



**AN INVESTIGATION INTO JOB SATISFACTION AND EMPLOYEE
PERFORMANCE AT STODELS RETAIL NURSERIES-
A CASE STUDY**

by

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ABSTRACT

The purpose of this study was to investigate job satisfaction and employee performance at Stodels Retail Nurseries in the Western Cape. The main aim of the study was to determine the level of job satisfaction and its impact on employee performance.

A quantitative methodological approach was used for collecting the data. The target population comprised of 122 employees at Stodels Retail Nurseries. A pre-coded close ended patented questionnaire was administered to the target population, using the survey method. There was a significantly high response rate of 100% which was largely due to the fact that the personal method was used for the administration of the questionnaire. The Statistical Program for the Social Sciences (SPSS) version 20.0 for Windows was used for the statistical analysis. There were some significant findings that emerged from the empirical analysis and results. The majority of respondents (64%) generally experienced job satisfaction at Stodels Retail Nurseries and a significant number of respondents (52.5%) also expressed their dissatisfaction with pay, compensation and benefits. A moderate number of respondents (43%) expressed further dissatisfaction with the limited opportunities for promotions. This however, did not affect the level of employee performance significantly. The hypothesis tested revealed that there was no significant relationship between job satisfaction and employee performance.

It was recommended that employees at Stodels Retail Nurseries should be kept constantly motivated to ensure that job satisfaction and employee performance levels are kept high. Top management of Stodels Retail Nurseries need to implement a programme to increase job satisfaction and employee performance as this may lead to the added benefits for sustaining and improving its success in the retail nursery sector. The study concluded with directions for further research as well.

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DECLARATION

I hereby declare that the dissertation submitted for the degree M Tech: Human Resource Management in the Department of Human Resource Management at Durban University of Technology 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 institution of higher education. I further declare that all sources were cited, referenced and acknowledged as highlighted in the bibliography.

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Due to ever-increasing global competition, organizations throughout the world are under continuous pressure to remain competitive (Peerbhai, 2006:1). Many retail nurseries and garden centres have tried and failed to make a success, whilst Stodels Retail Nurseries has grown and prospered. The challenge for any organization is to meet its corporate objectives for effectiveness and productivity with the needs of the employee for motivation, reward and job satisfaction (Manolopoulos, 2008:1740). The recognition for the effective use of human resources has highlighted the importance of the employee for job satisfaction. The management of people at work is an integral part of the management process. Davidson, Mecklenburg and Peterson (2000:58) state that a good nursery manager is cognisant of the fact that the most important factor of production revolves around employees. According to Tella, Ayeni and Popoola (2007:1) in order to understand the critical importance of employees in the organization is to recognize that the human element and the organization are synonyms. Tella, Ayeni and Popoola (2007) further state that an effective organization will ensure that there is a spirit of cooperation, a sense of commitment and job satisfaction within the sphere of its influence.

Gert de Beer, director of human capital in Deloitte as cited by Harris (2010:1) emphasizes that “it is important to remember that your employees are people with needs and interests that extend beyond their job”. De Beer further amplifies that employers should consider tweaking their organization’s human resource policies to create an environment that boosts morale and job satisfaction among employees. Spector (1994:216) in support suggests that a study in job satisfaction is useful in evaluating the emotional wellness and mental fitness of

employees and that organizations can use the information to improve departmental policies and practices where dissatisfaction is expressed. Managers can potentially enhance employee motivation through various attempts to increase job satisfaction (Kreitner and Kinicki, 2008:173). This study seeks to assess job satisfaction and its impact of employee performance at Stodels Retail Nurseries.

1.2 BACKGROUND AND HISTORY OF STODELS RETAIL NURSERIES

Stodels Retail Nurseries is a privately owned retail company specializing in horticultural products for the private gardener. Stodels Flower Bulbs, as it was initially named was started by the Managing Director, Robert Stodel in the early 1960s. Soon, Stodels Flower Bulbs became the biggest flower bulb retailer in South Africa. Customer demands grew from flower bulbs to other associated horticultural and garden products, thereby leading to the establishment of the first one-stop retail nursery\garden center in the Western Cape. In 1968 the Kenilworth branch which is known within the company as 'Stoken' was opened. This became the first of the three branches of the Stodels Retail Nurseries group. In 1973 the Bellville branch of the Stodels Retail Nurseries better known as 'Stobel' was opened. Later, the third branch in Milnerton known as 'Stomil' was opened. Since then, Stodels Retail Nurseries has been referred to as the pioneers in the horticultural retail trade and changed the landscape of the garden center industry throughout South Africa. They are recipients of several awards and feature annually amongst the top garden centers and retail nurseries in the country.

Stodels Retail Nurseries still remains the biggest horticultural retailer in the Western Cape and the largest retailer of fiber cement and fertilizers in the country. This organization has an advantage over competitors as they specialize in retailing and marketing rather than the propagation of their own plants. Plant material is sourced from all over South Africa at the best possible price making

them more competitive in both quality and price. The organization's success is attributed to its constant "Search for Excellence". Hence, it has become the organization's motto. The Managing Director, Nick Stodel affirmed his view of this study as beneficial to Stodels Retail Nurseries, as it is aligned with their motto for the continued "Search for Excellence". He strongly believes that the employees at Stodels Retail Nurseries are pivotal to its success and survival.

1.3 THE PROBLEM STATEMENT

With the economic recession, many businesses have been forced to put a higher emphasis on employee performance instead of the employee needs. Costantini (2010:1) cites this as one of the reasons behind increasing levels of job dissatisfaction. Costantini (2010:1) further states that according to recent surveys on job satisfaction, as many as 45 percent of employees are not happy in their current jobs and that if the trend is not reversed, it could actually harm employee performance.

Whilst job satisfaction has been widely researched, studies have centered on the areas of manufacturing, management and the health care (Larkin, 1995:9). Recent studies in the horticultural industry have been limited to public horticulture and the agricultural sector. Further, studies of agricultural employees are rare (Bitsch and Hogberg, 2005:661). There is a paucity in research undertaken in the area of retail horticulture or the retail nursery industry. Thus this research will focus on the level of job satisfaction and its impact on employee performance at Stodels Retail Nurseries. Permission has been granted by the owner and managing director Nick Stodel for this study to be undertaken with a letter of informed consent (Annexure A).

1.4 TERMINOLOGY

The terminology that is used frequently in this study is defined below.

1.4.1 Job satisfaction

Kreitner and Kinicki (2008:171) define job satisfaction as “an affective or emotional response toward various facets of one’s job”.

1.4.2 Employee performance

Employee performance refers to individual output in terms of quantity and quality expected from each employee in a particular job (BusinessDictionary.com, 2010:1).

1.4.3 Retail Nursery/Garden Centers

Davidson, Mecklenburg and Peterson (2000:23) define retail nurseries as nurseries that sell their products directly to the ultimate user.

1.5 AIMS AND OBJECTIVES OF THE STUDY/RESEARCH

The main aim of the study is to determine the level of job satisfaction and its impact on employee performance at Stodels Retail Nurseries in the Western Cape Province. The objectives of the study are the following:

- To assess the factors that contributes to employee performance at Stodels Retail Nurseries.
- To investigate whether a relationship exists between job satisfaction and employee performance at Stodels Retail Nurseries.
- To determine factors that contributes to employee job satisfaction.

- To provide tentative recommendations arising from the empirical analysis and develop strategies to resolve and improve existing human resource policies.

1.6 RESEARCH QUESTIONS

- Are employees at Stodels retail Nurseries satisfied with their job?
- Are employees satisfied with what they earn for the amount for the work they do in relation to job satisfaction?
- Are there opportunities for employees to be promoted in their line of work so that they are motivated to perform better?
- What factors contribute to an employee's job satisfaction?
- Do employees receive recognition when they do a good job?
- Do employees perform well because they enjoy job satisfaction?
- What factors contribute to employee performance at Stodels Retail Nurseries?

1.7 SIGNIFICANCE OF THE STUDY

For retail nurseries, employee performance plays a critical role in the effectiveness of the business and provides an integral part in developing a competitive advantage. Therefore, the improvement of employee performance by ensuring job satisfaction amongst employees will sustain organizational effectiveness and induce long-term success for Stodels Retail Nurseries. The findings of this study will contribute by:

- Informing management of the factors associated with job satisfaction within the organization.
- Identifying the key reasons for dissatisfaction amongst employees.
- Assisting management in addressing employee concerns.
- Allowing management the opportunity to understand the needs of the employee for improved organizational performance.
- Creating a stable working environment and improving enhanced employee performance.

1.8 LITERATURE REVIEW

Job satisfaction has received a great deal of attention in organizational research due to its significant impact on work attitudes such as organizational commitment, performance, absenteeism and turnover intentions (Okpara, 2007:113). Bitsch and Hogberg (2005:659) concur with Okpara, citing that job satisfaction is the most studied work-related attitude and is assumed to influence a variety of behaviours. Worrell (2004:2) echoes support for this notion, highlighting that job satisfaction studies continue to emerge and the results are often valued for both humanistic and financial benefits. Peerbhai (2006:8) further postulates that a survey on job satisfaction is beneficial, emphasizing that it assists entrepreneurs in managing their employees more effectively. Such a survey will produce a number of important benefits including providing management with an indication of overall levels of employee satisfaction and highlighting the specific areas of satisfaction or dissatisfaction. According to Bitsch and Hogberg (2005:662) employers and managers can use these results from the studies of job satisfaction to tailor their labour-management practices to specific jobs and their workforce, thus increasing retention and employee

performance. Hellriegel, Slocum and Woodman (2001:53) assert that because job satisfaction represents an outcome of work experience, high levels of dissatisfaction help to identify organizational problems that require attention.

Bitsch (2007:1) emphasizes that without satisfied and motivated employees horticultural production will not be sustainable. This is supported by Larkin (1995:10), adding that if public horticulture is to be a viable and rewarding career, job satisfaction must be maintained. The manager needs to understand how best to make work more satisfying for the employee and to overcome obstacles to effective job performance (Mullins, 2005:699). Fisher and Locke, as cited by Bitsch and Hogberg (2005:659) assert that employee job satisfaction is both a goal in itself and a proxy for an organization's capacity to retain and motivate its employees.

1.9 SCOPE OF STUDY

This study is confined to the three branches of Stodels Retail Nurseries in the Western Cape Province, namely, Bellville, Kenilworth and Milnerton. The study did not include other retail nurseries in the horticultural industry in other provinces. Hence, a selected organization, namely Stodels Retail Nurseries based in the Western Cape was used as an in house investigation.

1.10 RESEARCH METHODOLOGY AND DESIGN

For the purposes of this study, a quantitative research design was undertaken. The target population were employees from all three branches of Stodels Retail Nurseries in the Western Cape Province, namely, Bellville, Kenilworth and Milnerton. The researcher utilized the census method when undertaking the survey. A close ended copyrighted questionnaire was used in this study. Permission was granted by the author for the use of the patented questionnaire

for this study. The researcher undertook to utilize the personal method to administer the questionnaire to collect primary data.

1.11 ANALYSIS OF DATA

On completion of the fieldwork, the responses to the questionnaires were captured to form the dataset. Thereafter, the researcher solicited the services of a statistician to analyze the data collected. The appropriate statistical tests were used to analyze the data using the Statistics Package for Social Sciences (SPSS) version 20.0.

1.12 ORGANIZATION OF THE CHAPTERS

CHAPTER 1 – relates to the introduction to the study, a description of its purpose and the significance of the study. It also highlights the research objectives that prompted the study. The scope of the study is also presented in this chapter.

CHAPTER 2 – shows the literature review of published materials related to the study. This was done to establish a theoretical foundation for the study. This chapter covers the literature on job satisfaction related motivational theories and employee performance.

CHAPTER 3 – explains the research methodology that was employed for this study. The data collection method, questionnaire, the use of the survey method and data analysis is also discussed.

CHAPTER 4 – covers the presentation, analysis of results and discussion of the findings.

CHAPTER 5 – presents the conclusion as well as the recommendations arising from the empirical results of the study.

1.13 CONCLUSION

In this chapter the problem to be investigated was formulated with a brief overview of the study. The aims and objectives were clearly defined. The terminology that is frequently utilized in this study was defined. The scope of the study, the research questions and the research methodology and design were discussed. The organization of the study was also presented. In the next chapter the literature review of published materials related to the research is presented in order to build a sound theoretical foundation for the study. The literature review provides a detailed explanation of the two main variables, namely, job satisfaction and employee performance. The study also draws on the broad conceptual models of various experts on organizational behaviour.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The research problem addresses two main variables, namely, job satisfaction and employee performance at Stodels Retail Nurseries. In this chapter the literature review provides a detailed explanation on the impact, influences, theories, determinants and measuring scales of these variables. According to Baldeo (2009:8) a literature review is a detailed and justified analysis and commentary of the merits and faults of the literature within a chosen area, which demonstrates familiarity with what is already known about the research topic. The study also draws on the broad conceptual models of various experts on organizational behaviour in relation to job satisfaction and employee performance.

2.2 IMPACT OF JOB SATISFACTION

Job satisfaction is one of the most extensively researched work attitudes in organizational behaviour. Joshua (2008:5) asserts that organizational researchers have attached a high level of importance to job satisfaction. Locke, as cited by Moodley (2004:12), states that although the concept of job satisfaction has been extensively researched, it is still a subject of much controversy due to a lack of consensus among researchers. Employee attitudes and job satisfaction are vital to the success of Stodels Retail Nurseries. Job satisfaction focuses on employee attitudes towards their job. The relationship between the organization and its members is influenced by what motivates them to work and the rewards and fulfillment they derive from it (Mullins, 2007:249). Thus, top management of Stodels Retail Nurseries need to know how best to elicit the co-operation of staff and direct their efforts towards achieving the goals and objectives of the organization.

The term job satisfaction has been defined in many ways and several theorists have generated their own workable definitions (Worrell, 2004:10). Worrell (2004) adds that the terms job attitudes, work satisfaction and job morale is used interchangeably, which may explain the lack of a standardized job satisfaction definition. Robbins and Judge (2007:79) define job satisfaction as a positive feeling about one's job resulting from an evaluation of its characteristics. Luthans (2005:212) agrees with Locke's assertion that job satisfaction is a pleasurable positive emotional state resulting from the appraisal of one's job or job experience. Robbins and Judge (2007:79) note that an employee's assessment of how satisfied or dissatisfied he or she is with the job is a complex summation of a number of discrete job elements. In the review of the literature, Worrell (2004:10) offered one of the earliest definitions of job satisfaction when he described the construct as being any number of psychological, physiological, and environmental circumstances which leads a person to express satisfaction with their job.

Luthans (2005:212) further postulates that job satisfaction is a result of the employee's perception of how well their job provides those things that are viewed as important. Bitsch and Hogberg (2005:659) state that job satisfaction is a general attitude towards an employee's current job and organization that encompasses the feelings, beliefs and thoughts of the job. Spector (1996:214) contends that job satisfaction is not only how employees feel about their jobs overall, but also how they feel about the various facets of the job.

2.3 INFLUENCES ON JOB SATISFACTION

Luthans (2005:212) states that there are three key dimensions to job satisfaction. Firstly, job satisfaction is an emotional response to a job situation. As such, it cannot be seen, however, it can only be inferred. Secondly, job satisfaction is often determined by how well outcomes meet or exceed expectations. For example, if organizational participants feel that they are working much harder

than others in the department but are receiving fewer rewards, these employees will have a negative attitude towards their work, boss, and/or co-workers. On the other hand, if employees feel that they are being treated well and are being paid equitably, they are likely to have a positive attitude towards their job. Thirdly, job satisfaction represents several related attitudes.

Schultz, Bagraim, Potgieter, Viedge and Werner (2003:220) suggest that job satisfaction is a collection of attitudes of an employee to various aspects related to their job, such as work itself, work place interaction and relationships, rewards and incentive schemes and personal characteristics. Tella, Ayeni and Popoola (2007:4) concur with Schultz, *et al.* (2003) identifying five job dimensions that represent the most important characteristics of a job about which employees respond to. These are:

2.3.1 THE INFLUENCE OF WORK ITSELF ON JOB SATISFACTION

This refers to the extent to which the job provides the individual with interesting tasks, opportunities for learning and personal growth, and the chance to accept responsibility (Robbins, Odendaal and Roodt, 2006:77). Gerber, Van Dyk, Haasbroek, Schultz, Sono and Werner (2002:217), assert that employees are more likely to prefer interesting and challenging tasks that provide opportunities for self-actualization and recognition to those that are boring and mundane providing little or no job satisfaction. Wilson (1999:26) argues that since employees are not universally similar, in interests and efficiency, jobs and workers should be matched in terms of skills and intelligence.

Kinicki and Kreitner (2008:150), purport job design as the factor that improves the quality of the employees job experience and their on the job performance. The content of the work itself is a major source of job satisfaction for employees. According to Kinicki and Kreitner (2008:151), researchers recommend using job enlargement where more variety is included into an employee's job by combining

specialized tasks of comparable difficulty. Variety plays a crucial role in the work environment. Stimulating human minds through diversity of challenges will engage the employee's creative instincts and improve their performance. Job rotation moves employees between two or more jobs in a planned manner where employees are exposed to different experiences and a wider variety of skills to enhance job satisfaction and to cross-train them (BusinessDictionary.com, 2011:1). Conversely, highly repetitive operations have no value, provide little stimulation and lead to psychological fatigue or boredom.

2.3.2 THE EFFECT OF PROMOTION OPPORTUNITIES ON JOB SATISFACTION

Robbins, Odendaal and Roodt (2006:77), define promotional opportunities as the chances of advancement in the organization. This includes opportunities for lateral movement and growth. Promotion opportunities seem to have a varying effect on job satisfaction as they take on different forms. The reward by promotion can be explained by McClelland's theory for achievement and by Maslow's theory of an individual's need for self-esteem and self-actualization (Peerbhai, 2006:42). One of the four top factors identified as contributing to job satisfaction was the opportunity to grow. Carrell, Elbert, Hatfield, Grobler, Marx and van der Schyf (1999:561) state that the opportunity for promotion is an important determinant in job satisfaction as it provides the platform to advance and learn new skills. Luthans (2008:143) claims that promotion has different impacts on job satisfaction because there are many types of promotions with varying rewards, for example, a promotion that comes with a 10% increase is not as satisfying as a promotion that comes with a 20% increase. Furthermore, employees promoted on the basis of seniority are less likely to be as satisfied as those promoted on the basis of their job performance (Carrell, *et al.*, 1999:561). In recent years with the flattening of organizations and accompanying empowerment strategies, promotion in the traditional sense of climbing the hierarchical corporate ladder of success is no longer available as it once was

(Moodley, 2004:24). Quarles (1994:180), highlight that if promotion policies and practices are deemed unfair, then employees are more likely to experience job dissatisfaction.

2.3.3 THE IMPACT OF PAY\SALARY ON JOB SATISFACTION

Josias (2005:53) defines pay as the amount of financial remuneration that is received and the degree to which this is viewed as equitable in comparison to that of others in the organization. Money is vital not only in the sense that it helps people attain their basic needs but is of utmost importance in providing upper level need satisfaction. The issue of whether money is a primary motivator for job satisfaction has been a bone of contention by several authors with differing views. According to Greenberg and Baron (2008:233) a perceived low salary, which leads to job dissatisfaction, is a main contributor to employee turnover. It is evident from the literature that pay is an essential aspect of job satisfaction. Pay has different meanings to different individuals. Gruneberg, as cited by Moodley (2004:25), states that pay can be an indication of achievement and recognition or alternatively can be viewed as failure. Pay satisfaction is determined by the fairness with which it is distributed, rather than the actual amount of pay (Spector, 1996:226). This implies that people who earn lower may be more satisfied with their pay than higher earning individuals. Consequently, pay satisfaction is influenced by how an individual's salary compares to others in the same job, rather than to people in general (Peerbhai, 2006:42). Disparity and discrepancies could also lead to dissatisfaction and grievances. Josais (2005:54) warns that an increase in pay only acts as a short-term motivator and management therefore has to look at other ways to increase the levels of job satisfaction.

2.3.4 THE IMPORTANCE OF SUPERVISION ON JOB SATISFACTION

Certo (2010:3) define supervision as the ability of the supervisor to provide

emotional, technical assistance and behavioural support to his\her subordinates with work related tasks. Supervision is another important source of job satisfaction. Newstrom (2007:4) emphasizes that a supervisors' function is to provide a link between the employees and management. Furthermore, the supervisor may impart some vital skills that are required to master the job.

Josias (2005:56) identifies three dimensions of supervisory style that affect job satisfaction. One is employee centeredness, which is measured by the degree to which a supervisor takes a personal interest and cares about the employee. It is commonly manifested in ways such as checking to see how well the employee is doing, providing advice and assistance to the individual and communication with the employee on a personal as well as on an official level. The second dimension is participation or influence, demonstrated by managers who allow their employees to participate in decisions that affect their own jobs. The third dimension is the employee's perception of whether they matter to their supervisor and their organization. In most cases this approach leads to higher job satisfaction. It is also important for supervisors to acknowledge and reward good work.

A supervisor can be a source of stress and job dissatisfaction for the employee if he communicates poorly, stirs up conflict, metes out disciplinary action and demonstrates a lack of attention to the well-being of an employee (Certo, 2010:355). Carrell, *et al.* (1999:561) conclude that job satisfaction is considerably improved when supervisors are perceived to be fair, helpful, competent and effective. This includes the supervisor's skill as a problem solver, coach, trainer and listener. This implies that insensitive, incompetent and uncaring supervisors will have the most negative effect on employee job satisfaction.

2.3.4 THE ROLE OF CO-WORKERS ON JOB SATISFACTION

This is the degree to which fellow employees are technically proficient and socially supportive to one another in that influences job satisfaction (Robbins, Odendaal and Roodt, 2006:77). According to Peerbhai (2006:44), McClelland's theory on the need of affiliation and Maslow's theory on the need for belonging postulate that an employee's social needs can be satisfied at work. Moodley (2004:2) suggests that the nature of the work group and friendly, co-operative co-workers will have a major effect on job satisfaction. The work group serves as a source of support, comfort, advice and assistance to the individual employee. A work group that is enjoyable and pleasant to be in creates positive job satisfaction. Hitt, Miller and Collella (2009:192) argue that if the work group is unpleasant to be around it will have a negative effect on job satisfaction. Therefore, a pleasant and cohesive work group leads to a sense of satisfaction, team work and enjoyment. The work group is also of importance in terms of group harmony and cohesiveness.

These factors as highlighted above will impact either positively or negatively towards job satisfaction and may ultimately shape employee performance. According to Joshua (2008:5) extensive research conducted on job satisfaction has indicated that personal factors such as employee's needs and aspirations determine this positive attitude along with group and organizational factors. Moreover, Robbins, Odendaal and Roodt (2006:77) discuss other job dimensions that influence job satisfaction and are listed as follows:

2.3.6 THE IMPACT OF STATUS AND RECOGNITION ON JOB SATISFACTION

Arnolds and Boshoff (2002:698) promulgate that the relatedness needs focuses on an employee's desire to maintain important interpersonal relationships particularly with regards to the employee's social acceptance, belongingness and

status desires. Employees want and feel the need to know how well they are doing. Praise is an important type of feedback that helps motivate employees and provides job satisfaction (Certo, 2010:308). According to Moodley (2004:25) a casual relationship exists between the types of job an employee has and the status enjoyed. Josias (2005:67) states that the limited research which is available suggests that employees who hold higher level jobs experience greater job satisfaction than those who hold lower level positions.

2.3.7 THE UTILIZATION OF TIME AND COMPETENCIES

The self-actualization need is the drive to become what one is capable of becoming (Robbins, Odendaal and Roodt, 2006:131). This includes growth, achieving one's potential and self fulfillment. Moodley (2004:25) proposes two types of utilization namely, qualitative utilization and quantitative utilization. Quantitative utilization refers to the amount of time an employee spends on the job daily, while qualitative utilization refers to the utilization of an employee's potential such as competence, skills and qualifications.

