factors that satisfied me are the way in which my work was appreciated.

12. What are those factors that dissatisfy you?

I do not have much one on that one otherwise, everything was okay.

13. What would you like to add on the issue of job satisfaction in the police service?

There is nothing much but I'm happy that the Commissioner has increased the hierarchy and such that now he is a National Commissioner and in the regions there will be more promotions.

14. Do you have any further comments?

I don't have much only that I wish the police good luck and that government could continue to support them.