2.3.8 THE SIGNIFICANCE OF WORKING CONDITIONS ON JOB SATISFACTION

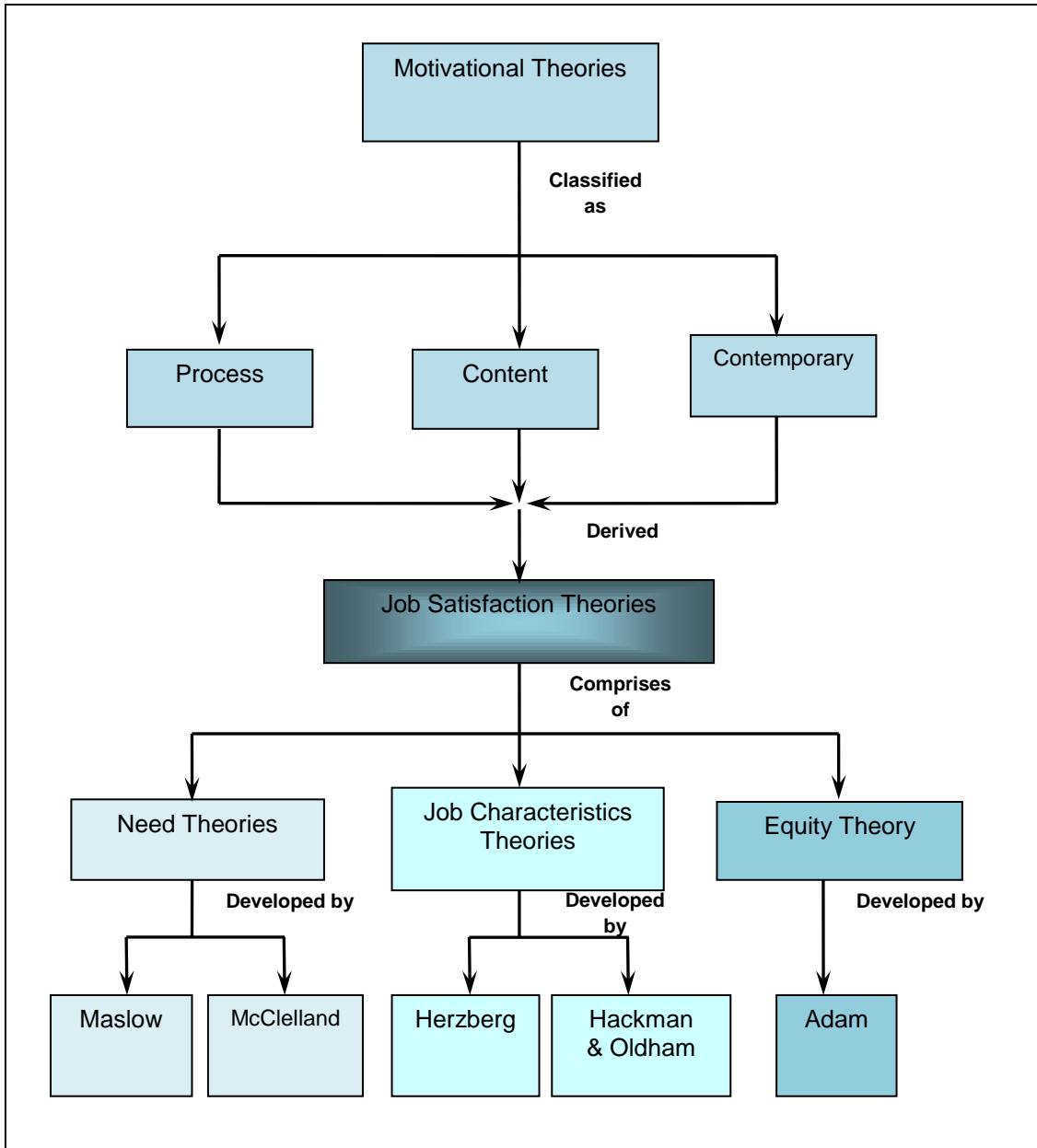
According to Mullins (2008:278) an increasingly important issue affecting job satisfaction and efficiency is the nature of the work environment and workplace facilities. Josias (2005:58) highlights that studies demonstrate that employees prefer physical surroundings that are safe, clean, comfortable and with a minimum degree of distractions. Mullins (2008:278) further argues that an inspired workplace will result in a motivated employee thereby increasing the job satisfaction and employee performance.

2.4 RELEVANT THEORIES OF MOTIVATION IMPACTING ON JOB SATISFACTION

Worrell (2004:12) states that there are numerous theories attempting to explain job satisfaction. Bitsch and Hogberg (2005:659) concur with Worrell (2004:14) attesting that job satisfaction has been studied in many different ways and that the theories are numerous. Bitsch and Hogberg (2005:660) add that this includes theories of motivation that have been interpreted as theories of job satisfaction in various empirical studies. In the context of this study it is necessary to discuss the relevant theories on motivation and how these theories impact on job satisfaction and employee performance.

Peerbhai (2006:10) supports Bitsch and Hogberg, affirming that job satisfaction is addressed through the theories of motivation. The link between the motivational theories and job satisfaction is illustrated in Figure 2.1 below. Further, an overview of the motivational theories is provided and those pertaining specifically to job satisfaction are depicted in Figure 2.1 below. Peerbhai (2006:19) suggests that the motivational theories that address job satisfaction are the Need theories, the Equity theory and the Job Characteristics theories (Figure 2.1). However, Ramdhani (2008:41) emphasizes that there is no single theory of motivation that can be applied to all situations.

Figure 2.1 The Theoretical Development of Job Satisfaction



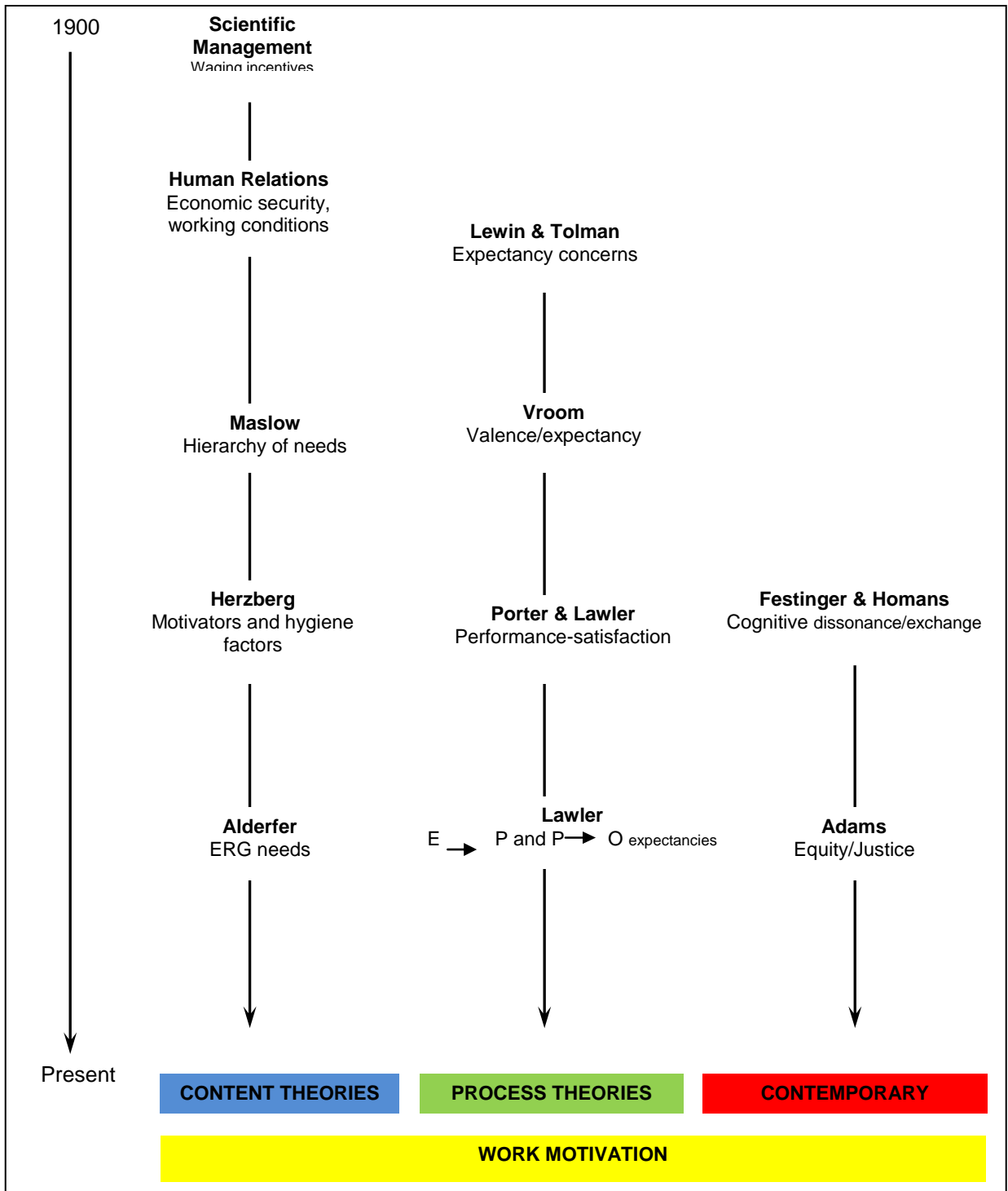
Source: Peerbhai, R. (2006:11). Adapted.

The researcher will therefore utilize the theoretical model of Herzberg's Two Factor Theory of Motivation and Maslow's Hierarchy of Needs Theory amongst other theories of job satisfaction as illustrated in Figure 2.1 above. This is to

assess the interrelatedness of the construct of job satisfaction at Stodels Retail Nurseries in the Western Cape Province. Sledge, Miles and Coppage (2008:1668) support the use of Herzberg's theory emphasizing that it is the most comprehensive theory of job satisfaction as it allows for the construct of job satisfaction to be broken down into composite elements found in most jobs. This theory is based on the belief that a satisfied employee is a productive employee. While support for Herzberg's theory is weak, it is useful for classifying employee attitudes (Bitsch and Hogberg, 2005:659).

According to Worrell (2004:12) there are three conceptual frameworks of job satisfaction that seem to be more prominent in the literature. Figure 2.2 graphically summarizes the various theoretical streams for work motivation, particularly showing the three major approaches. The first is the content theory, the second is the conceptual framework which is often referred to as the process theory and the third conceptual group includes the contemporary theories. The main theories and theorists from each framework, as illustrated in Figure 2.2 below, will be discussed to provide clarity, relevance and show the symbiotic linkage to job satisfaction and employee performance at Stodels Retail Nursery.

Figure 2.2 The Theoretical Development of Work Motivation



Source: Luthans, F. (2008:168). Adapted.

2.4.1 CONTENT THEORIES

The Content Theory, suggests that job satisfaction occurs when the employee's need for growth and self-actualization are met by the employee's job (Luthans, 2008:168). Peerbhai (2006:10) asserts that the most recognized Content Theories are Maslow's Hierarchy of Need Theory, Alderfer's ERG Model, McClelland's Achievement Model and Herzberg's Two-factor Model. The Content Theories focuses on identifying specific factors that motivate an employee to work (Hitt, Miller and Colella (2009:187); Werner (2007:72); Ivancevich, Konopaske and Matteson (2008:112).

Hellriegel, Slocum and Woodman (1998:156) state that these theories are often referred to as Needs Theories since it focuses on an employee's personal needs and motives. Luthans (2008:168) further states that the Content Theories are concerned with the types of incentives or goals that an employee strives to attain in order to be satisfied and perform well. The Content Theories as illustrated in Figure 2.2 above include the Scientific Management Approach, The Human Relations Approach, Maslow's Hierarchy of Needs Theory, Herzberg's Two-Factor Theory and Alderfer's ERG Theory.

2.4.1.1 SCIENTIFIC MANAGEMENT

Pioneered by Fredrick Winslow Taylor, Scientific Management was one of the first studies that sought to examine the relationship between the physical environment and employee performance (Daft, 2007:25). Scientific managers proposed sophisticated wage incentive models to motivate employees and improve employee performance (Hitt, Miller and Colella, 2009:85). This was based on detailed analysis of tasks and time-and-motion studies with piece-rate pay schemes to improve performance (Luthans, 2005:239). According to Daft (2007:25) Scientific Management later evolved into job engineering as it was concerned with product; process and tool design; standard operating procedures;

work measurement and standards; work methods and human-machine interaction that ensured a standardized job process and control over employees.

However, Peerbhai (2006:16) states that Scientific Management was criticized because it tended to exploit workers rather than benefit them. It failed to consider social networks that influenced employee performance, absenteeism, employee turnover and job satisfaction. This system was not designed to provide satisfying work but rather to maximize rewards and increase the division of labour (Wilson, 2000:20). Moorhead and Griffin (2010:85) argue that work is inherently unpleasant for most employees and that the money they earn is more important than the nature of job they perform. Worrell (2004:12) adds that initially money was thought to be the only incentive to improve employee performance but later the human relations approach was also considered.

2.4.1.2 HUMAN RELATIONS

The Human Relations approach concentrates on the employee performing the job, rather than the task to be performed as in Scientific Management. According to Robbins, Odendaal and Roodt (2006:439) the essence of human relations was the belief that the key to higher employee performance in an organization is to increase employee job satisfaction. This approach assumed that employees wanted to feel useful and important (Moorhead and Griffin, 2010:85). With the exception of Hawthorne studies, Frederick Herzberg's research had the greatest impact on undermining the recommendations of the Scientific Management Theory by placing the employee's needs above the organization's goals (Robbins, Odendaal and Roodt, 2006:442).

Peerbhai (2006:12) highlighted that contrary to Taylor's principles that human problems should be minimized as they obstructed performance, Mayo saw human problems as an opportunity for progress. The study was conducted at the

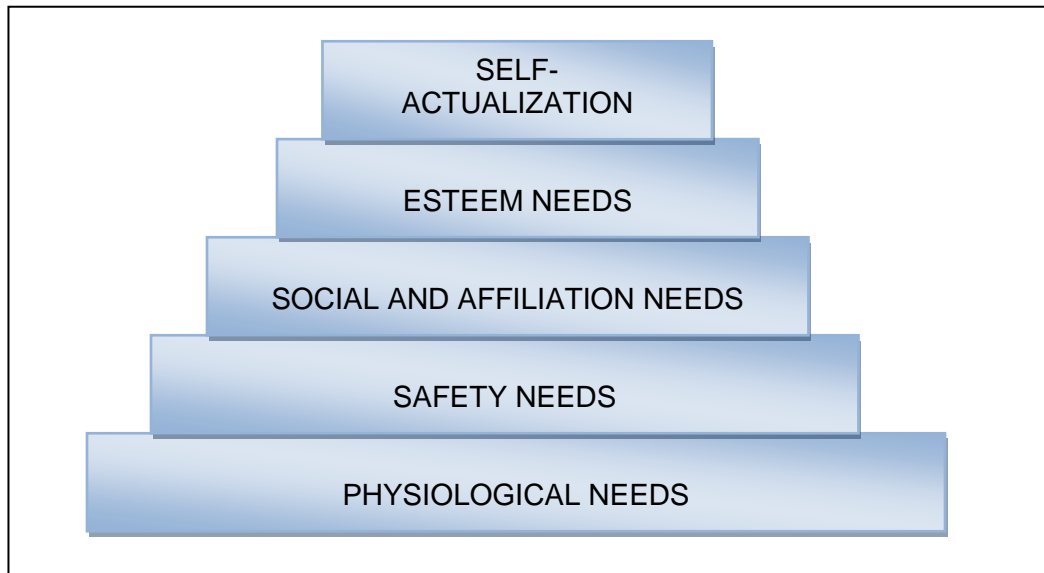
Hawthorne Works of the Western Electric Company in 1927 where the effects of varying degrees of illumination on worker productivity were examined.

The Scientific Management approach had problems of application, so too does the Human Relations approach. The latter suggests that a reciprocal relationship exists between employer and the employee (Peerbhai, 2006:13). This implies that if the nursery managers take care of the employee, the employee will be happier and reciprocate by improved job performance. However, Vecchio (2000:11) states that this relationship has not been firmly established, as studies have not found conclusive evidence of a relationship between job satisfaction and employee performance.

2.4.1.3 MASLOW'S HIERARCHY OF NEEDS THEORY

When discussing human needs, growth and self-actualization, one cannot look far before finding Abraham Maslow and his Hierarchy of Needs Theory (Worrell, 2004:12). Luthans (2005:242) cites Abraham Maslow's hierarchy of needs theory as one of the most well known motivational theories. According to Kiniki and Kreitner (2008:149) Maslow proposed that motivation is a function of five basic needs which is illustrated in Figure 2.3 below.

Figure 2.3 Maslow's Hierarchy of Needs Theory



Source: Schultz, H., Bagraim, J., Potgieter, T., Viedge, C. and Werner, A. (2003:55). Adapted.

These needs are arranged in ascending hierarchical order and as depicted in Figure 2.3 above and are briefly explained below:

- **Physiological needs**

These include hunger, thirst, shelter, sex and other physiological needs associated with the biological survival of the individual and the species. Physiological needs are the most prominent needs and if they are not satisfied, human behaviour will be mainly directed at satisfying them.

- **Safety needs**

As soon as physiological needs are satisfied, needs on the next level of hierarchy emerge which include security and protection from physical and

emotional harm.

- **Social and affiliation needs**

These include the need for love, acceptance and friendship. It only occurs once a person feels safe and in control of possible threats.

- **Esteem needs**

This relates to an employee's self esteem and self respect. They include the need for self confidence, independence, freedom, recognition, appreciation and achievement.

- **Needs for self-actualization**

If all the previously mentioned needs are met employees spend their time in search of opportunities to apply their skills to the best of their ability. Self actualization needs then becomes important, but difficult to attain until all lower order needs are fulfilled.

These needs were further separated into higher and lower orders needs. The security needs and physiological needs were described as lower order needs and the affiliation, esteem and self-actualization needs as higher order needs. The differentiation between the two differentiated orders was made on the basis that higher order needs are satisfied internally but lower order needs are satisfied externally by factors such as pay and tenure (Quick and Nelson, 2009:157). The rationale behind the needs hierarchy is that one could only progress to the next level when the previous need was satisfied.

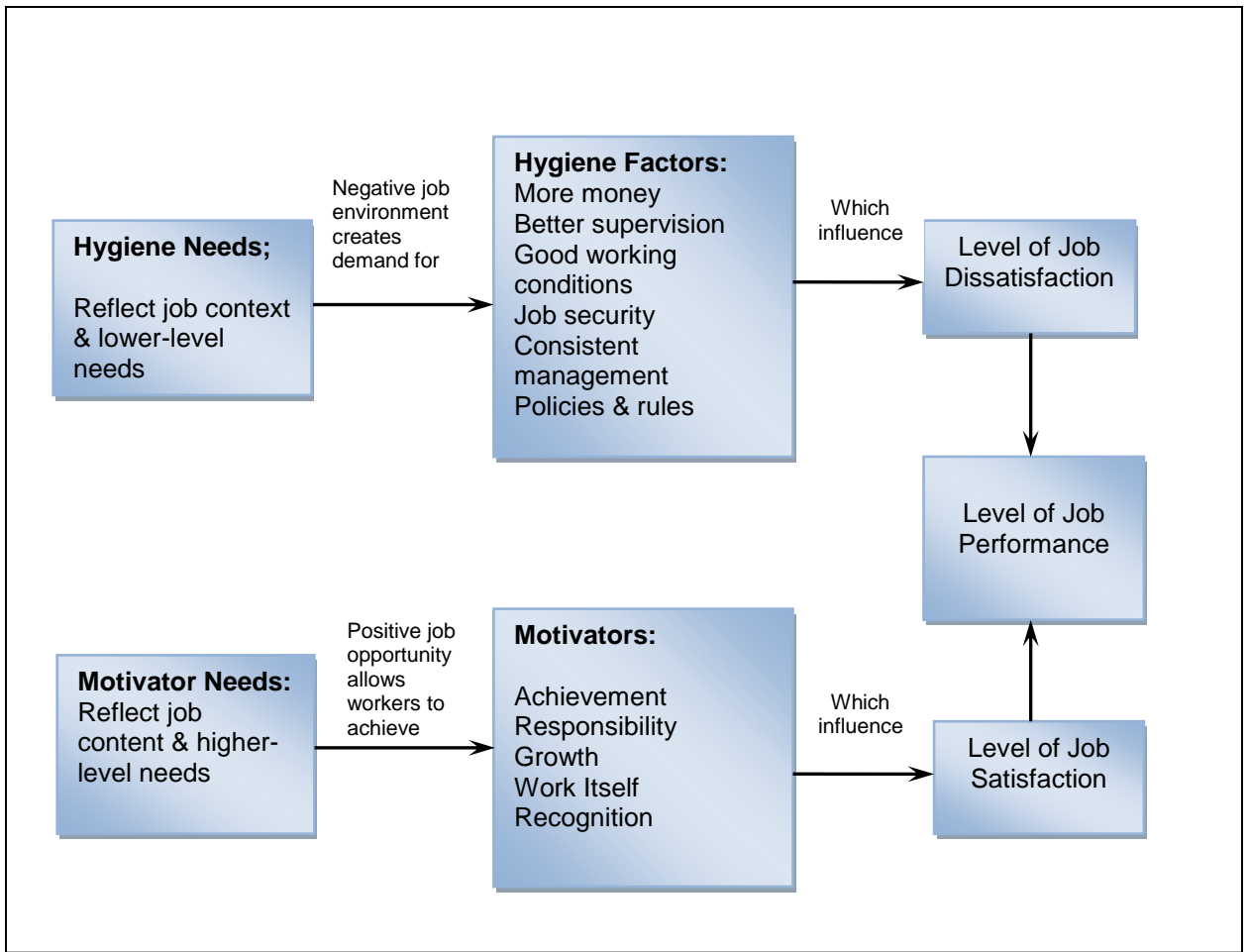
Maslow, as cited by Kiniki and Kreitner (2008:149) highlight that the basic lower level needs must be satisfied before proceeding to those at a higher level. Once

the basic needs are fulfilled, they no longer serve as motivators for the individual. The more a job allows for growth and acquisition of higher level needs, the more likely the employee is to report satisfaction with his or her job. The success of motivating people depends on recognizing the needs that are unsatisfied and helping the individual to meet those needs (Worrell, 2004:13). This implies that the nursery managers need to identify these unsatisfied needs and assist employees to fulfill these needs.

2.4.1.4 HERZBERG'S TWO-FACTOR THEORY

Herzberg expressed his theory of motivation in a similar perspective with Maslow's theory suggesting that the work itself could serve as a principal source of job satisfaction (Vecchio, 2000:77). According to Torrington and Hall (1991:425), the underlying assumption of this theory was that a satisfied employee would be a productive employee. Herzberg, in his studies, found that the factors causing job satisfaction were different from those that caused job dissatisfaction (Mullins, 2007:262). Greenberg and Baron (2008:221) agree with (Mullin, 2007) suggesting that the Herzberg's Two-Factor Theory is a theory of job satisfaction where satisfaction and dissatisfaction stems from different groups of variables. This is illustrated in Figure 2.4 below. The satisfiers were referred to as motivators and the dissatisfiers as hygiene factors.

Figure 2.4 Herzberg's Theory - Factors Affecting Job Satisfaction



Source: Peerbhai, R. (2006:27). Adapted.

Herzberg (as further cited by Quick and Nelson, 2009:161) and as depicted in Figure 2.4 above, listed the top six factors causing dissatisfaction and the top six factors causing satisfaction as follows:

2.4.1.4.1 FACTORS LEADING TO DISSATISFACTION (Hygiene Factors)

- Company policy.
- Supervision.

- Relationship with the Boss.
- Work conditions.
- Salary.
- Relationship with Peers.

2.4.1.4.2 FACTORS LEADING TO SATISFACTION (Motivators)

- Achievement.
- Recognition.
- Work itself.
- Responsibility.
- Advancement.
- Growth.

Vecchio (2000:77) compares Herzberg's theory (Figure 2.4) with Maslow's Hierarchy of Needs Theory and concludes that the hygiene factors are similar but not identical to Maslow's lower level needs. The motivators are intrinsic factors that influence satisfaction and the hygiene factors are extrinsic variables that must be met to prevent dissatisfaction (Ivancevich, Konopaske and Matteson, 2008:142). These hygiene factors prevent dissatisfaction, but they do not necessarily lead to satisfaction. Hygiene factors do not motivate, only the motivators can lead to motivation. Luthans (2005:245) equates this to Maslow's higher order needs.

Thus, the theory espoused by Luthans (2005:245) reinforces the view that managers can motivate employees by applying the factors depicted in Figure 2.4 to their jobs. Therefore, employees will be dissatisfied when they have grievances about hygiene factors. Herzberg, as cited by Kreitner and Kiniki (2008:153) concluded that job satisfaction and dissatisfaction were not merely opposites. Poor working conditions may also lead to dissatisfaction but good working conditions did not necessarily result in job satisfaction either. Similarly,

when employees are satisfied with their job, positive motivators are present, but removing the negative motivators does not automatically lead to dissatisfaction. Essentially, job satisfaction depends on the extrinsic characteristics of the job, in relation to the job's ability to fulfill one's higher level needs for self-actualization.

2.4.1.5 ALDERFER'S ERG THEORY

Clayton Alderfer expanded on the work of Herzberg's and Maslow's theories on motivation (Werner, *et al.*, 2007:76). According to Schultz, *et al.* (2003:57) the ERG Theory is a modified need hierarchy model that condenses Maslow's five levels of needs into three levels. According Ivancevich, Konopaske and Matteson (2008:142) Alderfer concurs with Herzberg's and Maslow's theories that there is value in categorizing needs and that there is a basic distinction between lower order and higher order needs.

According to Hitt, Miller and Colella (2009:190) Alderfer identified three groups of core needs as follows:

- **The existence need**

This is concerned with sustaining human existence and survival. This encompasses physiological and safety needs of a material nature.

- **Relatedness needs**

This is concerned with relationships to the social environment. It encompasses love or belonging, affiliation and meaningful interpersonal relationships of safety or esteem needs.

- **Growth needs**

This is concerned with the development of potential of the individual and encompasses self-esteem and self-actualization. According to Werner, *et al.* (2007:76) growth needs is the employee's desire to be productive, to be creative and to use his\her own skills.

According to Moorhead and Griffin (2010:89) more than one need may be activated at the same time. Schultz, *et al.* (2003:57) emphasizes that Alderfer's approach adds what may be termed frustration-regression, where the employee is continually frustrated with attempting to satisfy the growth needs and the relatedness needs may become most important. Unlike Herzberg and Maslow, Alderfer does not contend that lower-level needs have to be satisfied before a higher level need emerges (Moorhead and Griffin, 2010:89). Werner (2007:76) suggest that if an employee's needs are blocked due to the job not allowing for this to occur, then the manager should attempt to provide greater opportunities to satisfy existence and relatedness needs. Werner (2007:76) further state that the ERG theory proposes that a manager needs to actively manage motivation which may result in satisfied and productive employees.

2.4.2 PROCESS THEORIES

Hitt, Miller and Colella (2009:196) identified the second conceptual group as the Process Theories, that attempts to explain job satisfaction by focusing on the cognitive processes in which employees engage to influence the direction, intensity and persistence of their behaviour. This was illustrated previously in Figure 2.2. Worrell (2004:13) argues that Adams and Vroom have become the most prominent theorists within this framework. Ivancevich, Konopaske and Matteson (2008:120) assert that this theory is concerned with answering the questions of how an employee's behaviour is energized, directed, maintained and stopped. Mullins (2007:265) argues that this theory attempts to identify the

relationships among the dynamic variables that make up motivation and the action required to influence behaviour and action. This theory of job satisfaction suggests that employees select their behaviours in order to meet their needs (Peerbhai, 2006:26). Worrell (2004:1) suggests that people perceive their job as a series of inputs and outcomes. Inputs are factors such as experience, ability and effort, while outcomes include imperative issues like salary, recognition and opportunity.

2.4.2.1 VROOM'S EXPECTANCY THEORY

Vroom's Expectancy Theory which was propounded by Victor Vroom was the first theory directly aimed at work motivation and job satisfaction. The expectancy theory is based on the premise that motivation depends on how much an employee wants something and how likely he or she thinks that they can achieve this. Vecchio (2000:78) argues that the underlying basis of the expectancy theory is that employees are influenced by the anticipated reward that they will receive for the work performed. Lindler (1998:1) concurs with Vecchio (2000) stating that employee effort will lead to performance and performance will lead to reward.

2.4.2.2 THE PORTER-LAWLER EXPECTANCY MODEL

This theory emphasizes the need for organizations to relate rewards directly to performance and to ensure that the rewards provided are those rewards deserved and wanted by the recipients. The Porter-Lawler model goes beyond motivational forces and considers employee performance as it provides an interesting insight into the relationship between job satisfaction and employee performance (Moorhead and Griffin, 2010:100). Porter and Lawler, as cited by Mullins (2007:261), see motivation, job satisfaction and employee performance as separate variables and attempt to explain their complex relationship. Moorhead and Griffin (2010:100) further highlight that this model recognises that

job satisfaction is more dependent on employee performance than employee performance is on job satisfaction. Hence, job satisfaction is an effect rather than a cause that leads to employee performance.

2.4.3 CONTEMPORARY THEORIES

Motivation theories are commonly categorized into Content and Process approaches. Luthans (2005:251) introduces a third category called Contemporary Theories as previously illustrated in Figure 2.2. The third conceptual group includes situational theories, which proposes that job satisfaction is a product of how well an employee's personal characteristics interact or mesh with the organizational characteristics (Peerbhai, 2006:26). These encompass the Equity Theory and the Organizational Justice Theory, which impact on job satisfaction and are discussed hereunder.

2.4.3.1 EQUITY THEORY

The equity theory pioneered by J. Stacy Adams is defined as a model of motivation that explains how people strive for fairness and justice in social exchange or give and take relationships (Ivancevich, Konopaske and Matteson, 2005:152). Lindler (1998:1) asserts that this theory shows that a major input into employee performance and job satisfaction is the degree of equity that employees perceive in their work situation. Kreitner and Kiniki (2008:217) emphasize that the equity theory explains how an employee's motivation to behave in a certain way is fueled by feelings of inequity or a lack of justice. This is further supported by Vecchio (2000:81) who affirms that the equity theory focuses on employee's feelings of how fairly he or she has been treated in comparison to other members of staff in relation to job satisfaction. Josias (2005:74) concludes that inequity is an unpleasant experience that causes tension and dissatisfaction amongst employees. Luthans (2005:251) explains

that striving to restore inequity is used as the underlying features of motivation and job satisfaction.

2.4.3.2 ORGANIZATIONAL JUSTICE THEORY

The organization justice theory is an extension of the equity theory. According to Kreitner and Kiniki (2008:221) organization justice theory reflects the extent to which employees perceive whether they are treated fairly at work. Spector (1996:214) states that to measure job satisfaction, one must have a conceptual understanding of the construct in order to decide what indirect factors to measure. The various dimensions of organization justice theory play an important role in the dynamics and outcomes of job satisfaction and organizational behaviour (Luthans, 2005:254). In this regard, Ivancevich, Konopaske and Matteson (2005:152) identified two different components of organization justice as listed below:

- **Distributive justice**

The distributive justice component reflects the perceived fairness of how resources and rewards are distributed amongst employees. Research has shown that feelings of inequity can lead to negative employee behaviour such as theft while feelings of equity frequently lead to job satisfaction, organizational commitment and organizational citizenship behaviour (Hitt, Miller and Colella, 2009:200).

- **Procedural justice**

While distributive justice focuses on the outcome and may therefore involve the application or interpretation of criteria used in the reward system, procedural justice focuses on the procedures used to determine

the outcome (Quarles, 1994:180). Procedural justice also refers to the perceived fairness of the process and procedures used to make substantive decisions. Quarles (1994) further states that the perceived inequities or unfairness in the evaluation criteria used in the promotion and reward system will lead to the employee's expressed dissatisfaction. Job satisfaction is a direct result of the employee's perceptions of how fairly he or she is treated in comparison to other employees within the company (Worrell, 2004:14).

2.5 THEORIES OF JOB SATISFACTION

Greenberg and Baron (2008:224) proposed three theories of job satisfaction over and above the theories of motivation that impact on job satisfaction that has already been discussed, namely:

2.5.1 THE DISPOSITIONAL MODEL OF JOB SATISFACTION

According to the dispositional model of job satisfaction, some employees are consistently more satisfied with their jobs than others, even when they hold different jobs throughout their lives. According to this conceptualization, employees who like the job that they are doing at one time tend to like the job that they may be doing at another time, even if the job is different.

2.5.2 THE VALUE THEORY OF JOB SATISFACTION

The value theory of job satisfaction suggests that job satisfaction depends primarily on the match between the outcomes that individuals value in their jobs and their perception about the availability of such outcomes. This theory argues that almost any factor can be a source of job satisfaction so long as it is something that an employee values.

2.5.3 THE SOCIAL INFORMATION PROCESS MODEL

According to this model of job satisfaction, the way employees feel about their job is based on the attitudes expressed by their co-workers. For this reason, an employee who expresses negative feelings about their job can have a negative impact on the job satisfaction of co-workers.

2.6 A SUMMATION ON THE THEORIES OF JOB SATISFACTION AND THE THEORIES OF MOTIVATION IMPACTING ON JOB SATISFACTION

Ramdhani (2008:41) espouses that it is essential to have a knowledge of various theoretical perspectives regarding the motivation of employees, relative to the work environment. It is further suggested that no one theory should be seen as most or least correct but rather that an exploration of all theories and a practical application by trial-and error will be beneficial (Ramdhani, 2008:41). Kreitner, Kinicki and Beulens as cited by Ramdhani (2008:41) indicate that the motivation theory is like a psychological puzzle with all its explanations and recommendations that managers have to unravel.

2.7 MEASURING JOB SATISFACTION

Measuring job satisfaction involves the measurement of attitudes or feelings which are not always freely divulged and cannot be directly measured, making the measurement of job satisfaction difficult (Prando, 2006:28). Jewell and Siegall as cited by Larkin (1995:9) highlight that there are three major concepts in measuring employee attitudes that have emerged in the years that job satisfaction has been studied. Jewell and Siegall, as further cited by Larkin (1995:9) explain these concepts as follows:

2.7.1 GLOBAL CONCEPT

Job satisfaction measurement instruments based on this concept are the simplest and easiest to administer. According to this theory, job satisfaction is one-dimensional and is treated as a single, overall feeling towards the job (Spector, 1996:214). Employees are asked direct questions about their overall feelings about the job (Ironson, Brannick, Smith, Gibson and Paul, 1989:194). Global job satisfaction measurement instruments are easy to score, have no development costs and make sense to the person being questioned. However, it is difficult to ascertain if respondents are answering the same question objectively to gauge a proper perspective.

2.7.2 FACETED CONCEPT

According to Spector (1996:215) the faceted model of job satisfaction assumes that employee satisfaction views different aspects of a job that can vary independently and should therefore be measured separately. This model takes a different approach than the global approach by ensuring extensive examination of various facets of the job (Ironson, Brannick, Smith, Gibson and Paul, 1989:194). Among the facets which can be examined are work load, job security, compensation, working conditions, general management practices and opportunities for growth and development. The number and types of facets are determined by the research problem being investigated and can vary from study to study. It is not necessary for the researcher to develop a measurement tool for each facet being studied. There are a large number of scales and measurement tools available from which a researcher can choose.

2.7.3 FULFILLMENT OF NEEDS CONCEPT

The last primary theory of measuring job satisfaction is whether or not an employee's needs are being fulfilled by the job. Over time, the needs fulfillment

approach to measuring job satisfaction has become less popular. The instruments are often difficult to score, and to compare relative to other measures. It should be noted that on all these measures of job satisfaction, the researcher must rely on the honesty of the survey respondents in that they will answer the questions based on how they actually feel. Additionally, none of the tools specifically measure job satisfaction, rather, they measure reported job satisfaction. This is because respondents are asked to describe how they feel about a particular item and are free to answer however they want, sometimes in a subjective manner.

There are other methods to measure job satisfaction, each with their respective pros and cons. However, the Global Concept, the Faceted Concept and the Fulfillment of Needs Concept are the most generally accepted methods. It is with this background and understanding of the various ways to measure job satisfaction that the researcher chose to use a faceted approach.

2.8 TYPES OF JOB SATISFACTION MEASUREMENT SCALES

Spector, as cited by Worrell (2004:16), highlights that basic forms of measurement might include an interview, a single-item measure or a workplace observation. However, most researchers opt for a more objective and in-depth survey instrument. Worrell (2004:16) identifies and describes the three most widely cited survey instruments found in the literature as the following:

2.8.1 THE JOB SATISFACTION SURVEY (JSS)

The JSS was developed in 1997 by Paul E. Spector to assess employee attitudes about the job and aspects of the job (Prando, 2006:28). This instrument uses 36 items to measure nine job dimensions, which collectively assess the attitude of the employee and the aspects of the employee's job. These facets include pay, promotion, benefits, supervision, contingent rewards, operating

procedures, co-workers, nature of work, and communication (Worrell, 2004:16). Each of these facets is assessed with four items, and a total score is computed from all 36 items. Responses to each question range from strongly disagree to strongly agree and questions are written in both directions.

2.8.2 THE JOB DESCRIPTIVE INDEX (JDI)

The JDI was first propagated in 1969 in the Smith, Kendall and Hulin's publication of the Measurement of Satisfaction in Work and Retirement (Spector, 1996:217). This instrument uses 72 "yes", "no" and "uncertain" questions to measure the reaction to five job dimensions which are, the work itself, pay, promotion, opportunities, and co-workers (Prando, 2006:30). DeMeuse and Zedeck, as cited by Worrell (2004:16) state that the JDI has been widely used and researched for over 40 years and it has become one of the most popular job satisfaction survey instruments.

The only limitation of the JDI is that it only has five facets (Spector, 1996:217). Seigle, as cited by Prando (2006:30) highlight a further criticism of the JDI in that it does not follow its own conceptualization of measuring feelings but asks employees to describe their jobs.

2.8.3 THE MINNESOTA SATISFACTION QUESTIONNAIRE (MSQ)

The MSQ which is the second most popular measure of job satisfaction in use was developed in 1967 by Weiss and Associates (Prando, 2006:30). According to Worrell (2004:16), the MSQ is designed to measure specific aspects of an employee's satisfaction with his or her job. It provides more information on the rewarding aspects of a job rather than more general measures of job satisfaction. Worrel (2004:16) asserts that the MSQ has been widely used in studies exploring client vocational needs, in counseling follow-up studies and in generating information about the reinforcers in jobs.

2.9 OUTCOMES OF JOB SATISFACTION

Job satisfaction has consequences within the work environment and thousands of studies have been conducted examining the relationship between job satisfaction and organizational variables (Prando, 2006:18). A review of current literature has shown that there are a significant number of variables that are, to a lesser or greater extent, either positively or negatively related to job satisfaction.

2.9.1 JOB SATISFACTION AND EMPLOYEE PERFORMANCE

The debate on job satisfaction and its relationship to employee performance is ongoing. Kreitner and Kinicki, (2008:175) conclude that the relationship between job satisfaction and job performance is one of the biggest controversies in research within organizational behaviour.

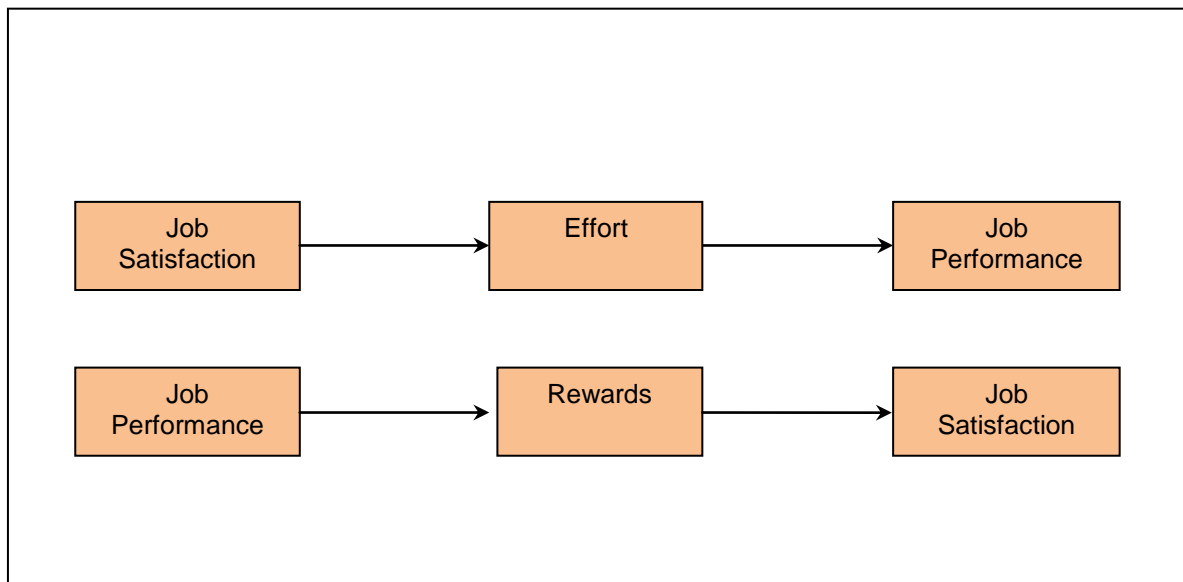
In a recent survey, Sledge, Miles and Copping (2008:1667) conducted an investigation on hotel employees in Brazil. The findings revealed that job satisfaction is associated with positive organizational outcomes such as employee performance, higher innovation and reduced labour turnover. Hellriegel, Slocum and Woodman (2001:52) state that a commonsense notion is that job satisfaction leads directly to effective task performance. Kohli (2010:1) asserts that “if employees enjoy their jobs and have high levels of morale, they will have a greater commitment to their work and go the extra mile in their jobs”.

Linda Barrington as cited in (Rome, 2010:1) suggests that those who are more interested in their work are also more likely to be innovative, to take risks and to use initiatives to drive employee performance. Robbins and Judge (2007:79) emphasize that a person with high level of job satisfaction holds positive feelings about their job, whilst a person who is dissatisfied holds negative feelings about his/her job. According to Greenberg and Baron as cited by Prando (2006:32), the findings suggest that while individual performance and job satisfaction are not

directly linked, there is ample evidence that organizational job satisfaction and performance are positively related to a moderate extent. Mullins (2007:277) is of the opinion that there are conflicting views with regards to the relationship between job satisfaction and employee performance. Spector (1996:233) concurs with Mullins (2007) asserting that one view is that job satisfaction leads to better employee performance and the other is that good employee performance leads to job satisfaction.

Both these view are illustrated in Figure 2.5 below. In the top part of the Figure 2.5, satisfaction leads to effort, which in turn leads to performance. In the bottom part of Figure 2.5, performance leads to reward and rewards lead to satisfaction. Spector (1996:233) attests that the findings of a study conducted support the second part of the model.

Figure 2.5 Relationships between Job Satisfaction and Performance



Source: Spector, P.E. (1996:233). Adapted.

Bravendam Research Incorporated as cited by Worrell (2004:2) states that when

employees are satisfied, they tend to care more about the quality of their work. They are also more committed to the organization, they have higher retention rates and they are generally more productive. Documented evidence provided by Kreitner and Kinicki (2008:175) demonstrate that job satisfaction and performance are moderately related and that the relationship is much more complex than originally thought. According to Robbins and Judge (2007:90) studies suggest a strong correlation between job satisfaction and employee performance. Ostroff (as further cited by Robbins and Judge, 2007:90) states that when satisfaction and productivity data are gathered for an organization as a whole, organizations with more satisfied employees tend to be more effective than organizations with fewer satisfied employees. Despite evidence suggesting that job satisfaction and employee performance may have a casual relationship, Bowlings (2007:167) disagrees stating that a spurious relationship exists between job satisfaction and employee performance. Bowling (2007:167) further warns that organizational efforts to improve employee performance by exclusively targeting job satisfaction are unlikely to be effective.

2.9.2 JOB SATISFACTION AND LABOUR TURNOVER

Labour turnover is important to managers because it disrupts both organizational continuity and is very costly (Kinicki and Kreitner, 2008:166). Research has found that job satisfaction has a moderate negative relationship with labour turnover (Luthans, 2005:254). According to Prando (2006:33), field studies have supported the predictions of the equity theory in that distributive and procedural justice are negatively related to intentions to leave, absconding and labour turnover and positively correlates to job satisfaction.

Kreitner and Kinicki (2008:166) highlight that attempts by managers to reduce labour turnover centers around job satisfaction. Luthans (2005:254) argues that job satisfaction in itself will not keep employee turnover low, however, job dissatisfaction is likely to lead to high employee turnover. Robbins (2005:87)

contends that an important moderator of satisfaction-turnover relationship is the employee's level of performance. Luthans (2005:254) concludes that satisfied employees may leave for better job prospects but dissatisfied employees will continue working if job opportunities are scarce.

2.9.3 JOB SATISFACTION AND ABSENTEEISM

Kreitner and Kinicki (2008:174) highlight that one recommendation from a study done on McDonald's Fast food was that managers needed to increase job satisfaction in order to reduce absenteeism. This implies that there will be a strong negative relationship between job satisfaction and absenteeism. In other words as job satisfaction increases absenteeism should decrease.

Research which tracked this prediction has shown that low levels of job satisfaction contributed moderately to the level of absenteeism (Prando, 2006:33). According to Robbins (2005:87) there is a constant negative relationship between job satisfaction and absenteeism with a moderate correlation. Prando (2006:33) explains that this is possibly due to the fact that job satisfaction is just one of the many different factors affecting an employee's decision as to whether to report to work or not. It is unlikely, therefore that the manager will realize any significant decrease in absenteeism by increasing job satisfaction (Kreitner and Kinicki, 2008:174).

2.10 IMPACT ON EMPLOYEE PERFORMANCE

Employee performance is, perhaps, the most important construct in industrial and organizational psychology and human resource management (Tubre, Arthur, Paul and Bennett, 1996:1). The nature of job performance in an organization depends on the demands of the job, the goals and mission of the organization and the beliefs in the organization about which behaviours are most valued (Befort and Hattrup, 2003:17). Hellriegel, Jackson, Slocum, Staude, Amos,

Klopper, Louw and Oosthuizen (2004:249) emphasize that job performance is an integral part of achieving organisational goals and ultimately attaining organization strategy. Tubre, *et al.* (1996:1), further contend that despite its importance, little is known about the latent structure of job performance. Tubre, *et al.* (1996:1), highlight that the literature examining the structure of job performance is fragmented and incomplete. Reio and Callahan (2004:5) state that the one area of emotion research that has been neglected by organizational researchers is employee job performance. Campbell (1990:704) supports this view, arguing that the literature pertaining to the structure and content of employee performance is virtually non-existent.

2.11 PERSPECTIVES ON EMPLOYEE PERFORMANCE

Quick and Nelson (2009:195) emphasize that employee performance must be clearly defined and understood by employees who are expected to perform effectively and efficiently at work. Job performance and employee performance are terms used interchangeably and it most commonly refers to whether employees perform their job well. Khan (2007:106) highlights job performance as the degree of accomplishment of the task that makes up the employee's job. Campbell (1990:704) describes job performance as an individual level variable, that is, performance is something a single person does. Job performance is a behaviour and it is something that employees do which is reflected in their actions (Campbell, 1990:704).

Werner (2007:102) asserts that job performance is what employees are paid to say or do. For example the nursery assistant at Stodels Retail Nursery is paid to physically assist customer around the nursery whilst the horticultural consultant is paid to advise customers. Campbell (1990:704) further reiterates that performance is not a consequence or the result of an action, it is the action itself. Job performance is further referred to as an individual output in terms of quantity and quality expected from each employee in a particular job (Business

Dictionary.com, 2010:1). Borman (1991:277) affirms that employee performance reflects the employee's contribution towards the organizational goal. The performance of staff members is often a major source of concern to managers and organizations employing them.

2.12 EMPLOYEE PERFORMANCE VERSUS OUTCOMES

Employee performance criteria are developed by determining the value of behaviours to important organizational outcomes (Borman, 1991:277). Campbell (1990: 705) asserts that performance needs to be distinguished from effectiveness. The difference between these two outcomes is best explained through an example. For a salesperson at Stodels Retail Nursery, a favourable outcome is revenue generated through the sale of plants or associated nursery products. The sale can be concluded or not, depending on the behaviour of employee making the sale. When the employee performs this sales job well, he\she is able to move stock. Conversely, if sales drop due to poor economic conditions, unfavourable weather conditions, changes in customer preferences or production delays, employee performance can be adequate, yet sales can still be low.

2.13 THEORIES OF EMPLOYEE PERFORMANCE

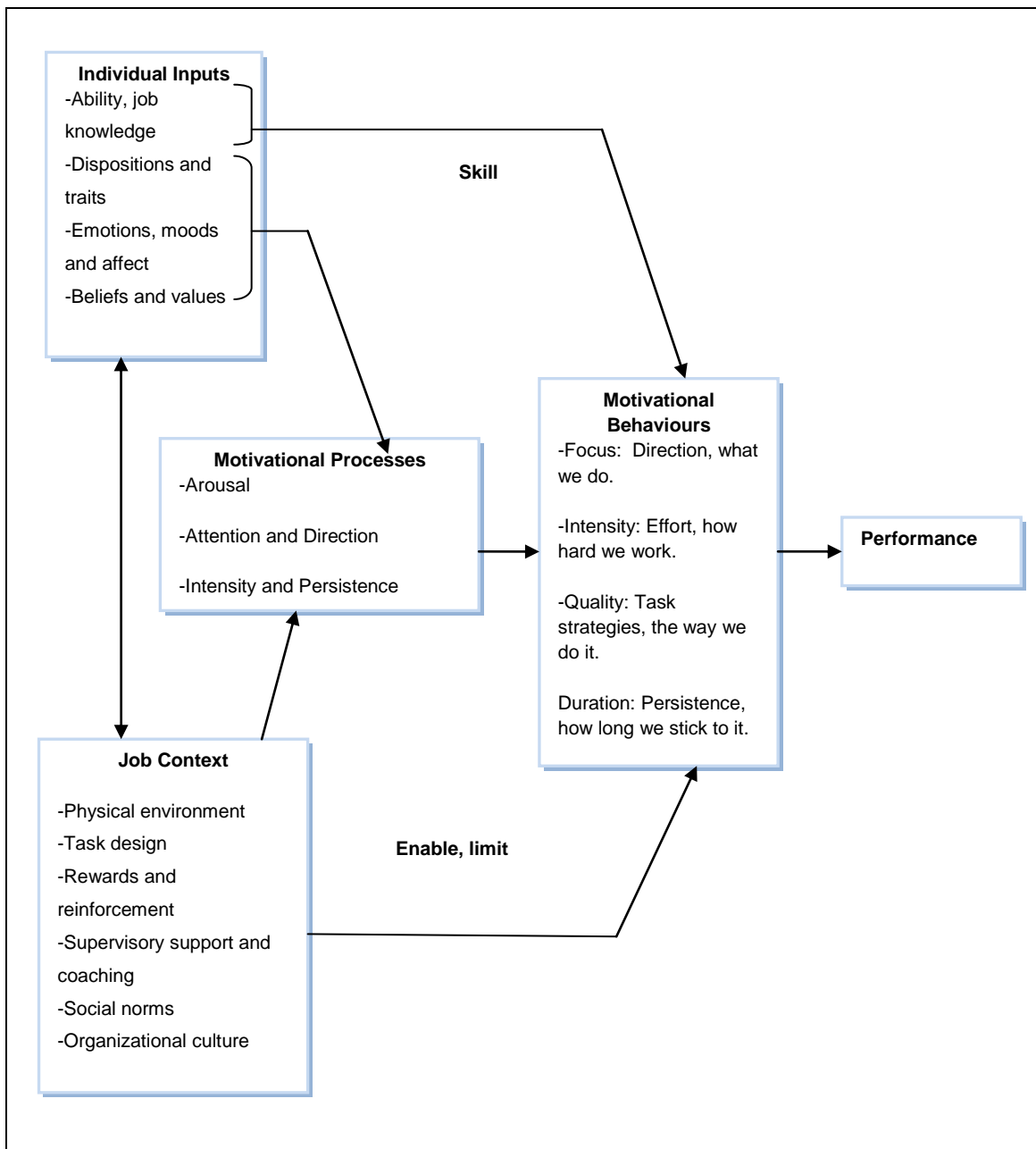
Predicting employee performance has long been a concern for managers. Early theories of employee performance were developed around the time of World War One (Quick and Nelson, 2009:195). Campbell (1990:704) states that there are very few theories on employee performance. Viswesvaran (in Tubre, *et al.*, 1996:1), supports Campbell, confirming that very few efforts have been directed towards developing models of employee performance. According to Arnolds and Boshoff (2002:697) improving employee performance has been a focus of many motivational theories, especially the needs theories. Arnolds and Boshoff (2002:697) further attest that these theories have been questioned because of

the lack of research between job satisfaction and employee performance and need satisfaction and individual personality. Given the crucial role of employee performance in both industrial and organizational psychology, Campbell (1990:704) suggested a model for employee performance which will be discussed in the literature. There are several key features to Campbell's (1990) conceptualization of employee performance which help clarify what employee performance means.

2.13.1 A JOB PERFORMANCE MODEL OF MOTIVATION

Cronje, Du Toit, Motlatla and Marais (2003:223) suggest that the way that an employee performs in an organization is mainly determined by three things: the desire to do the job (motivation), how capable is the employee to do the job (ability/skill) and what resources are available to do the job (work environment). Kinicki and Kreitner (2008:148) highlight a Job Performance Model as depicted in Figure 2.6 below.

Figure 2.6 A Job Performance Model of Motivation



Source: Kinicki, A. and Kreitner, R. (2008:148). Adapted.

In relation to Figure 2.6, Mullins (2007:249) contends that the work organization, the design and content of jobs can have a significant effect on the satisfaction of

employees and their levels of performance. Motivation plays a vital role in determining employee performance. Kinicki and Kreitner (2008:148) affirm that employee performance is influenced by motivated behaviour as illustrated in Figure 2.6 above. An employee can perform his/her job well if the employee has both the necessary ability and motivation (Spector, 1996:244). Motivation is highlighted as the process that starts with a physiological or psychological deficiency or a need that activates behaviour, or a drive that is aimed at a goal or an incentive (Luthans, 2005:230).

The manager needs to understand these physiological and psychological processes in order to successfully guide employees to perform specific jobs efficiently and effectively in order for the organisation to achieve its goals and objectives (Kinicki and Kreitner, 2008:147). Spector (1996:244) supports Kinicki and Kreitner citing that in order for organizations to achieve its purpose employees must perform their jobs at some reasonable level of proficiency. The motivational theories that attempt to address employee performance are the Expectancy Theory and the Path Goal Theory.

2.13.2 EXPECTANCY THEORY

Tubre, *et al.* (1996:1), highlight that with the emergence of the expectancy theory, many researchers began to focus on measures that reflect the effort expended and performance of employees. Robbins, Odendaal and Roodt (2006:141) contend that whilst Vroom's theory has its shortcomings, most of the evidence is supportive, making this the most widely accepted theory. According to Moorhead and Griffin (2010:99) the theory focuses on three relationships namely:

- **Effort-to-Performance Expectancy**

In this relationship there is the perceived probability by the employee that

exerting a given amount of effort will lead to good performance.

- **Performance-reward**

In this relationship the employee believes that performing at a particular level will lead to the attainment of a desired outcome.

- **Rewards-personal goals**

Here a relationship exists where organizational rewards satisfy an employee's personal goals or needs and the attractiveness of the potential rewards to the employee.

According to Certo (2010:295) Vroom's theory also goes one step further to incorporate an employee's personal decision making within the work-place. Worrell (2004:14) adds that according to Vroom, employees would choose to do or not do job tasks based on their perceived ability to carry out the task and earn fair compensation. Quick and Nelson (2009:169) attest that in order for Vroom to illustrate and clarify his ideas, three key constructs were identified for scientifically determining job satisfaction, namely:

- **Expectancy**

This is the first variable where an employee can choose between alternative behaviours which have uncertain outcomes.

- **Individual's confidence**

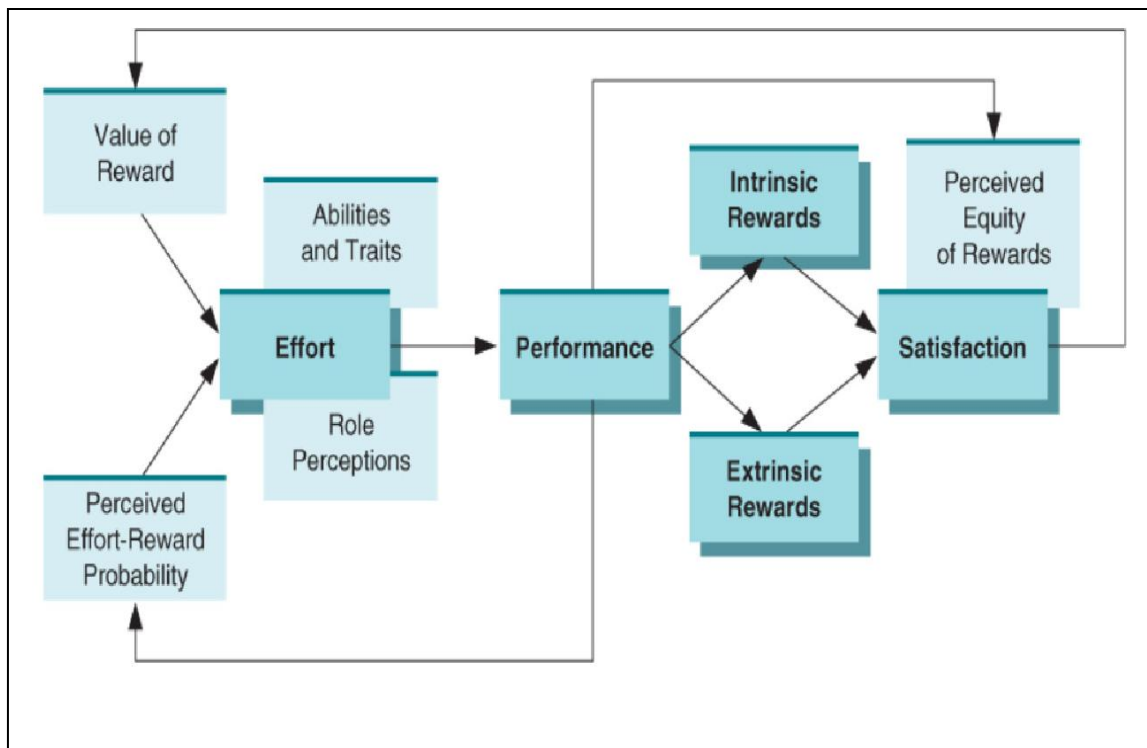
The employee is confident that he or she will be compensated fairly for performing the task is the second variable.

- **Valence**

This is the third variable, which considers the strength of the employee's preference for a particular outcome.

Following the original Porter and Lawler model, further work was undertaken by Lawler as illustrated in Figure 2.7 below.

Figure 2.7 The Porter-Lawler Model



Source: Moorhead, G. and Griffin, R.W. (2010:101). Adapted.

As illustrated in Figure 2.7 above, this model predicts that job satisfaction is determined by the perceived equity of intrinsic and extrinsic rewards for performance. That is, rather than job satisfaction causing employee performance this model argues that it is actually employee performance that eventually leads

to job satisfaction. Lawler as cited by Mullins (2007:269) suggested that in deciding on the attractiveness of alternate behaviours, there are two types of expectancies as illustrated in Figure 2.7 above, to be considered namely:

- **Effort-performance expectancies (E→P)**

These are the employee's perception of the probability that a given amount of effort will result in achieving an intended level of performance.

- **Performance-outcome expectancies (P→O)**

These are the employee's perception of the probability that a given level of performance will actually lead to particular need related outcomes.

The distinction between effort-performance expectancies and performance-outcome expectancies arise because they are determined by different conditions. Mullins (2007:270) further explains that E→P is determined by the employee's ability and self-confidence, past experience and difficulty of task. P→O expectancy is determined by attractiveness of the outcome and the belief about who controls the outcome, the employee or co-workers.

2.13.3 GOAL SETTING THEORY

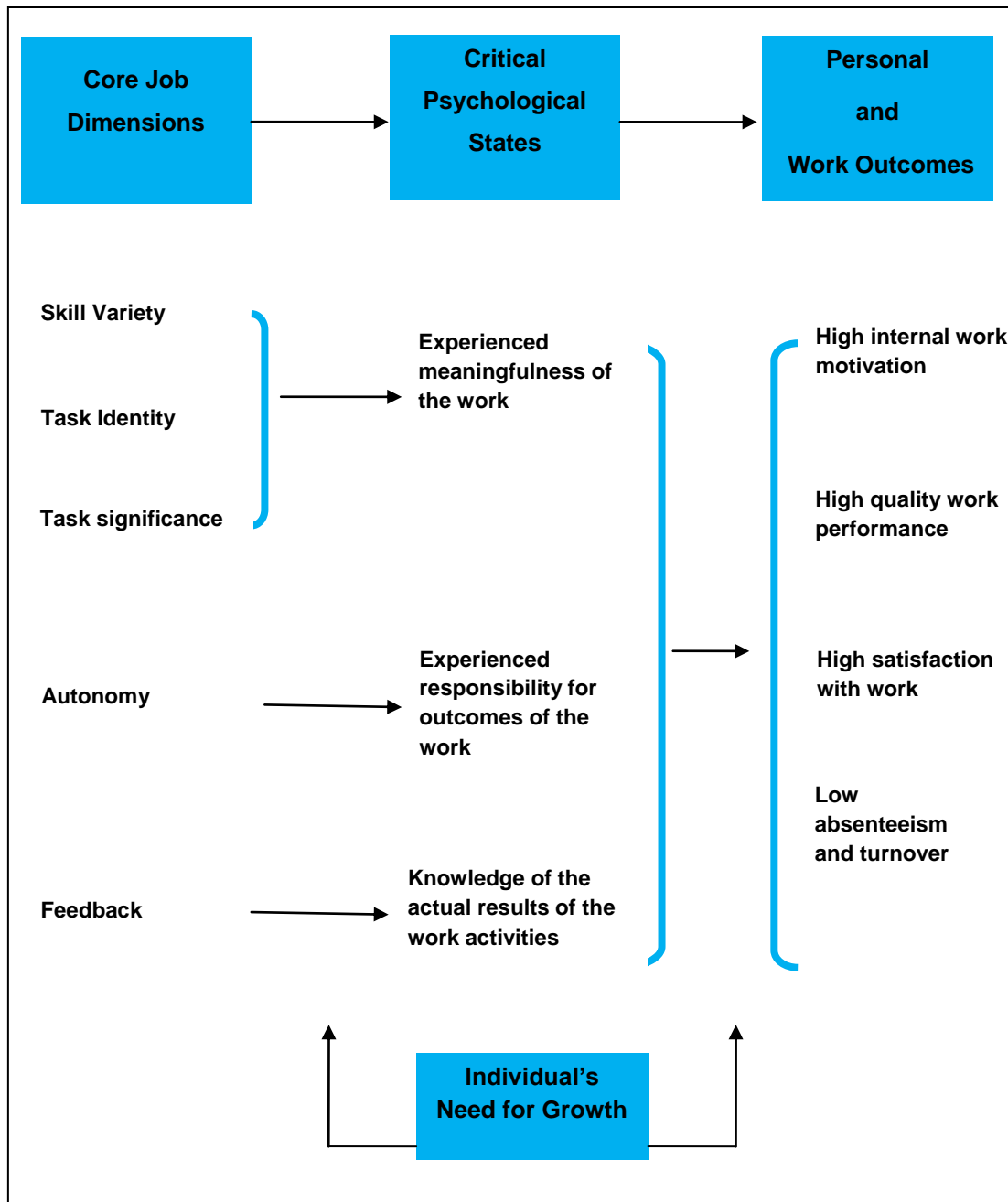
A goal is a result that an employee, team or a group is attempting to accomplish through behaviour and action (Ivancevich, *et al.*, 2008:126). Locke and Latham (2002:705) define a goal as the object or aim of an action, for example, to attain a specific standard of proficiency, usually within a specified time. Daft (2007:162) affirms that goals or intentions provide employees with a sense of direction so that the employees are aware of what they are working towards. Moorhead and Griffin (2010:143) suggest that the goal setting theory provides an important means of enhancing the motivation and performance of employees.

Ivancevich, *et al.* (2008:126) attest that the goal-setting theory emphasizes the cognitive process and the role of the intentional behaviour in motivation. Robbins and Judge (2007:197) contend that evidence strongly supports the value of goals, highlighting that specific goals increase employee performance and that difficult goals, when accepted, result in higher performance than do easy goals. Moorhead and Griffin (2010:143) support Robbins and Judge postulating that a goal-directed effort is a function of four goal attributes namely: difficulty, specificity, goal acceptance and goal commitment.

2.13.4 THE JOB CHARACTERISTIC MODEL

The job characteristics model, designed by Richard Hackman and Greg Oldham as shown in Figure 2.8 below, focuses on the specific motivational properties of the job (Moorhead and Griffin, 2010:123).

Figure 2.8 The Job Characteristic Model



Source: Moorhead, G. and Griffin, R.W. (2010:124). Adapted.

Hitt, Miller and Colella (2009:210) highlight that Hackman and Oldham as illustrated in Figure 2.8 above, identified five job dimensions that are important in

the design of jobs and are defined as follows:

- **Skill variety**

This refers to the degree to which employees use a broad array of skills and activities in performing their job.

- **Task identity**

This dimension measures the extent to which employee performance results in the completion of a whole and identifiable piece of work. For example, completing the entire sale of the plant would be more satisfying than just directing the customer to where the plants are situated in the nursery.

- **Task significance**

This is the extent to which the employee's job impacts and influences the functioning of the organization.

- **Autonomy**

This describes the degree of independence the employee is given in scheduling and influencing the procedure with which work is carried out. Whilst the findings of the impact of autonomy on the various outcomes are ambiguous, a significant relationship has been observed between autonomy and employee performance (Lloyd, 2008:24).

- **Feedback** – This dimension involve the amount of accurate information the employee receives about his or her performance. Khan (2007:106) purports that employees of the present era need instructive and

supportive feedback if they are to transfer their knowledge into improved performance.

Quick and Nelson (2009:483) state that the five core job dimensions above stimulate three critical psychological states according to the relationship specified in Figure 2.8 above. According to Quick and Nelson (2009:483) Hackman and Oldham defined these psychological states that are presented in Figure 2.8, as follows:

- **Experience meaningfulness of the work**

This is the degree to which the employee experiences the job as one that is generally meaningful, valuable and worthwhile.

- **Experience responsibility for work outcomes**

This is the extent to which an employee feels personally accountable and responsible for the work he or she does.

- **Knowledge of outcomes\results**

This is the level to which the employee knows and understands, on a continuous basis, how effectively he or she is performing their job.

Figure 2.8 above further illustrates that the five job characteristics, operating through the three critical psychological states, affect a variety of personal work outcomes such as high internal work motivation, high quality work performance, high job satisfaction and low absenteeism and labour turnover (Moorhead and Griffin, 2010:123).

2.14 MULTIDIMENSIONALITY OF EMPLOYEE PERFORMANCE

There are a variety of jobs, each with different performance criteria and standards. Employee performance is therefore conceptualized as a multidimensional construct (Quick and Nelson, 2009:195). Lloyd (2008:1) supports the notion of the multidimensionality of employee performance, adding that it is a widely recognized concept. Campbell (1990:708) proposed an eight factor model of performance that attempts to describe the top of the latent hierarchy of job performance existing across all jobs as follows:

- **Job-specific Task Proficiency**

This factor reflects the degree to which the employee can perform the core tasks of the job.

- **Task Proficiency in tasks not specific to the job.**

Here employees are required to undertake tasks that are not specific to their particular job.

- **Written and Oral Communication Tasks**

In many jobs, employees are required to make formal and informal oral and written presentations to various audiences.

- **Demonstrating Effort**

An employee's performance can also be assessed in terms of effort. This factor reflects the degree to which employees commit themselves to job tasks.

- **Maintaining Personal Discipline**

This component is characterized by the degree that negative behaviour such as absenteeism and other transgressions are avoided.

- **Facilitating Peer and Team Performance**

This factor is the degree to which an employee works closely with and assists co-workers. This might include acting as a good role model, coaching, giving advice or helping maintain group goals.

- **The Influence of Employee Supervision**

This component includes all the efforts made by the supervisor to influence the performance of the employee. These aspects of performance happen in a face to face manner in the form of performance appraisals.

- **Management and Administration**

This factor includes those employees that serve the organization and are independent of direct supervision. It includes performance behaviours directed at setting organizational goal or responding to external stimuli to assist a group in achieving its goals.

Tubre, *et al.* (1996:1), assert that an employee performance model that posits the existence of core sets of performance dimensions which exist across a broad range of jobs, will assist in theory building and could provide the basis for developing approaches to measuring and predicting employee performance. Tubre, *et al.* (1996:2) add that while the employee performance model represents

one of the most comprehensive treatments of the latent structure of employee performance currently available, it has rarely been empirically tested.

Befort and Hattrup (2003:17) proposed two general factors that have received the most attention, namely task performance and contextual performance. Task performance includes behaviors that contribute to the core transformation and maintenance activities in an organization, such as producing products, selling merchandise, acquiring inventory, managing subordinates, or delivering services (Befort and Hattrup, 2003:17). Tyler (2011:1) defines contextual performance as aspects of an employee's performance which maintains and enhances an organization's social network and the psychological climate that supports technical tasks. Contextual performance is further differentiated as being more discretionary as opposed to roles that are prescribed. Borman and Motowildo, as cited by Tubre, *et al.* (1996:2), list five categories of contextual performance as follows:

- Volunteering to carry out tasks that are not the formal part of the employee's job.
- Persisting with greater enthusiasm.
- Helping and co-operating with co-worker, supervisors and others.
- Obeying and following organizational rules and procedures.
- Endorsing, supporting and defending organizational objectives.

2.15 DETERMINANTS OF EMPLOYEE PERFORMANCE

Campbell (1990:705) suggested determinants of performance components to make the employee performance model complete. According to Campbell

(1990:705) individual differences on performance are a function of three main determinants namely:

- **Declarative knowledge**

This refers to knowledge about facts, principles, objects, etc. It represents the understanding of a given task's requirements.

- **Procedural knowledge and skill**

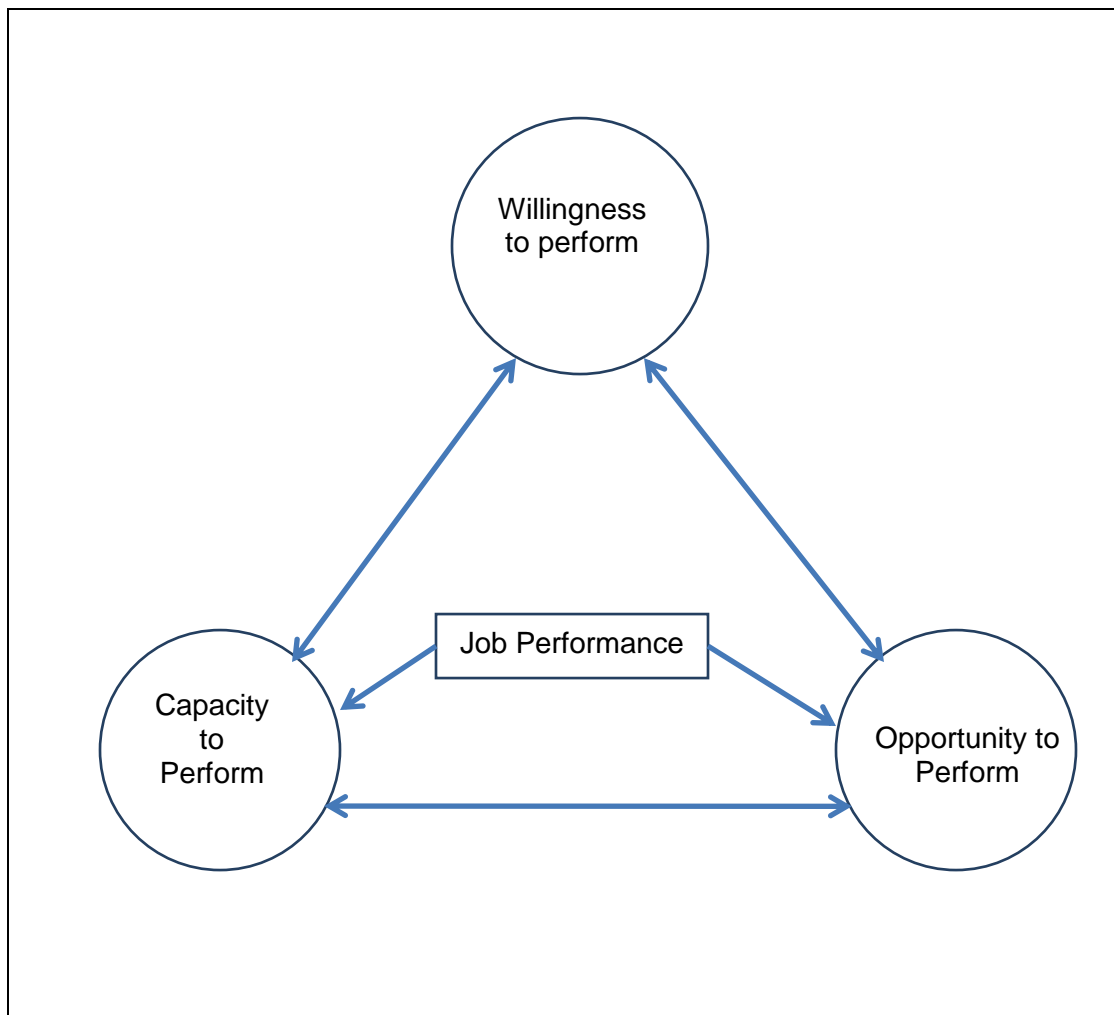
Procedural knowledge and skill is attained when knowing what to do is successfully combined with how to do a given task.

- **Motivation of Employees**

This is the third predictor of performance which refers to a combined effect from three choice behaviours. These are the choice to expend effort, choice of level of effort to expend and choice to persist in the expenditure of that level of effort.

These determinants are criteria and techniques used by the manager to evaluate an employee's performance (Robbins and Judge, 2007:618). Khan (2007:107) illustrates in Figure 2.9 below, a slightly different version than that of Campbell's (1990) determinants of employee performance components.

Figure 2.9 The Determinants of Employee Performance



Source: Khan, A. (2007:107). Adapted.

According to Khan (2007:107) in relation to Figure 2.9 above shows that individual differences on performance is a function of three main determinants namely:

- **Capacity**

The capacity relates to the degree to which and the individual possesses job relevant skills, abilities, knowledge and experiences.

- **Opportunity**

An employee will never be productive if he\she is not given the opportunity to demonstrate his\her performance irrespective of whether they possess the capacity, willingness and the motivation. The availability of the opportunity to perform as illustrated in Figure 2.9 is also a critical ingredient in the performance recipe sometimes. Poor decisions and outdated attitudes may prove to be potential hurdles for an employee to show potential performance.

- **Willingness**

The third factor presented in Figure 2.9, i.e. willingness, relates to the degree to which an individual both desires and is willing to exert effort towards attaining job performance. It is similar to, the Motivation Theory as proposed by Campbell (1990). No combination of capacity and opportunity will result in high performance in the absence of some level of motivation or willingness to perform (Khan, 2007:107).

2.16 PARAMETERS OF EMPLOYEE PERFORMANCE

Campbell (1990:711) highlights two performance parameters that may have important implications to employee performance. The first being speed and accuracy and the second being typical and maximum employee performance.

2.16.1 SPEED AND ACCURACY

Managers determine what jobs will be performed in their organization and how these jobs will be done (Moorhead and Griffin, 2010:117). It is contended that managers of Stodels Retail Nurseries need to consider whether the employee should maximize speed, maximize accuracy, or have a balance between the two.

2.16.2 TYPICAL AND MAXIMUM EMPLOYEE PERFORMANCE

Sackett, Zedeck, and Fogli (as cited by Campbell, 1990:708) conducted a study on supermarket cashiers and found that there was a substantial difference between scores reflecting their typical performance and scores reflecting their maximum performance. Due to the low correlation between these variables, the study exposed the distinction between typical and maximum performance. Moorhead and Griffin (2010:117) contend that managers seek to enhance employee performance by capitalizing on the potential for motivated behaviour intended to improve performance. This study further suggests that, regular work situations reflect varying levels of motivation amongst employee's which result in typical performance and an extraordinary situation may generate maximum employee motivation which may result in maximum performance (Campbell, 1990:708).

2.17 CONCLUSION

The purpose of this chapter was to present the literature relevant to job satisfaction and employee performance. Issues pertinent to an organization were explored in an effort to show how these factors contribute towards job satisfaction and employee performance. The literature confirms that factors such as salary, supervision, the work itself, promotions, status and recognition, utilization, remuneration, working conditions and the co-workers have an effect on job satisfaction or dissatisfaction. The literature further highlights that skill variety, task identity, task significance; autonomy and feedback are job dimensions that are important in employees performing their job. It is vital to this study to see how nursery personnel regard their levels of satisfaction or dissatisfaction with regards to the above factors and to further ascertain whether this will affect their performance. This chapter also identified other contributing factors that are linked to job satisfaction and employee performance as they are crucial in this study. The literature highlights varying definitions and prominent

theories that were presented along with the discussion of instrumentation frequently used to measure the variables. It should be noted that there were no studies conducted in the past on job satisfaction and employee performance in retail nurseries. In the next chapter the methodology of the study will be presented.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

The role of research has greatly increased in the field of business as it provides methods, knowledge and skills required to meet the challenges and problems of today's modern pace of development (Bhattacharyya, 2006:20). Cryer (2006:56) highlights that research is continuous and occurs on a daily basis in every organization in different forms and by its very nature is based on work that someone else has done. Cryer (2006:56) further emphasizes that research is necessary in an organization to allow for new information and knowledge to be discovered as it encourages innovation and creativity, thereby allowing organizations to remain competitive in an ever turbulent market. Chapter two reviewed the literature with particular attention to job satisfaction and employee performance. This chapter discusses the research design, the population under investigation, the data collection procedures and the instrumentation utilized for the research. It further describes the methods and computer software, the Statistical Package for the Social Sciences (SPSS) version 20.0 for Windows that were used to analyze the data.

3.2 HYPOTHESES TESTING

In order to evaluate the empirical dimension of the study it was necessary to formulate the hypotheses to test for significance. Each of the hypotheses formulated was statistically tested and shown in the subsequent chapter on the Analysis of Results and Discussion of Findings.

3.3 THE RESEARCH DESIGN

Research design is defined as a plan outlining how information is to be gathered

for an assessment or evaluation that includes identifying the data gathering method(s), the instruments to be used/created, how the instruments will be administered and how the information will be organized and analyzed (Phelps, Fisher and Ellis, 2007:80). Mouton (2001:55) describes research design as the plan or blue print of the conditions for analysis and collection of data in a manner that aims to combine relevance to the research purpose with economy of procedures. Krishnaswamy, Mathirajen and Sivakumar (2002:21) highlight that research is a multidimensional plan or model that can be utilized to identify the type of research, methods of measurement, methods of sampling, data collection methods and analysis thereof. According to Cooper and Schindler (2003:146) the following are the essentials of a research design:

- The design is an activity - and a time based plan.
- The design is always based on the research questions.
- The design guides the selection of sources and types of information.
- The design is a framework for specifying the relationship among the study's variables.
- The design sets out the procedures for every research activity.

Leedy and Ormrod (2010:2) define research as the systematic process of collecting, analyzing and interpreting information to give a thorough understanding of the phenomenon of interest. This is supported by McMillan and Schumacher (2001:22) who suggest that the research design is the overall plan which sets guidelines and provides for adequate and systematic investigation of a research problem. Goddard and Melville (2001:1) state that research is about answering unanswered questions or creating that which does not exist. Research design is aptly defined by Cooper and Schindler (2006:192) as the

blueprint for the collection, measurement and analysis of data. Krishnaswamy, *et al.* (2002:4) proposed that research is a systematic, self-critical enquiry that is aimed at understanding a phenomenon or solving it. Wisker (2009:20) emphasizes that the choice of the research design is based on the researcher's assumption, research skills and research practices that influences the way in which he or she collects the data. It can therefore be inferred that the choice of the most appropriate research design is not only an important step of the study but also key to its success (De Vos, 2002:137). Mouton (2006:55) emphasizes that the research design provides answers to the following questions, namely:

- What kind of study is being planned?
- What techniques will be used to gather the data?
- What kind of sampling method will be used?
- What kind of result is aimed at?
- What kind of evidence is required to address the research question adequately?
- How will time and cost constraints be dealt with?

According to Sekaran and Bougie (2010:103), studies can be either exploratory in nature, descriptive in nature or they can be conducted to test hypotheses. There are many types of research that could be carried out. According to Struwig and Stead (2001:7), an exploratory study is the first type, which is mainly used to clarify a person's understanding of a problem. This type of research is undertaken when not much is known about the situation at hand or no information is available on how similar research problems have been solved (Sekaran and Bougie, 2010:103). The second type of study is an explanatory study which is used to create relationships between different variables. The third

type of study is the descriptive study. This type of study is used to portray an accurate picture of the situation on which the researcher wants to collect data (Maree, Creswell, Ebersohn, Ellof, Ferreira, Ivankova, Jansen, Niewenhuis, Pieterse, Plano Clark and van der Westhuizen, 2009:291). A descriptive study is undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation (Struwig and Stead, 2001:8).

According to Sekaran and Bougie (2010:106) descriptive studies that present data in a meaningful form help researchers to (1) understand the characteristics of a group in a given situation, (2) think systematically about aspects in a given situation, (3) offer ideas for further probing and research, and/or (4) help make certain simple decisions. Ghauri and Gronhaug (2002:47) postulate that the strategic choice of the research design should produce an approach that allows for answering the research problem in the best possible way with the given constraints e.g. time, budgetary and skill constraints. With the above factors being taken into consideration, the researcher came to the decision that this study was best suited to descriptive research. The following section thus examines the research approach adopted for this study.

3.4 QUANTITATIVE RESEARCH

The researcher chose the quantitative method of research for the purposes of this study. Quantitative research is defined as research that is concerned with the systematic measurement, statistical analysis and methods of experimentation of things that can be counted (Fox and Bayat, 2007:7). According to Maree, *et al.* (2008:145), quantitative research is a process that is systematic and objective in its ways of using numerical data from only a selected subgroup of a universe (or population) to generalize the findings to the universe that is being studied. Creswell (2009:175) asserts that quantitative research is a means for testing objective theories by examining the relationship among variables which can be measured on instruments, so that numbered data can be analyzed using

statistical procedures.

Creswell (2009:175) purports that when using the quantitative approach, a researcher should concentrate on the quantitative facts or data associated with the problem and develop mathematical expressions that describe the objectives, constraints and other relationships. Shajahan (2004:7) views quantitative research as being based on the measurements of quantity or the amount of responses received from a questionnaire. Teddlie and Tashakkori (2009:182) highlight that a quantitative study, which require mathematically defined procedures allow the researcher to estimate the characteristics of the population within a small margin of error. Teddlie and Tashakkori (2009:182) further state that the process of measurement is central to quantitative research because it provides the fundamental connection between the empirical analysis and the hypothesis to be tested.

3.5 DESCRIPTION OF THE TARGET POPULATION

Goddard and Melville (2001:34) define a population as the entire group of people, events or things of interest that the researcher wishes to investigate. For the purposes of this study, employees from all three branches of Stodels Retail Nurseries in the Western Cape, namely, Bellville, Kenilworth and Milnerton comprised the target population. Goddard and Melville (2001:35) define a population as any group that is the subject of research interest. Teddlie and Tashakkori (2009:341) consider a population to be the totality of all elements, individuals, or entities with an identifiable boundary consisting of specific well defined characteristics. According to Crask (2000:176), defining the target population is a crucial step in the design of a research project. Nick Stodels, managing director of Stodels Retail Nurseries confirmed that the organization had a total of 122 employees for all three nurseries. This formed the target population for this research.

3.6 THE SAMPLING PROCESS

According to Struwig and Stead (2001:109), sampling is the process of selecting the right individuals or objects from the sampling frame which is representative of the entire population. Fox and Bayat (2007:54) state that the sampling procedure entails drawing a representative sample, which includes all the elements of the universe. The most important requirement of a good sample is that each unit in the target population should have an equal chance of being included in it. Cohen, Manion and Morrison (2007:100) emphasize that the eminence of a research study stands or falls not only by the appropriateness of the methodology and instrumentation but also by the suitability of the sampling strategy that has been chosen. Sampling methods can be divided into two major categories, namely: probability and non-probability sampling techniques.

3.6.1 PROBABILITY SAMPLING

Leedy and Ormrod (2010:204) define probability sampling as a process of randomly selecting samples from a population where each member of the population has an equal chance of being selected. Maree, *et al.* (2008:175) emphasize that the selection of the elements is completely random where an objective mechanism is used as the selection procedure. When elements in the population have a known equal chance of being chosen as subjects in the sample, the probability sampling procedure is preferred (Sekaran and Bougie, 2010:270). According to Saunders, Lewis and Thonhill (2003:159), five main techniques can be used to select a probability sample, namely:

- Simple random sampling.
- Systematic sampling.
- Stratified random sampling.
- Cluster sampling.
- Multi-stage sampling.

Most researchers, because of its simplicity use any one of the probability sampling methods listed above.

3.6.2 NON-PROBABILITY SAMPLING

In a non-probability sampling design the elements in the population do not have an equal chance of being selected (Fox and Bayat, 2007:58). Maree, *et al.* (2008:176) does not support the use of non-probability sampling citing that it would be dangerous to draw conclusions about the population as there is no statistical representation of the population. According to Hair, Barbin, Money and Samouel (2003:217), in non-probability sampling the selection of elements for the sample is not necessarily made with the aim of being statistically representative of the population. The probability of selecting elements within the population is therefore unknown. Cooper and Schindler (2003:198) concur with Maree, *et al.* (2008) and Hair, *et al.* (2003) stating that non-probability sampling techniques produce a selection that is bias and non-representative of the target population. Salkind (2003:94) identified the following non-probability sampling techniques, namely:

- Convenience sampling.
- Quota sampling.
- Purposive sampling.
- Snowball sampling.
- Self selection sampling.

Saunders, Lewis and Thornhill (2003:159) state that a range of non-probability sampling techniques that are available should not be discounted, as they can provide sensible alternatives to select cases to answer the researcher question(s) and the research objective(s).

The need for sampling in this study was eliminated as the researcher chose to

utilize the survey method due to the population being relatively small.

3.7 JUSTIFICATION OF USING THE SURVEYS METHOD

According to Denscombe (2003:6), surveys have emerged in recent times as one of the most popular approaches to social science research. A survey is the procedure of systematically acquiring and recording information about the members of a given population. According to Brannick and Roche (2007:11), the survey method is systematic as it uses information that is gathered from respondents via a questionnaire. Brannick and Roche (2007:11) further state that the survey method can be utilized to perform exploratory, descriptive and analytic investigations. A survey is a study of an entire population, as opposed to selection by using a sampling technique (Fox and Bayat, 2007:87).

For the purposes of this study, the entire target population of 122 employees, from all three branches of Stodels Retail Nurseries in the Western Cape Province were included for the empirical investigation. According to Sekaran and Bougie (2010:295) a sample size between 92 and 97 is appropriate from a target population size ranging between 120 and 130. Denscombe (2003:21) suggests that to be able to generalize the findings of a survey, the sample must be both, representative of the population and of an adequate size. This evidence is supported by Goddard and Melville (2001:35) citing that a sample must be large enough to correctly represent the population. This view is further reinforced by Tashokkori and Teddlie (2003:715) postulating that in order to arrive at vital and reliable conclusions, adequate sampling of the population in the study area needs to be completed.

3.8 DATA COLLECTION METHODS

Several methods can be used to collect data from the sample of respondents

with each method having its advantages and disadvantages. Brannick and Roche (2007:16) emphasize that the selection of a data collection method is an important factor in the research design. According to Cooper and Schindler (2003:87), the gathering of data may range from a simple observation at one location to a complex survey of multinational co-operations at sites in different parts of the world. The method that the researcher selects will largely determine how the data is collected. Maree, *et al.* (2008:156) cites the following as some of the most commonly used data collection methods:

- Group administration of questionnaires where the researcher waits while an entire focus group of respondents completes the questionnaire.
- Postal survey where the questionnaires are posted to the respondents with instructions.
- Telephone survey where the respondents are to ask questions and record answers.
- Face to face/personal survey where well trained interviewers visit respondents and ask questions and record answers.
- Personal method where the researcher distributes the questionnaires personally and collects completed questionnaires later.
- Electronic mailing where the researcher sends questionnaires and instructions via the electronic mailing system.

Kumar (2005:22) explains that any medium through which data is collected is referred to as a research tool. He further states that a combination of data collection tools is often useful in order to increase validity of the data being collected. Due to the fact that the population in the Western Cape Province was

small, the researcher used the personal method for the data collection from the identified target respondents.

3.9 PRIMARY DATA COLLECTION

Primary data is data that is collected first-hand by the researcher on variables of interest for a specific purpose of the study (Mouton, 2001:71). In this study the researcher undertook to conduct the survey by utilizing the personal method to administer the structured close ended questionnaires to collect primary data (Annexure E). It was envisaged that a high response rate would be achieved by using the personal method to administer the questionnaire to all 122 target respondents. Sekaran (2003:236) supports the personal method stating that an advantage of this method is that the researcher is afforded the opportunity to introduce the research topic and motivate the respondent to provide feedback. Shajahan (2004:53) highlights that the use of questionnaires is an accepted practice in business as questionnaires are standardized and elicit easy comparison. Due to the fact that the managing director saw the benefits of the study, he allocated time to all employees' at all three branches to complete the questionnaire. This was subsequently completed within a week. Employees that were on leave or that were unavailable on the days that the survey was being undertaken were allowed time at a later stage to complete the questionnaire. Thus, this further ensured a high response rate of 100%.

3.10 SECONDARY DATA COLLECTION

Secondary data is defined as data that was collected by someone else or for a purpose other than the current study (Mouton, 2001:71). Sekaran and Bougie (2010:181) concur with this assertion stating that secondary data refers to data gathered from sources that already exist. For research to be effective, valuable information is required on the area of study. This information was collected by thoroughly reviewing:

- Literature on Job Satisfaction and Employee Performance in the horticultural and other related industries.
- Academic journals.
- Text books.
- Online sources using internet articles related to the study.
- Media articles and reports.
- Government publications.
- Trade magazines and periodicals.
- Unpublished dissertations related to the topical theme.

3.11 QUESTIONNAIRE CONSTRUCTION AND ADMINISTRATION

A structured close ended questionnaire was used, as the quantitative research design was adopted for this study. Goddard and Melville (2001:41) define an instrument as any device that researchers use to measure collected data. Brannick and Roche (2007:16) support the use of questionnaires as being the preferred instrument of data collection for the survey method. The questionnaire was an adapted version of the copyrighted Job Satisfaction Survey questionnaire developed by Spector, P.E. in 1994 (Annexure E). Permission was granted by the author for the use of the questionnaire (Annexure B). According to Raj (2002:176), the use of the questionnaire is advantageous to the study as it provides the respondent with sufficient time to think before he or she finalizes a reply. Raj (2002:176) further highlights that questionnaires also guarantee anonymity and bring uniformity in the manner respondents understand the

questions that are posed to them.

Brannick and Roche (2007:16) state that the questionnaire forms the empirical framework of the study and contains four types of questions, namely: knowledge questions; behaviour questions; attitudes/opinions and classificatory/demographic questions. The questionnaire for this study was divided into three sections. Section A consisted of six questions involving biographical information such as age, gender, education, length of service and at which branch the respondent worked. Section B comprised of twenty questions that covered the construct on employee performance. Section C was made up of thirty six questions which dealt with the construct job satisfaction adapted from Spector's Job Satisfaction Survey (JSS) questionnaire. The questionnaires were constructed mainly to elicit responses to questions based on behaviour, attitudes and opinions. It was aligned to the problem statement, key objectives, research questions and the literature review that was discussed.

Sections B and C were measured on a 5-point Likert scale, with scale responses varying between:

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree

Bhattacharyya (2006:118) highlights that attitude scales are used to measure an individual or group's attitude toward some object. The literature has revealed that the use of scales in measuring how respondents feel is a common practice (Maree, *et al.*, 2008:167). Cooper and Schindler (2001:234) state that a Likert scale is most appropriate for measuring attitudes. Cameron and Price (2009:349) concur with Cooper and Schindler (2001) adding that the Likert scale

is recommended for use when a respondent is required to reply to a statement via five degrees of agreement or disagreement. Cameron and Price (2009:359) attest that the Likert scale should have odd number of response categories for all for a neutral reply, and should be used intermittently to prevent central tendency bias from distorting data.

3.12 ADVANTAGES AND DISADVANTAGES OF QUESTIONNAIRES

According to Sekaran and Bougie (2010:212) questionnaires have both strengths and weaknesses and they highlight the advantages and disadvantages of a structured questionnaire, namely:

3.12.1 Advantages

- Anonymity of the respondent is guaranteed.
- A large geographic region can be reached.
- Respondent can take more time to respond at their own convenience.

3.12.2 Disadvantages

- Response rate is generally low, if it is mailed to respondents.
- Respondents may be unwilling to participate in the study.
- Follow-up procedures for late responses are required to ensure a high response rate.

3.13 ETHICAL CONSIDERATION

Mouton (2006:238) states that the ethics of science concerns what is wrong and what is right and that in the search for truth the researcher's conduct must conform to the generally accepted norms and values. As this study involved human behaviour the researcher had to ensure that it was conducted in a morally acceptable way. Fox and Bayat (2007:148) highlight three basic ethical principles as the basis for research involving human subjects, namely:

- Respect for people.
- Beneficence.
- Justice.

Cryer (2006:84) emphasizes these ethical codes by proposing that a researchers' responsibility is to maintain a participants' well-being and that studies must be based on trust between the two parties. A covering letter (Annexure C) ensured that the respondents were informed of the nature, purpose and goals of the research. The procedures which would be followed during the research as well as the advantages and disadvantages of the research were explained to all participants by the researcher. The participants were informed of their rights verbal and in writing by the researcher. General questions about the research were answered. Respondents were assured of their anonymity, confidentiality and privacy by signing a confidentiality agreement (Annexure D). This encouraged willingness of the employees at Stodels Retail Nurseries to participate in the study. Privacy refers to the element of personal privacy, while confidentiality implies the handling of information in a confidential manner and anonymity ensures the privacy of the subjects (Strydom, 2007:61). One other ethical consideration of extreme importance was that of acquiring permission to access the research site. One of the many problems facing researchers aiming

at conducting research studies into organizations is gaining access, even more so if the topic being researched focuses on a sensitive matter (Okumus, Altinay and Roper, 2007:9). Access to administer the questionnaire at Stodels Retail Nurseries and permission to undertake research at the organization was obtained by the researcher from the Managing Director, Nick Stodel with a letter of informed consent (Annexure A).

3.14 PILOT STUDY

A pilot study was initially considered unnecessary for this study as an existing patented and successfully administered questionnaire was being utilized. However, a pilot study was later conducted as questions to address the construct of employee performance were also included in the questionnaire. According to Welman and Kruger (2003:143) the purposes of pilot studies are:

- To detect flaws in the measurement procedure.
- To allow researchers to note non-verbal behaviour that may signify discomfort about the way questions were worded.
- To ascertain how long the questions take to complete.
- To seek clarity of questions and layout.

Welman and Kruger (2003:191) state that a pilot study is essentially carried out to refine the questions so that there will be no problems in the interpretation of the questions during the actual empirical research undertaken. The draft questionnaire was distributed to ten respondents who were not part of the target population with whom the researcher met. The questionnaire was administered to test its reliability and validity. The questionnaires were completed in the presence of the researcher and immediate feedback was obtained with regards

to the purpose of running a pilot study as set out by (Welman and Kruger, 2003:193). Subsequent to this pilot study, difficulties encountered and other queries and confusing aspects were identified. The common problem that was identified related to ambiguity in the way the questions were phrased. Final corrections to the adapted questionnaire were then made. Due to the population being relatively small the questionnaire was thereafter personally administered to the target population under study using the survey method.

3.15 VALIDITY AND RELIABILITY

The two most important aspects of precision in terms of questionnaire design are reliability and validity (Gaur and Gaur, 2009:31). Validity is defined by Welman, Kruger and Mitchell (2005:142), as the extent to which the research findings accurately represent what is really happening in the situation and reliability is computed by taking several measurements on the same subjects. The results of the reliability and validity test of the measuring instrument utilized in the pilot study are presented in Tables 3.1 below. The reliability outputs as presented in Tables 3.1 below are for the positively aligned statements in the research questionnaire.

Table 3.1 Reliability outputs for the questionnaire – Section B

Section B	Cronbach's Alpha
Nature of Work\ Working Condition\ Policy	0.668
Attitude towards or relationship with Supervisors	0.542
Attitude towards relationship with Co-worker	0.431
Individual Attitude\Work Ethic	0.648
Overall	0.825

The Cronbach's Coefficient Alpha test was conducted by a statistician to

determine the value of the test for reliability. The overall reliability score of 0.825 for Section B as shown in Table 3.1 above indicates a high degree of acceptable, consistent scoring for the different categories in the section. A reliability coefficient of 0.70 or higher is considered as highly acceptable (Muijs, 2009:221). Most of the categories have acceptable reliability values, except for attitude toward or relationship with supervisors and attitude towards or relationship with co-workers. This is primarily due to the small number of statements in each category. The Job Satisfaction Survey questionnaire developed by Spector, P.E. in 1994 which made up Section C was also the instrument of choice for this research project. This widely used questionnaire has displayed a high degree of reliability and consistency in many studies. Cooper and Schindler (2001:218) suggest that in addition to validity and reliability, the questionnaire must be practical in terms of economics and convenience. This questionnaire satisfied these requirements as suggested by Cooper and Schindler (2001) as it verified the following:

- It was economical to personally administer as it was cheaper and less time consuming than to use the mailing system and telephonic\interviewing methods.
- It was convenient and easy to administer as there were clear instructions and the questionnaires were personally administered at each of the three nurseries with minimal disruption.

For an instrument to be valid, it must measure that which it is intended to measure and yield scores where the differences reflect the true differences of the variable being measured (Prando, 2006:32). Shajahan (2004:75) confirms this notion citing that the validity of an instrument can be defined as its effectiveness in measuring a specific property that it has set out to measure. Shajahan (2004:75) concludes that validity assists the researcher in proving that he or she is measuring the right variable. Gaur and Gaur (2009:32) highlight four aspects of

questionnaires validity as follows:

- The first aspect is content validity which refers to the extent to which the measurement reflects the complete content of the particular construct that it is set out to measure.
- The second aspect is construct validity is required for standardization and has to do with how well the construct covered by the instrument is measured by the different groups of related items.
- Criterion validity is the third aspect and is regarded as the ultimate test to ascertain whether an instrument measures that what it is supposed to measure.
- Finally, face validity refers to the extent to which an instrument looks like it is measuring the correct characteristics.

According to Welman, Kruger and Mitchell (2005:145), reliability measures the ability of the data collection instrument and methods used to obtain accurate and consistent results. Gray (2009:155) asserts that reliability is concerned with how well the construct\variable is being measured. Maree, *et al.* (2008:145) state that the reliability of an instrument is when the same instrument is used at a different time or administered to different subjects of the same population and the findings generally should be consistent. The Cronbach's Coefficient Alpha (Table 3.1) was used to test the internal reliability of the results. The more reliable an instrument, the more consistent and dependable the results may be.

3.16 ANALYSIS OF DATA

Data analysis is described as the process of bringing order, structure and meaning to the mass of collected data (De Vos, 2007:333). Welman and Kruger

(2003:194), state that once the empirical investigation is completed according to its planned design, the results obtained must be interpreted. The questionnaires were collated and numerically referenced to facilitate the process of data capturing. Once the data was edited and cleaned it was captured on the computer by the researcher for statistical analysis.

3.16.1 STATISTICAL TECHNIQUES AND ANALYSIS OF DATA

According to Jogulu and Pansiri (2011:687), management research is becoming increasingly intricate, requiring new techniques for examining research problems and analyzing the data to explain and clarify social phenomena. A variety of statistical techniques are available for analyzing data (Goddard and Melville, 2001:52). However the purpose of the survey dictated to a large extent the types of statistical techniques to be used (Gaur and Gaur, 2009:37). Each stem of the questionnaire measures some relevant aspect of the survey and each stem generated a response. This gave rise to a variable containing certain characteristics and determined the type of statistical analysis to be used. Struwig and Stead (2001:153) emphasize that the nature of the survey, the characteristics of the target population, the level of measurement and the sample size often determines the technique selected to analyze the data.

The researcher solicited the services of a statistician to analyze the data collected from the fieldwork. The computerized software, the Statistical Package for the Social Sciences (SPSS) version 20.0 for Windows was utilized. The appropriate statistical tests were applied for the analysis of the data.

3.17 CONCLUSION

This chapter provided a description of the methodology employed and the rationale for its use to conduct the study. It examined the selection of the respondents and the survey method was employed to personally administer the

structured questionnaire. In order to generalize findings from the population a structured questionnaire was used to obtain the primary data. Procedures on how the questionnaires were administered were explained. Quality assurance criteria for the research instrument namely: reliability and validity as well as the ethical considerations were explained. This chapter further detailed the statistical treatment of the survey data to be analyzed. The next chapter provides the analysis of the results and a discussion of the findings emanating from the empirical field work.

CHAPTER 4

ANALYSIS OF RESULTS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

In this chapter the results of the data analysis are presented and discussed. This chapter consists of descriptive statistics which uses frequency tables and display charts to provide information on key demographic variables in the study. The nature of the data accessed in this study was in a nominal and ordinal form. The descriptive statistics of the target population and its characteristics facilitate integration with the more pertinent findings of the research hypotheses. In order to evaluate the empirical dimension of the study it was necessary to formulate and test the following hypotheses for statistical significance, namely:

- H₁** There is a significant correlation between job satisfaction and employee performance at Stodels Retail Nurseries.

- H₂** There is a significant relationship between employee performance and the employee's relationship with his\her co-workers at Stodels Retail Nurseries.

- H₃** There is a significant correlation between job satisfaction and the employee's relationship with his\her co-workers at Stodels Retail Nurseries.

- H₄** There is a significant correlation between job satisfaction and the employee's relationship with his\her supervisor at Stodels Retail Nurseries.

- H₅** There is a significant relationship between employee performance and the employee's relationship with his/her supervisor at Stodels Retail Nurseries.

- H₆** Pay, compensation and benefits contribute significantly towards job satisfaction at Stodels Retail Nurseries.

- H₇** Pay, compensation and benefits contribute significantly towards employee performance at Stodels Retail Nurseries.

Management of Stodels Retail Nurseries was highly supportive of the research. A letter of informed consent was also given to conduct the in-house research at Stodels Retail Nurseries. A quantitative design was adopted for this study and the survey method was used due to a small target population. The target population for this study was 122 employees from Stodels Retail Nurseries in the Western Cape. The questionnaire was administered to all front line managerial employees and these respondents formed the unit of analysis. There was a 100% response rate as the personal method was utilized.

4.2 RESPONSE RATE

**Table 4.1 Response rate from respondents by branch and departments
(N = 122)**

Department	Bellville Branch		Kenilworth Branch		Milnerton Branch		Total Count	Total Percent
	Count	Percent	Count	Percent	Count	Percent		
Head Office	10	100.0%	0	0.0%	0	0.0%	10	100.0%
General Branch Management	2	33.3%	3	50.0%	1	16.7%	6	100.0%
Security	2	50.0%	2	50.0%	0	0.0%	4	100.0%
Maintenance	0	0.0%	0	0.0%	3	100.0%	3	100.0%
General management	1	25.0%	2	50.0%	1	25.0%	4	100.0%
Nursery Section	10	40.0%	8	32.0%	7	28.0%	25	100.0%
Shop Section	19	54.3%	9	25.7%	7	20.0%	35	100.0%
Lifestyle Section	4	36.4%	4	36.4%	3	27.3%	11	100.0%
Hard Landscaping Section	12	70.6%	2	11.8%	3	17.6%	17	100.0%
Other	2	28.6%	4	57.1%	1	14.3%	7	100.0%
Total	62	50.8%	34	27.9%	26	21.3%	122	100.0%

The questionnaires were distributed to the above departments (Table 4.1) in the three branches, namely, Bellville, Kenilworth and Milnerton at Stodels Retail Nurseries in the Western Cape. Table 4.1 illustrates the frequencies and percentages of respondents for the various departments within the three branches of nurseries. A total of 122 questionnaires were distributed to the target respondents. The questionnaires were personally administered, thus equating to a highly significant response rate of 100%. Sekaran and Bougie (2010:212) emphasize that questionnaires that are personally administered could result in almost 100% response rate. The percentages discussed hereafter refer to these 122 questionnaires that were returned.

4.3 ANALYSIS OF BIOGRAPHICAL DATA (SECTION A)

This section concentrates on the analysis of the biographical data of the respondents. Statistical data are presented in the form of numbered frequency tables, cross tabulation tables and figures. Meaningful results are also conceptualized within the context of the study. In order to enhance the empirical component of the study, the latter section highlights the more pertinent analysis including the use of the Statistical Program for Social Sciences (SPSS) version 20.0 for Windows.

4.3.1 AGE AND GENDER DISTRIBUTION

Table 4.2 Gender distribution of the respondents by age group (N = 122)

Age and Gender Cross-tabulation					
			Gender		Total
			Male	Female	
Age	Younger than 25 years	Count	23	7	30
		% of Total	18.85%	5.74%	24.59%
	25 years to 34 years	Count	48	16	64
		% of Total	39.34%	13.11%	52.46%
	35 years to 44 years	Count	9	8	17
		% of Total	7.38%	6.56%	13.93%
	45 years to 54 years	Count	6	3	9
		% of Total	4.92%	2.46%	7.38%
	55 years & older	Count	0	2	2
		% of Total	0.00%	1.64%	1.64%
Total		Count	86	36	122
		% of Total	70.49%	29.51%	100.00%

Table 4.2 illustrates the respondent's ages which ranged from under 25 to older than 55 years of age. The sample constituted 70.49% male and 29.51% female respondents. Of the male respondents, 39.34% were in the age group 25 – 34

years and of the female population 13.11% were in the age group 25 – 34 years. Table 4.2 indicates that the respondents under 34 years constituted a significant portion of the responses with 77.05 % and a mere 9.02 % were older than 45 years.

4.3.2 EDUCATIONAL QUALIFICATION

Figure 4.1 Distribution of respondents by educational qualification (N = 122)

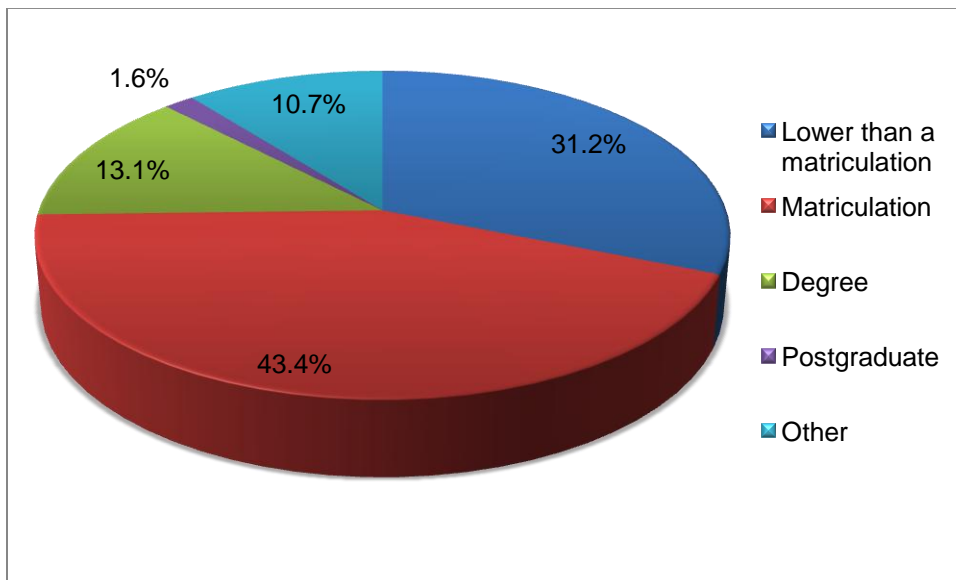


Figure 4.1 illustrates the respondent's educational qualifications. The majority of respondents (43.4%) had a Matriculation as their highest qualification. Nearly 15% of the respondents had a post school qualification (degrees and higher). Almost a third of the population had lower than a matriculation.

4.3.3 GEOGRAPHIC LOCATION

**Table 4.3 Geographic location of nursery and distribution by department
(N = 122)**

			At which branch of Stodels Nursery do you work?			Total
			Bellville	Kenilworth	Milnerton	
Which department do you work in?	Head Office	Count	10	0	0	10
		% of Total	8.2%	0.0%	0.0%	8.2%
	General Branch Management	Count	2	3	1	6
		% of Total	1.6%	2.5%	.8%	4.9%
	Security	Count	2	2	0	4
		% of Total	1.6%	1.6%	0.0%	3.3%
	Maintenance	Count	0	0	3	3
		% of Total	0.0%	0.0%	2.5%	2.5%
	General management	Count	1	2	1	4
		% of Total	.8%	1.6%	.8%	3.3%
	Nursery Section	Count	10	8	7	25
		% of Total	8.2%	6.6%	5.7%	20.5%
	Shop Section	Count	19	9	7	35
		% of Total	15.6%	7.4%	5.7%	28.7%
	Lifestyle Section	Count	4	4	3	11
		% of Total	3.3%	3.3%	2.5%	9.0%
	Hard Landscaping Section	Count	12	2	3	17
		% of Total	9.8%	1.6%	2.5%	13.9%
Other	Count	2	4	1	7	
	% of Total	1.6%	3.3%	.8%	5.7%	
Total		Count	62	34	26	122
		% of Total	50.8%	27.9%	21.3%	100.0%

Table 4.3 above shows the department and branch at which respondents worked. Nearly half of the respondents worked either in the Nursery Section (20.5%) or in the Shop Section (28.7%) as indicated in Table 4.3. The Hard Landscaping Section and Lifestyle Section formed 22.9% of the respondents

raising the total of non-managerial nursery employees to 72.49%. This is typical of a retail nursery as nurseries are generally a labour intensive business. Just over half of the respondents (50.8%) were based at the Bellville branch. This is mainly due to Head Office being situated at Bellville and that this was the largest of the three nurseries.

4.3.4 LENGTH OF SERVICE

Figure 4.2 Percentage of respondents by length of service (N = 122)

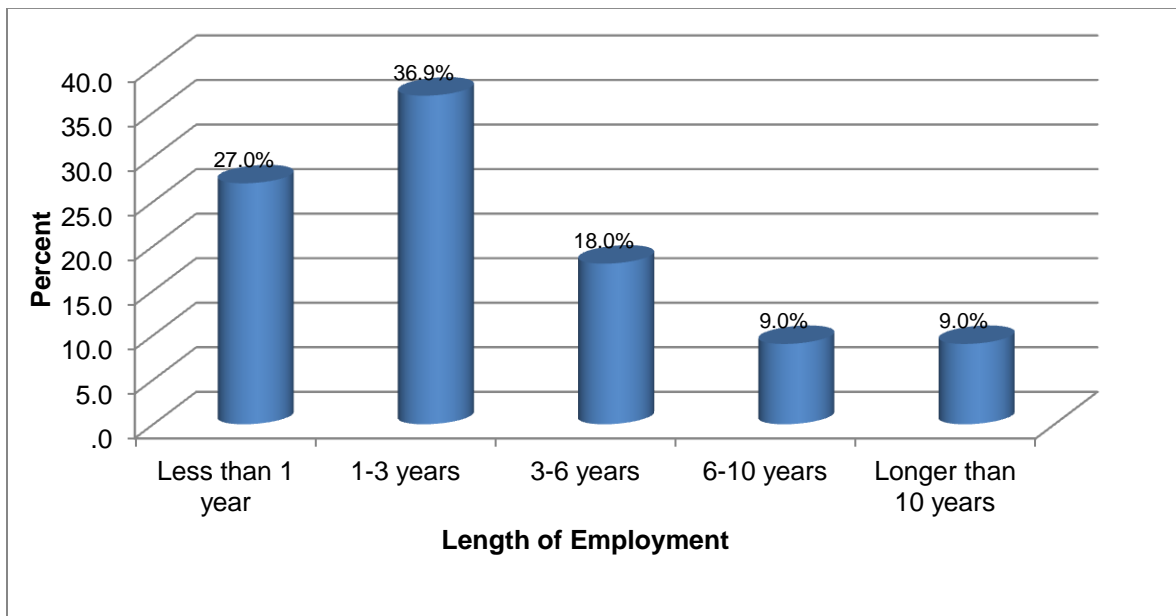


Figure 4.2 illustrates the respondent's length of service with Stodels Retail Nurseries which ranged from less than 1 year to longer than 10 years. Figure 4.2 revealed that a significant portion of the respondents (63.9%) had no more than 3 years service at Stodels Retail Nurseries and of these respondents, 27% had less than 1 year service. A mere 9% of the respondents worked for longer than 10 years.

4.4 DESCRIPTIVE STATISTICS

Descriptive statistical techniques were used to evaluate and analyze the data in order to obtain statistical results. According to Goddard and Melville (2001:9) descriptive or case study research is research in which a specific situation is studied either to see if it gives rise to any general theories, or to see if existing general theories are borne out by the specific situation. Welman, Kruger and Mitchell (2005:231) define descriptive statistics as the description and/or summary of the data obtained for a group of individual units of analysis. Presenting descriptive statistics are very informative as it allows the reader to understand the most basic aspects of the data being analyzed (Treiman, 2009:114). This section presented the descriptive statistics based on the demographic information of the study. It is presented using frequency tables, cross-tabulations and various types of statistical tests employed to yield a statistical value. Bryman and Cramer (2009:199) describe cross-tabulation as one of the simplest and most frequently used ways of demonstrating the presence or absence of a relationship between variables. Maree, Creswell, Ebersohn, Ellof, Ferreira, Ivankova, Jansen, Niewenhuis, Pieterse, Plano Clark and van der Westhuizen (2009:184) define frequencies as the numerical way of summarizing the choice made by respondents. Bougie and Sekaran (2010:313) explain frequencies as the number of times various sub-categories of a certain phenomenon occur, while McMillan and Schumacher (2006:153) refer to frequencies as the number of times the same score is obtained.

The following section shows the analyses of the main variables related to the respondents' perception towards employee performance and job satisfaction. These two components were central to the study. The data collected provided valuable insight into the complexity of the phenomenon under the study. The analyses that follow indicates the scoring patterns of the respondents for the variables that constituted the different categories of the measuring instrument that was personally administered to the 122 target respondents. The data

collected was analyzed according to two themes, namely, analysis on employee performance (Section B) and data analysis on job satisfaction (Section C) in relation to the questions aligned to the manner in which the questionnaire was formulated.

4.4.1 ANALYSIS OF DATA PERTAINING TO EMPLOYEE PERFORMANCE (SECTION B)

4.4.1.1 Employee's working relationship with his/her co-workers.

Figure 4.3 Working relationship with co-workers (N = 122)

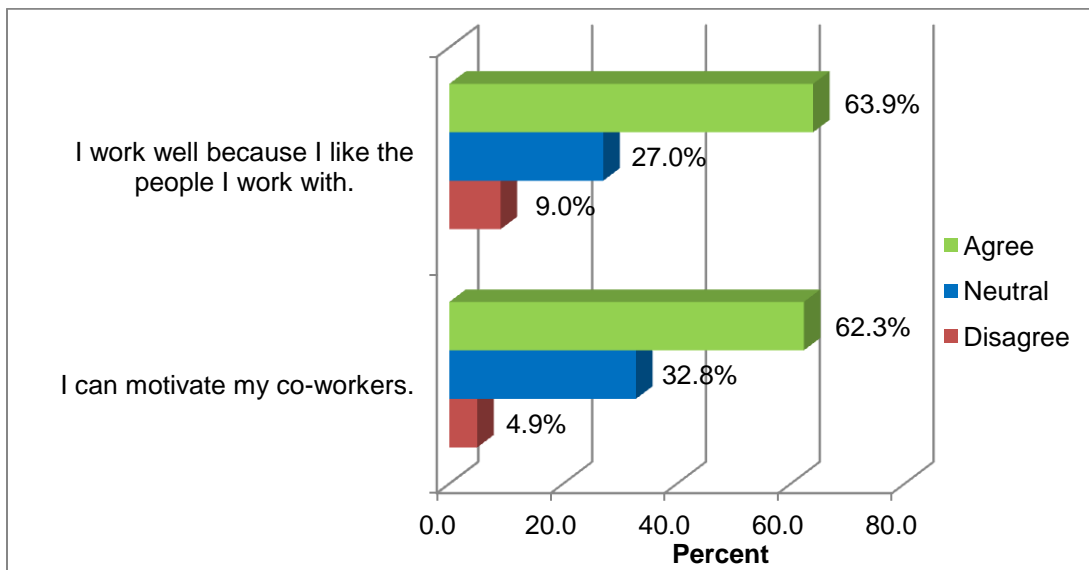


Figure 4.3 revealed that nearly two-thirds of the respondents agreed with each of the statements in this section. Figure 4.3 further showed that 63.9% of the respondents indicated that they worked well because they liked the people that they worked with and 62.3% believed that they can motivate their co-workers. The levels of disagreement were low (9% and 4.9% respectively). Collaborative, cooperative working arrangements are easy when employees get along with their

co-workers and show mutual respect for each other as this improves employee performance and company profitability (Mayhew, 2012:1).

4.4.1.2 Employee’s working relationship with his\her supervisor.

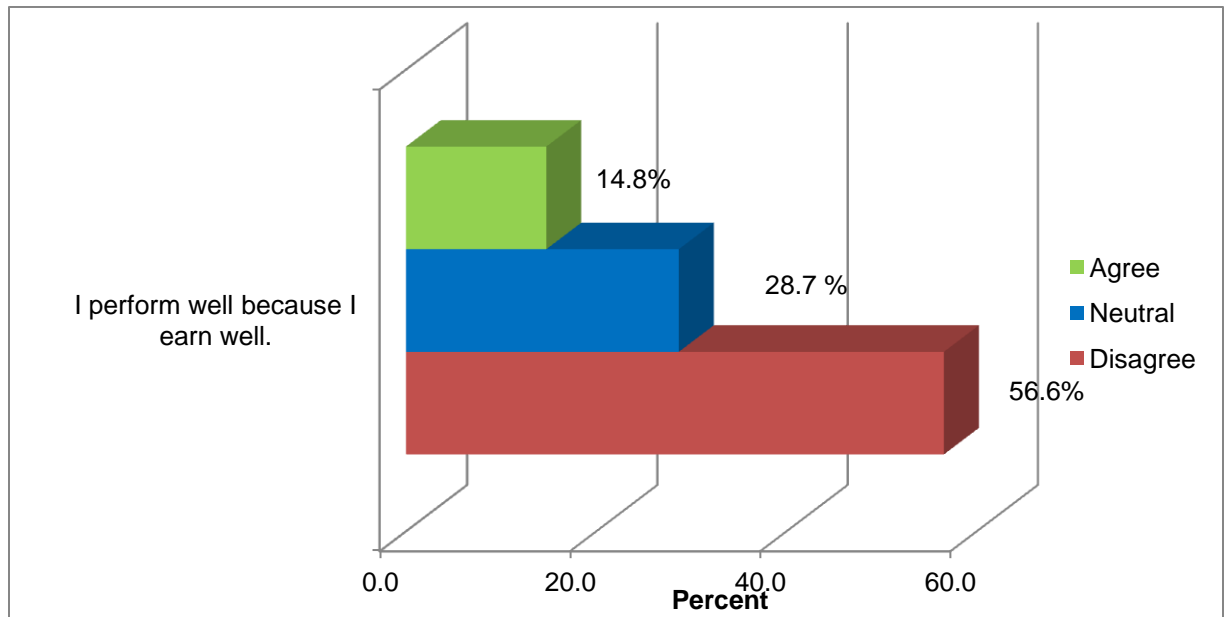
Table 4.4 Working relationship with the supervisor (N = 122)

I perform well because I have a supportive supervisor					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	6.6%	6.6%	6.6%
	Disagree	15	12.3%	12.3%	18.9%
	Neutral	28	23.0%	23.0%	41.8%
	Agree	38	31.1%	31.1%	73.0%
	Strongly Agree	33	27.0%	27.0%	100.0%
	Total	122	100.0%	100.0%	

Table 4.4 above illustrates that 58% of the respondents believed that they perform well due to their supervisor being supportive whereas 18.9% of the respondents disagreed with this statement. Elias and Mittal (2011:306) state that the feeling of support experienced by employees at the workplace from supervisors has been consistently linked to job satisfaction and employee performance.

4.4.1.3 Employee's perception towards compensation, pay and benefits.

Figure 4.4 Perception towards compensation, pay and benefits (N = 122)



According to Ghazanfar, Chuanmin, Khan and Bashir (2011:123), money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige and a feeling of accomplishment and success. Figure 4.4 indicates that approximately 57% of the respondents did not perceive that their pay was reflective of the quality of the work that they do. These respondents believed that they performed well, irrespective of the pay that they earned. However, only 14.8% of the respondents responded that they performed well because they were motivated by the remuneration that they received. According to Arnolds and Boshoff (2002:698), there is still confusion and lack of conclusive evidence on the impact of pay and compensation on employee performance and job satisfaction.

4.4.1.4 Employee's perception towards the nature of work\work itself at Stodels Retail Nurseries.

Figure 4.5 Nature of work at Stodels Retail Nurseries (N = 122)

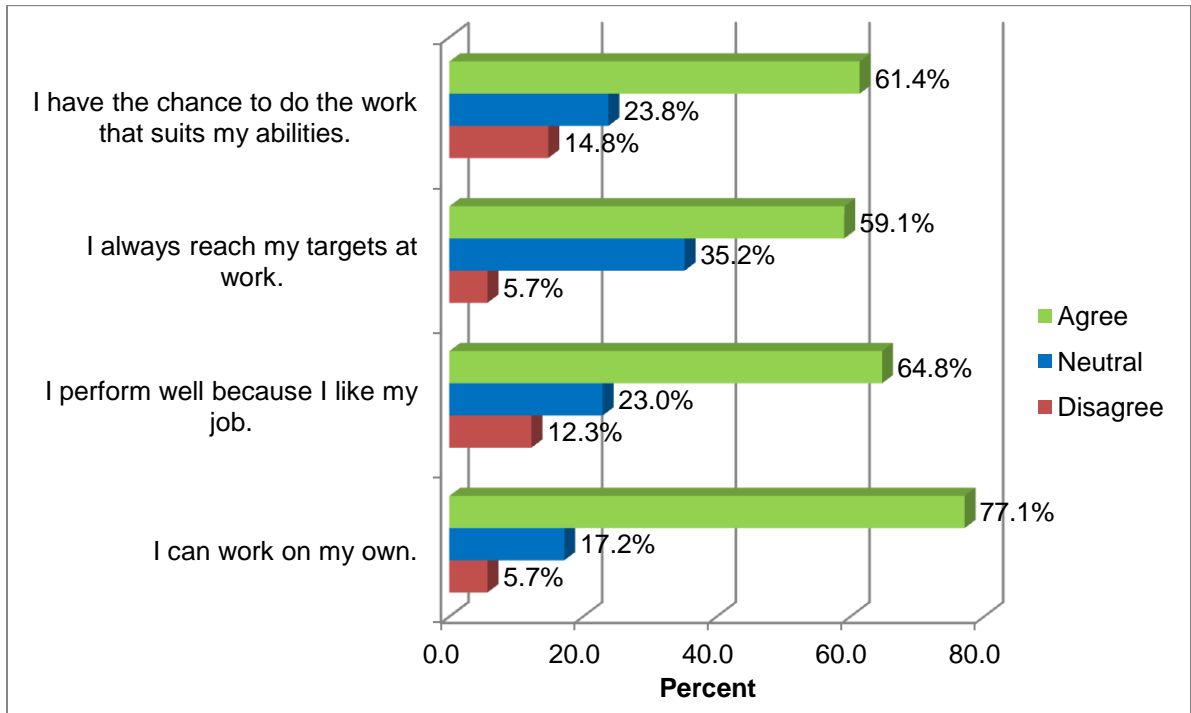
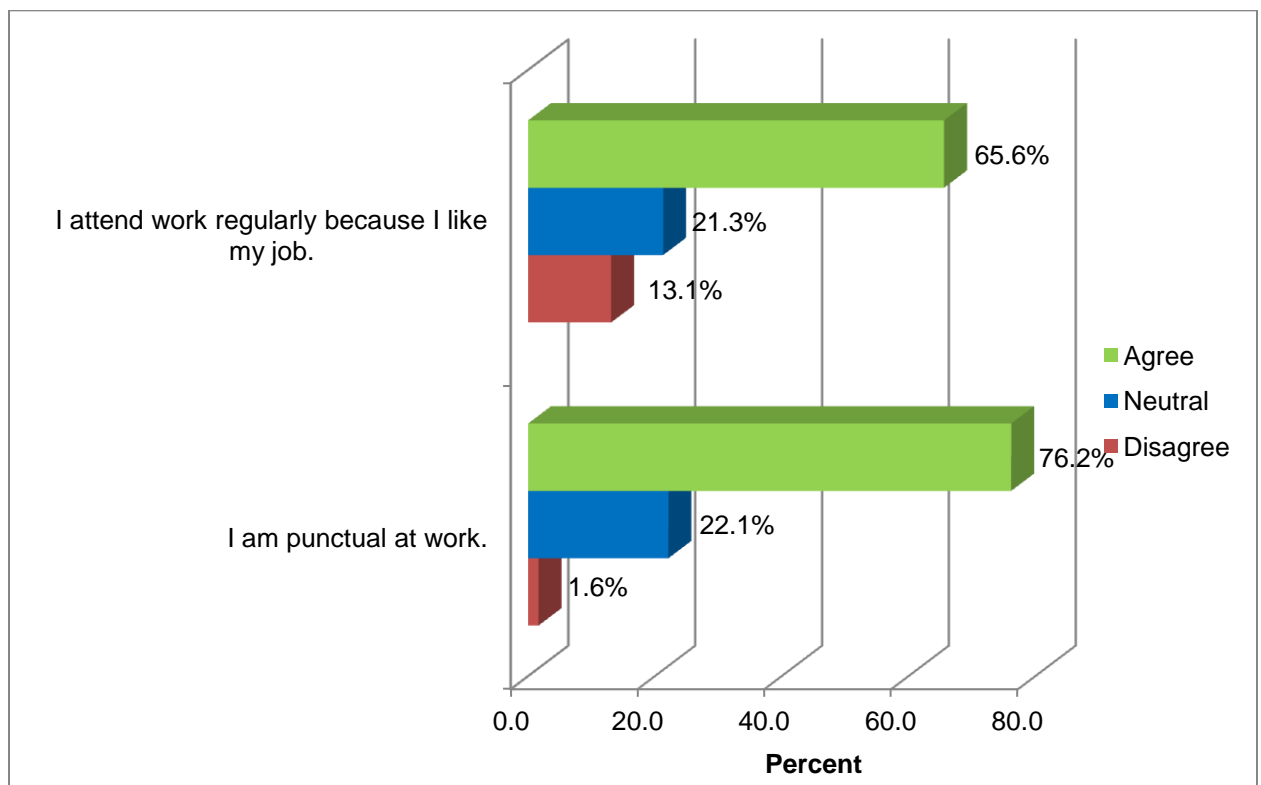


Figure 4.5 shows that the majority of the respondents (61.4%) indicated that they have the chance to do the work that suits their abilities while a small minority of the respondents (14.8%) disagreed with this statement. Employees will gravitate towards jobs that match their cognitive abilities (Wilk, Desmarais and Sackett, 1995:79). From the frequency distribution presented in Figure 4.5, it was deduced that 59.1 % of the respondents believed that they reached their targets at work while a paltry 5.7% admitted to not achieving their targets. A significant majority of respondents (64.8%) responded that they performed well because they liked their job. However, 12.3 % of the respondents did not agree to this statement. As shown in Figure 4.5, it is evident that the majority of respondents

(77.1%) indicated that they can work on their own while a mere 5.7% responded that they required direction from their supervisor or co-workers. Gerber, Van Dyk, Haasbroek, Schultz, Sono and Werner (2002:217), assert that employees should find their work meaningful, interesting and challenging. It is only when individuals value the objectives and goals and if the goals are personally challenging, that the work itself is valued.

4.4.1.5 Regular attendance at work.

Figure 4.6 Punctuality and attendance (N = 122)



Punctuality and regular attendance at work has a serious negative impact on employee performance, increasing overall costs and reducing profitability of an organization (Goodman and Atkin, 1984:280). Figure 4.6 indicates that a

significant majority of respondents (76.2%) believed that they were punctual at work while a mere 1.6% admitted to not being punctual. Figure 4.6 further illustrates that 65.6% of respondents responded that they attended work regularly because they liked their job. Josias (2005:132) states that there are many variables both personal and organizational that influence employee attendance, one of which is attributed to employee motivation by their performance at work.

4.4.1.6 Employee’s perception of being considered for promotion opportunities.

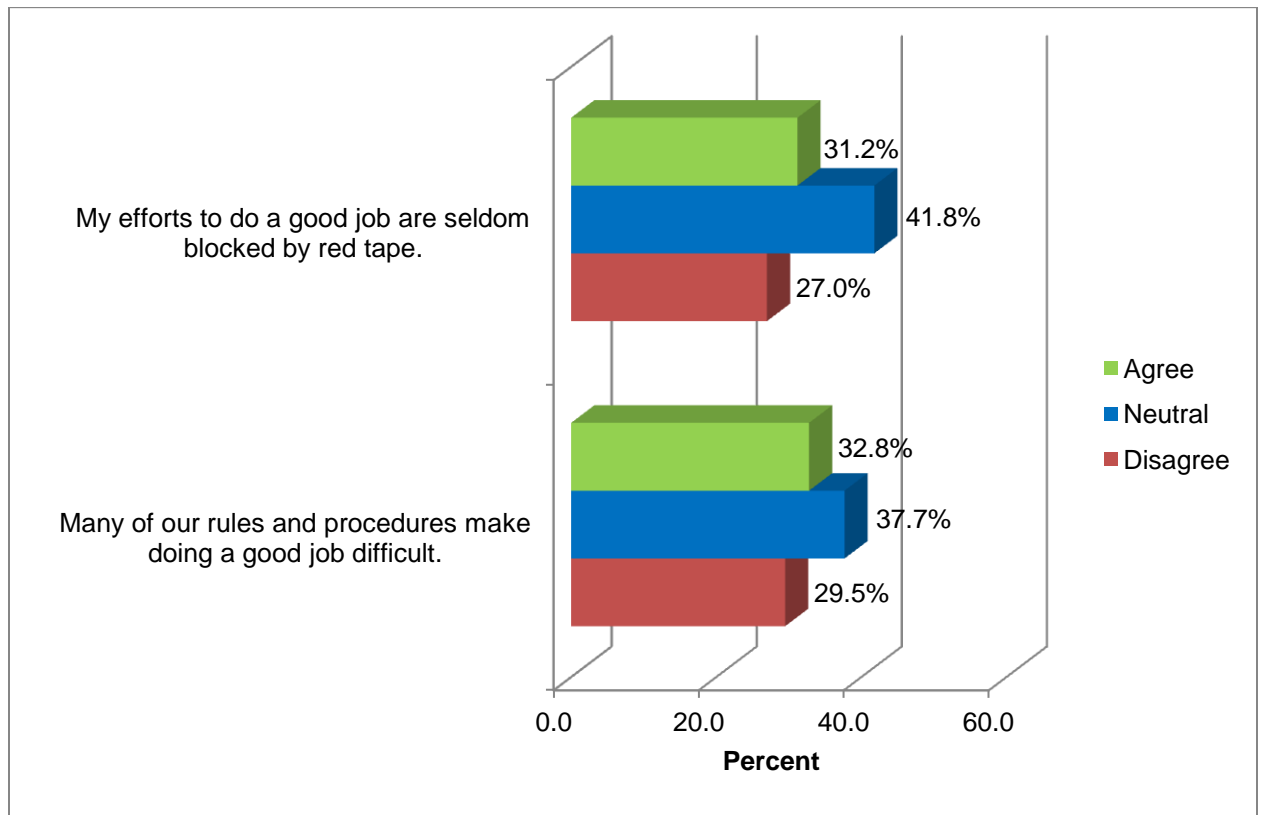
Table 4.5 Opportunities for promotion (N = 122)

I perform well as I stand a fair chance of being promoted.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	17.2%	17.2%	17.2%
	Disagree	18	14.8%	14.8%	32.0%
	Neutral	39	32.0%	32.0%	64.0%
	Agree	29	23.8%	23.8%	87.8%
	Strongly Agree	15	12.2%	12.2%	100.0%
	Total	122	100.0%	100.0%	

Mayhew (2012:1) emphasizes that promotions opportunities are central to strong employee performance. The results in Table 4.5 revealed that respondents were fairly evenly split across the options for this statement. However, Table 4.5 also shows that 32% of the respondents disagreed with this statement and 32% of the respondents remained neutral. Moreover, 36% of the respondents reported that they performed well as they perceived their chance of being promoted at Stodels Retail Nurseries was fair and equitable.

4.4.1.7 The perception of policies and procedures on employee performance.

Figure 4.7 Perception of policies and procedures (N = 122)

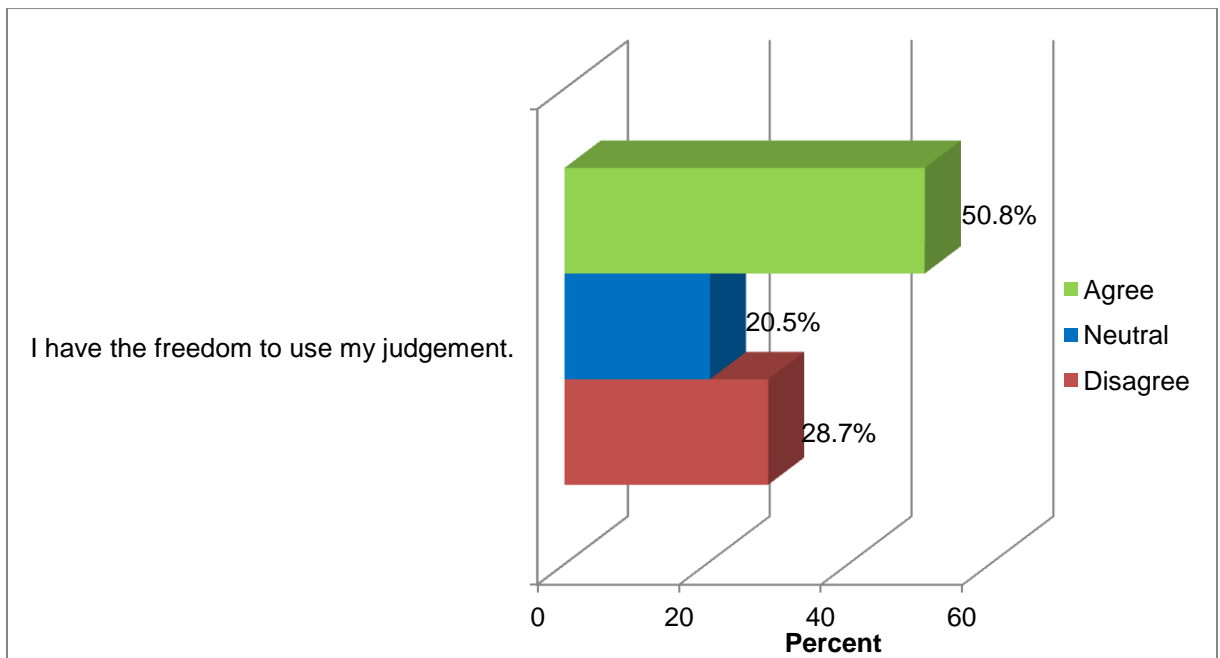


Bureaucratic control has long been suspected of fostering work detachment by distancing employees from formal authority, reducing individual work freedom and engendering feelings of powerlessness (DeHart-Davis and Pandey, 2005:134). Figure 4.7 revealed that nearly one third of the respondents (31.2%) responded that their efforts to do a good job were seldom blocked by red tape, whilst 27% of the respondents indicated that their efforts to do a good job were hampered by red tape. Figure 4.7 also showed that 32.8% of respondents indicated that rules and procedures made doing a good job difficult, whilst 29.5%

of the respondents responded that rules and procedures did not affect their performance. A significant number of respondents (41.8% and 37.7% respectively) preferred to remain neutral to the two statements as shown in Figure 4.7 above.

4.4.1.8 Autonomy to make decisions.

Figure 4.8 Autonomy in decision making (N = 122)



According to Lloyd (2008:24), various studies have shown that a significant relationship exists between autonomy and employee performance. Fox & Feldman (1988:229) and Dodd and Ganster (1996:329) concurs with Lloyd (2008) stating that previous studies revealed a strong correlation between autonomy and employee performance. In relation to Figure 4.8 in respect of autonomy to make decisions, just over half of the respondents (50.8%) indicated that they had the freedom to use their judgment in decision making, whilst 28.7%

of respondents indicated that they were not given the opportunity to make decisions on their own. According to Arnolds and Boshoff (2002:709), teaching employees' new things on the job, using a wide range of their abilities and allowing them to make more decisions everyday will enhance their self-esteem and consequently improve employee performance. DeHart-Davis and Pandey (2005:136) highlighted that reduced workplace autonomy is expected to increase feelings of powerlessness and decrease the meaningfulness of work.

4.4.1.9 Employee's understanding of and commitment to organizational goals.

Table 4.6 Commitment to organizational goals (N = 122)

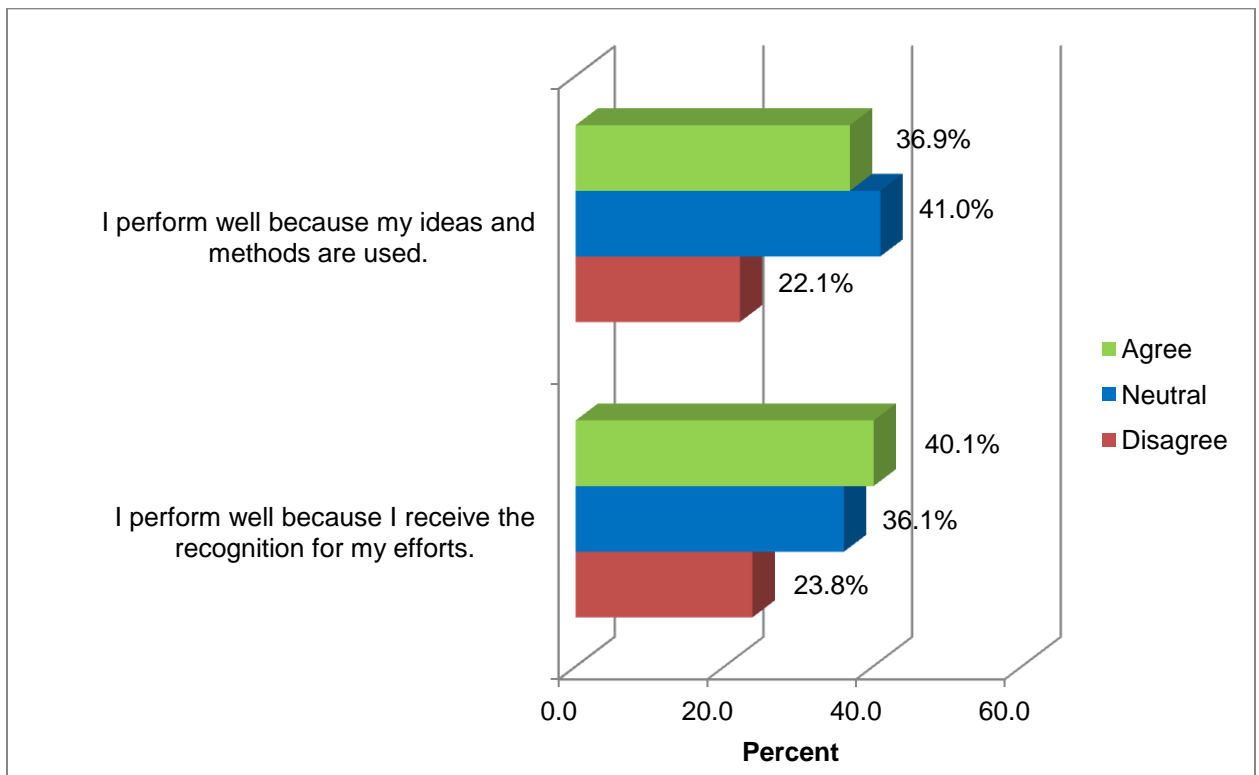
I work well because I have a clear understanding of the goals of my organization					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	4.1%	4.1%	4.1%
	Disagree	10	8.1%	8.1%	12.2%
	Neutral	28	23.0%	23.0%	35.2%
	Agree	60	49.2%	49.2%	84.4%
	Strongly Agree	19	15.6%	15.6%	100.0%
	Total	122	100.0%	100.0%	

An employee is more likely to target reachable goals, but allowing the employee to take part in goal setting can increase their understanding and commitment to even those goals that are more difficult to attain (Ferguson, 2000:1). Table 4.6 illustrates that a significant number of respondents (64.8%) revealed that they performed well because they had a clear understanding of the goals of their organization. A mere 16.3% of respondents indicated that their understanding of the organization's goals did not affect their performance levels at work. It is assumed that greater organizational commitment increases job satisfaction and

in turn enhances employee performance (Linz, 2002:38).

4.4.1.10 Recognition of employees by the organization.

Figure 4.9 Employee performance and recognition (N = 122)



From the frequency distribution presented in Figure 4.9 it was deduced that 36.9% of respondents believed that they performed well at their job because their ideas and methods were implemented by the organization while 22.1% disagreed that this affected their performance. Figure 4.9 further reveals that approximately twice as many respondents performed well as they believed that their efforts to do a good job was recognized (40.1% versus 23.8%). Arnolds and Boshoff (2002:709) state that self-esteem is a significant determinant of employee performance and can be reinforced by an effective recognition system geared at

highlighting employees' initiatives and achievements.

4.4.1.11 Employee's perception of their working environment.

**Figure 4.10 Employee performance and the working environment
(N = 122)**

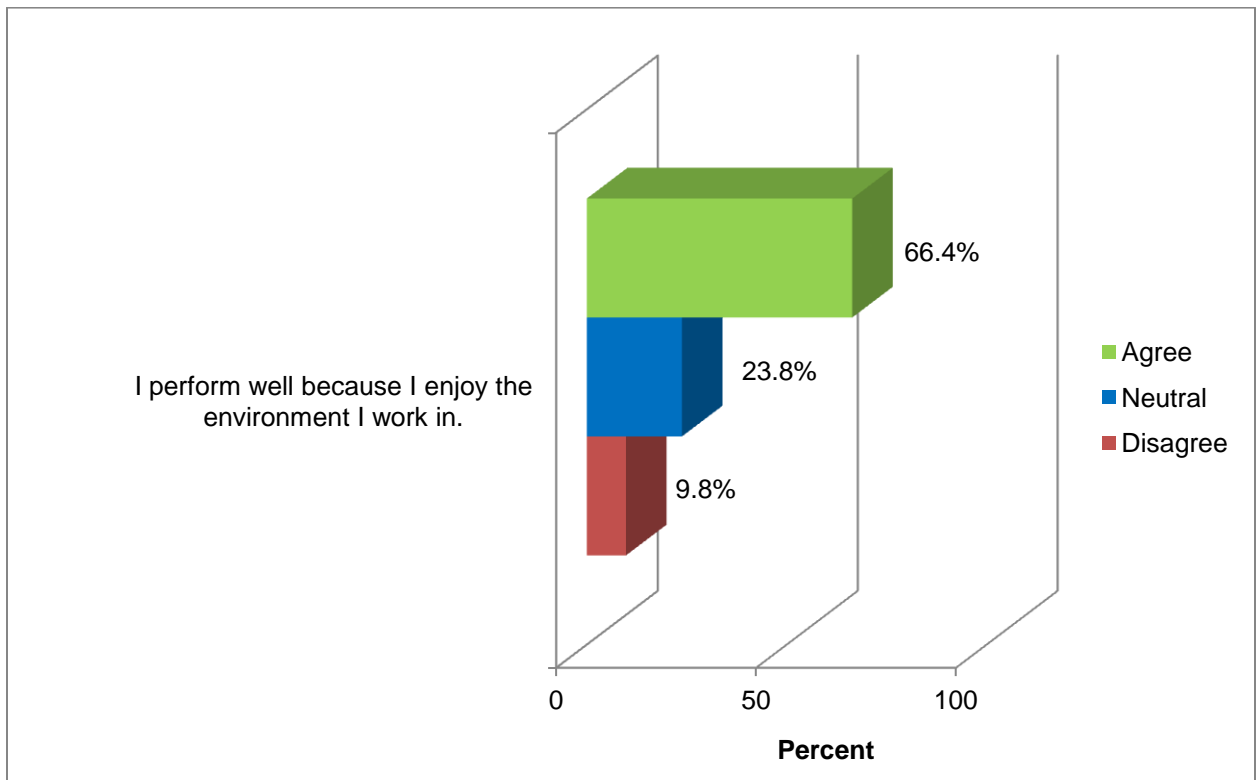


Figure 4.10 illustrates that two thirds of respondents (66.4%) revealed that they performed well because they enjoyed the environment that they worked in. A mere 9.8% of respondents indicated that their working environment did not influence their performance levels at work. Kieffer, Schinka and Curtiss (2004:168) assert that a key predictor of job performance is environmental congruence, as work places that facilitate job satisfaction are predictive of increased employee performance and efficiency.

4.4.1.12 Individual attitudes of employees towards their work.

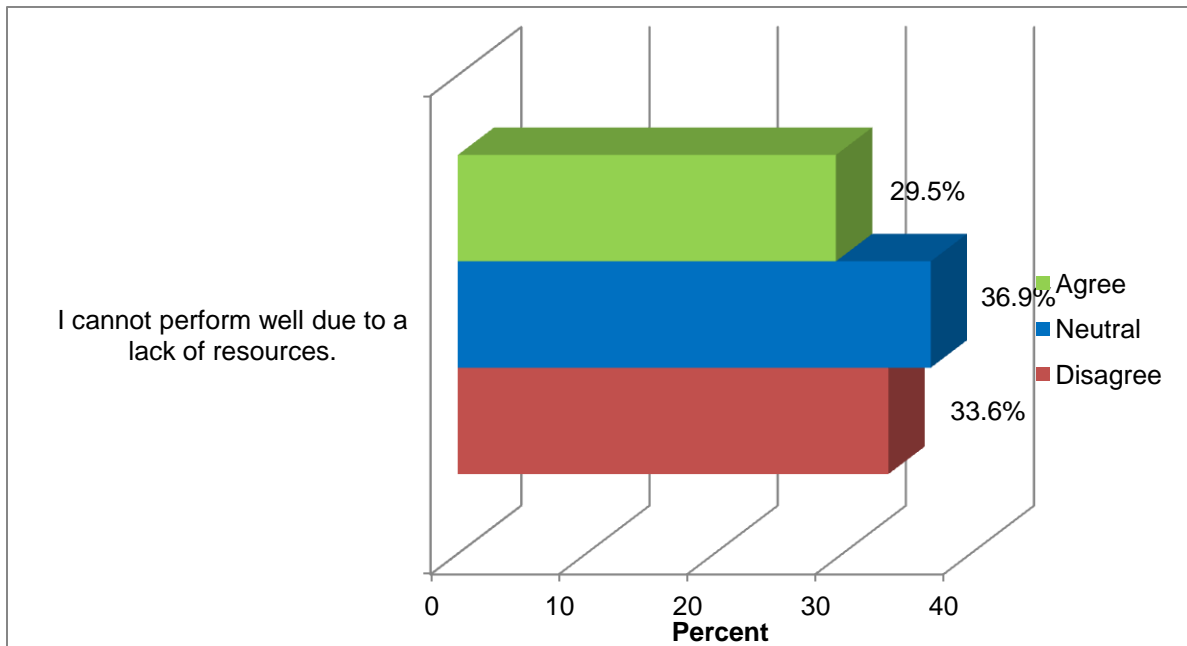
Table 4.7 Employee's attitude towards their work (N = 122)

I am highly motivated to work for this organization.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	4.9%	4.9%	4.9%
	Disagree	12	9.8%	9.8%	14.8%
	Neutral	41	33.6%	33.6%	48.4%
	Agree	44	36.1%	36.1%	84.4%
	Strongly Agree	19	15.6%	15.6%	100.0%
	Total	122	100.0%	100.0%	

Rotenberry and Moberg (2007:203) found that employees that were more involved in their job were better performers than those that were not. Table 4.7 reveals that more than half of the respondents indicated that they were highly motivated to work for Stodels Retail Nurseries. However, almost 15% of respondents alluded to being demotivated. Baumeister, Campbell, Krueger and Vohs (2003:14) highlighted that employees who feel better about themselves perform better on the job. Cook (2008:22) adds that employee performance through an affective state will make performing at a higher level easier.

4.4.1.13 Employee's perception towards the adequacy of resources.

Figure 4.11 Employee performance and adequacy of resources (N = 122)

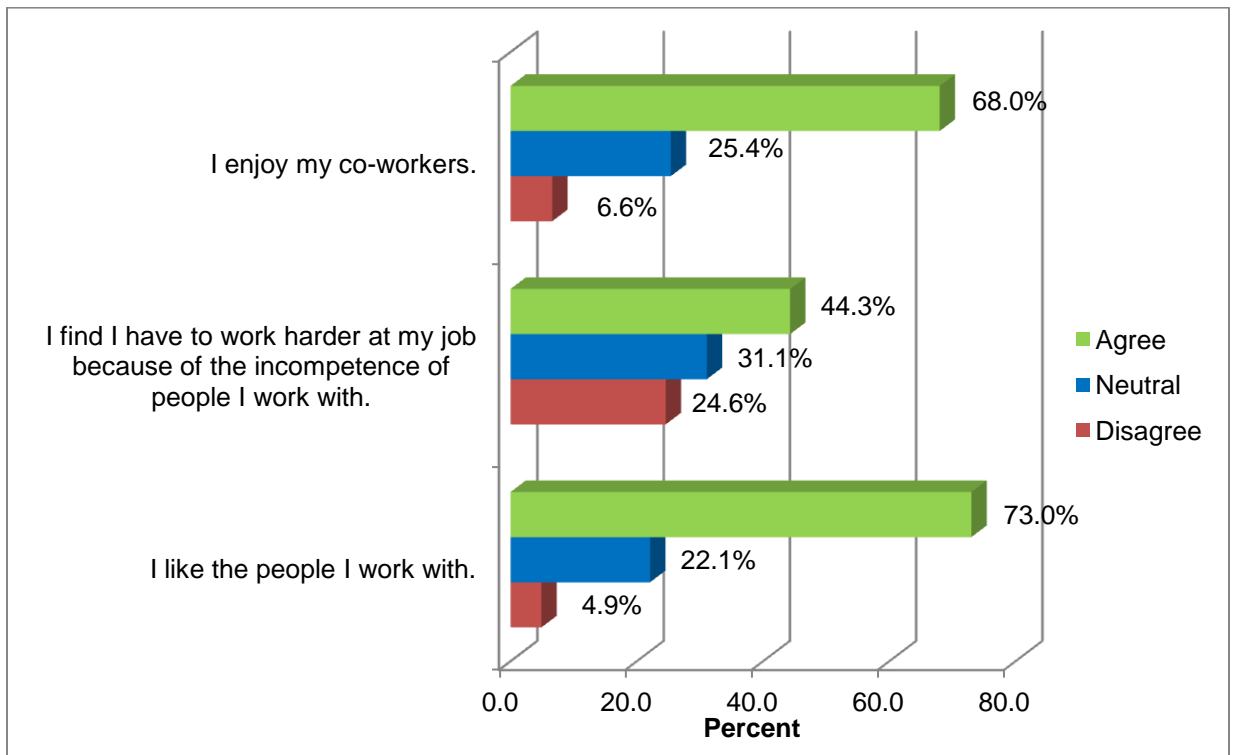


The results in Table 4.11 revealed that respondents were fairly evenly split across the options for whether they could not perform well due to a lack of resources. Table 4.11 shows that 33.06% of respondents disagreed with this statement, 36.9% of respondents remained neutral and 29.5% of respondents reported that they could not perform well due to a lack of resources. In a study on predictors of employee performance conducted by Jacobs, Tytherleigh, Webb and Cooper (2007:199), the relationship between resource availability and employee performance indicated a modest effect ($r = 0.34$).

4.4.2 ANALYSIS OF DATA PERTAINING TO JOB SATISFACTION (SECTION C)

4.4.2.1 Employee's working relationship with his\her co-workers.

Figure 4.12 Working relationship with co-workers (N = 122)

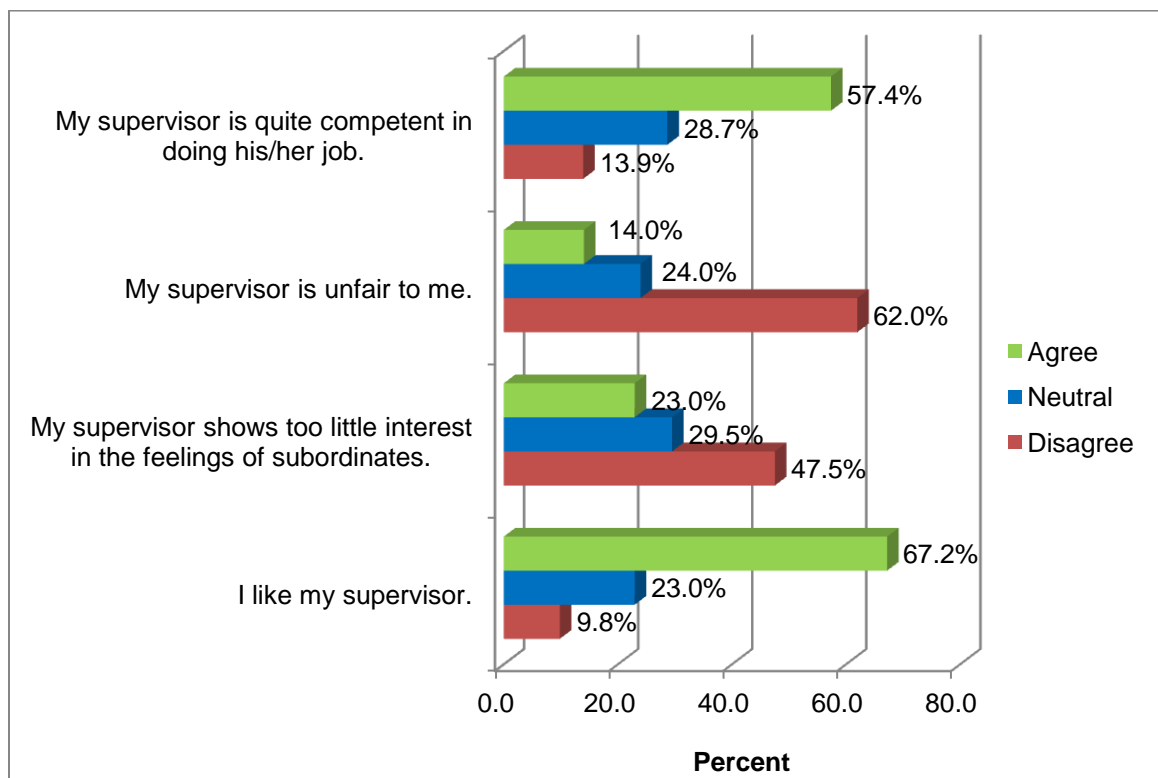


According to the respondents, Figure 4.12 reveals that there is a positive feeling between employees. They enjoy working with their co-workers, with minimal friction. Figure 4.12 shows that 68% of respondents enjoyed working with their co-workers and 73% of respondents liked the interaction of working with them. A mere 6.6% of respondents indicated that they do not enjoy working with their co-workers and the minority of respondents (4.9%) disliked their co-workers. Despite the majority of respondents (as illustrated in Figure 4.12) indicated that

they both enjoyed and liked to work with their co-workers, 44.3% of respondents felt that they had to work harder because of incompetent co-workers. However, almost a quarter of the respondents responded that they did not have to work harder due to incompetent co-workers. Luthans (2008:144) postulates that the need for affiliation, the need for belonging and social needs of an employee can be achieved at work by having supportive relationships with co-workers and managers.

4.4.2.2 Employee's working relationship with his/her supervisors

Figure 4.13 Working relationship with the supervisor (N = 122)



Corts, Bos, Medina, Benitez and Munduate (2011:118) attest that the social support arising from supervisor and co-workers are key resources for reducing

negative effects associated with personal discrepancies as well as fostering job satisfaction. As illustrated in Figure 4.13, 57.4% of the respondents felt that their supervisors were suitably qualified to do their jobs, whilst 13.9% of the respondents perceived their supervisors as being incompetent. More than two thirds of the respondents (67.4%), actually liked their supervisors while a mere 9.8% of respondents indicated that they disliked their supervisor. There is a general trend that supervisors are doing what it is that they are supposed to do and that they do it to the best of their abilities. Figure 4.13 revealed that 62% of the respondents indicated that their supervisor treated them fairly, while 14% of respondents felt that they were treated unfairly. As illustrated in Figure 4.13, almost half of the respondents (47.5%) responded that their supervisors cared about them, while 23% of respondents indicated that their supervisor did not care about them. According to Chetty (2012:59) an employee that has a positive relationship with his\her supervisor would feel that the organization has contributed to satisfying his\her need for relatedness and thus perceived that the organization cared about his\her wellbeing.

4.4.2.3 Employee's perception towards compensation, pay and benefits.

Figure 4.14 Perception towards compensation, pay and benefits (N = 122)

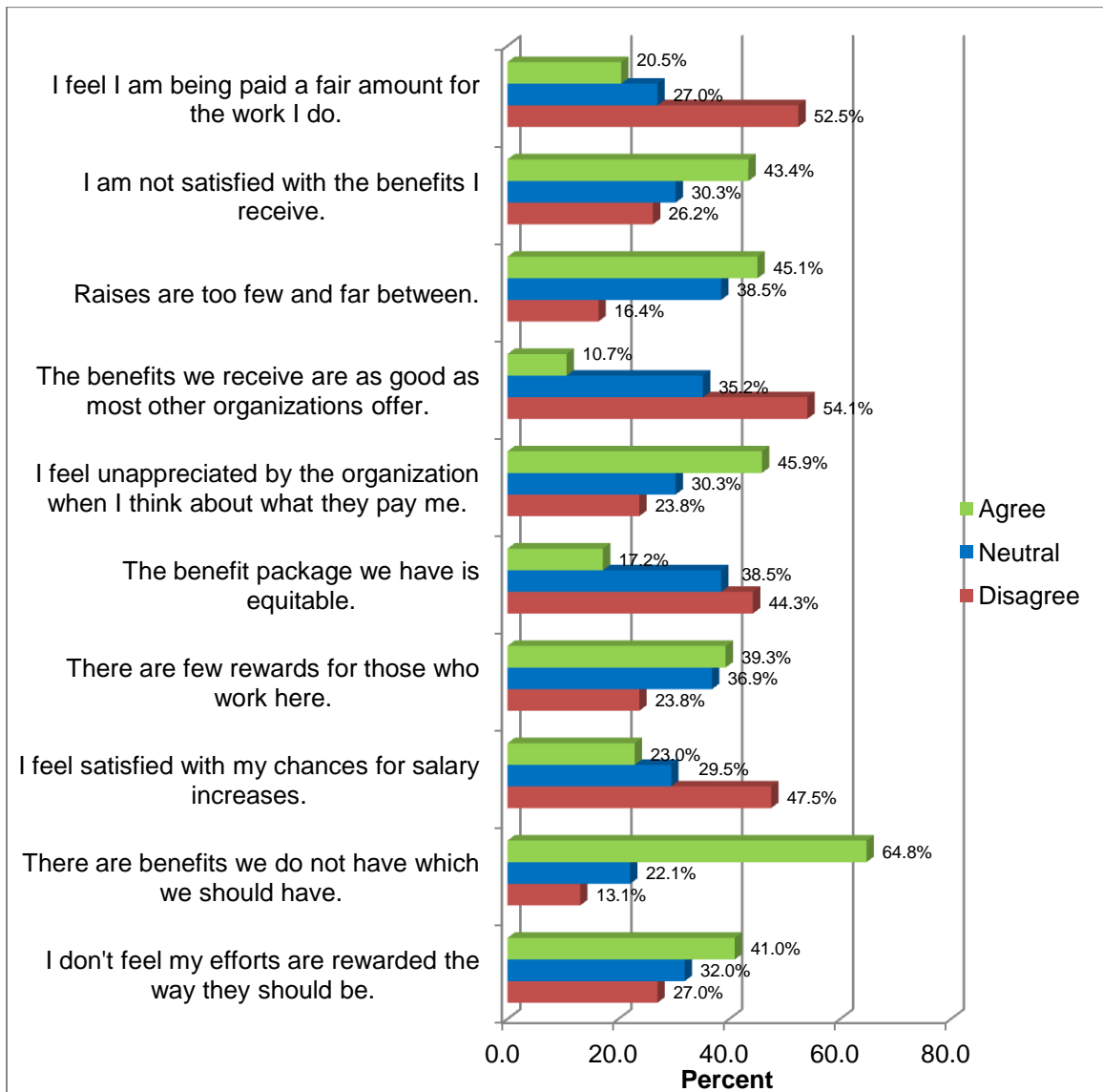


Figure 4.14 reveals that there is a general feeling of unhappiness with regards to compensation, pay and benefits amongst respondents. According to Ivancevich,

Konopaske and Matteson (2008:142), Maslow affirms that the most basic need in the work environment for an employee is that of pay. Moodley (2004:25) asserts that money means different things to various groups and is likely to have greater importance for employees who cannot gain other satisfactions from their job. The negatively worded statements have higher levels of agreement, and the positively worded statements have higher levels of disagreement.

Figure 4.14 shows that 52.5% of respondents indicated that they were not paid fairly in relation to the amount of work they did. However, 20.5% of the respondents felt that they were paid a fair amount for the work they did.

As illustrated in Figure 4.14, 43.4% of the respondents reported that they were dissatisfied with the benefits that they received, whilst 26.2% of respondents indicated that they were satisfied with their benefits.

As shown in Figure 4.14, just over 45% of respondents thought that raises in pay were too few and far between, whilst 16.4% of the respondents disagreed with this statement.

More than half of the respondents (54.1%) felt that the pay they received was not equitable to similar positions in other organization. However, a mere 10.7% of the respondents responded that the pay they received was not equitable to similar positions in other organization.

A significant portion of the respondents (45.9%) revealed that they felt unappreciated by the organization in terms of the pay they received, whilst 23.8% of the respondents disagreed with this statement. Robbins (2003:125) attests that salary is a key determinant of job satisfaction because it serves as a symbol of achievement and a source of recognition.

Figure 4.14 shows that 44.3% of respondents perceived their benefits to be

inequitable. However, 17.2% of respondents felt that the benefit package that they received was equitable and 38.5% of the respondents chose to remain neutral.

Almost 40% of respondents indicated that there were too few rewards for those who worked at Stodels Retail Nurseries. Figure 4.14 further revealed that 23.8% of the respondents disagreed that there were too few rewards for those who worked for the organization. Moreover, 36.9% of respondents chose to remain neutral with regards to this statement.

Figure 4.14 illustrated that almost twice as many respondents were dissatisfied with their chances for salary increase as those that were satisfied (47.5% versus 23%).

A significant majority of the respondents (64.8%) indicated that there were benefits that they should have but they did not receive. The minority of the respondents (13.1%) were satisfied with the benefits that they received.

Figure 4.14, further illustrates that 41% of the respondents reported that they did not perceive that their efforts were rewarded appropriately while 27% of respondents were happy with their effort versus the reward that they received. Pay is a hygiene factor and therefore, it does not motivate all employees but it is necessary to prevent dissatisfaction (Luthans, 2005:242).

4.4.2.4 Employee's perception towards the nature of work\work itself at Stodels Retail Nurseries.

Figure 4.15 Nature of work at Stodels Retail Nurseries (N = 122)

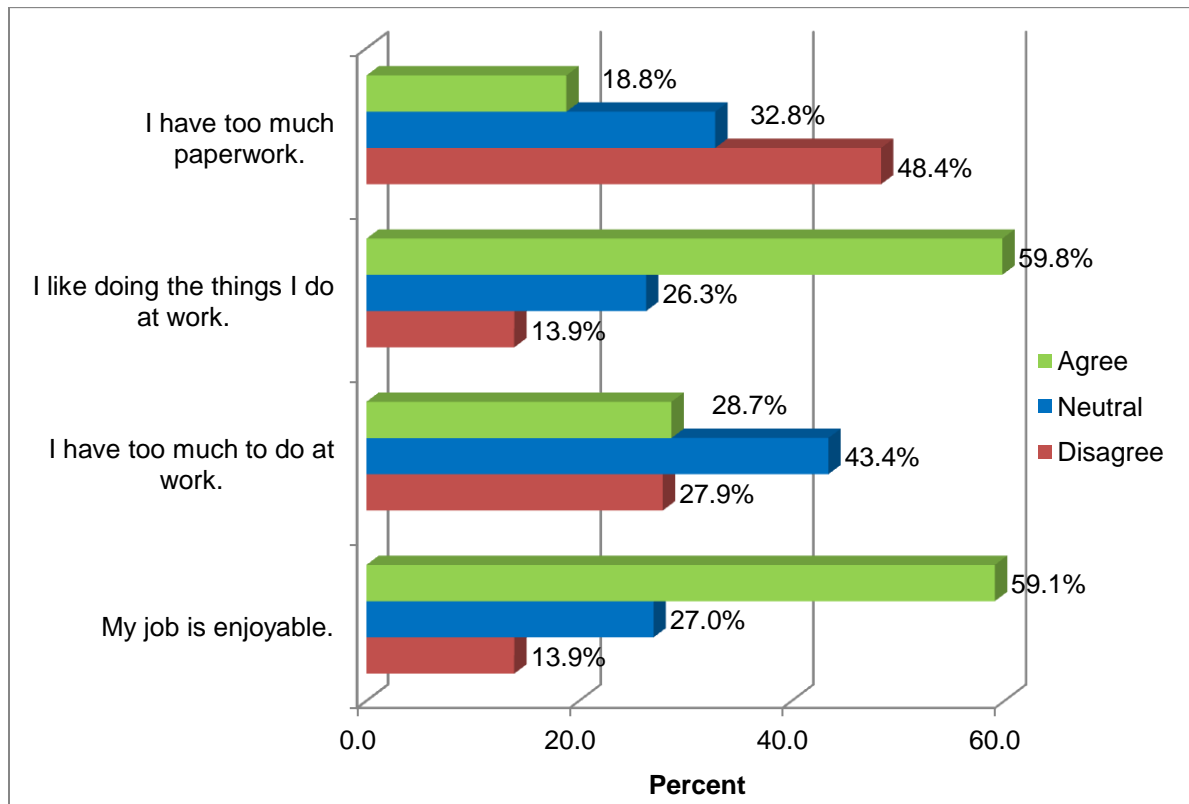


Figure 4.15 reveals that the minority of respondents (18.8%) responded that they had too much paper work. Almost half (48.4%) of the respondents indicated that they did not have too much paper work.

Figure 4.15 illustrated that there were almost as many respondents who agreed that they had too much to do at work as those who disagreed (28.7% versus 27.9%). A significant portion of respondents (43.4%) chose to remain neutral for this statement. Managers can reduce work place stress and increase job

satisfaction by preventing the allocation of unfair and excessive workloads on an employee (Donaldson-Fielder, Yarker and Lewis, 2008:12).

As shown in Figure 4.15 a significant majority of respondents (59.8%) responded that they enjoyed the job that they did. A small minority of respondents (13.9%) indicated that they dislike the things they did at work.

Figure 4.15 further illustrates that a significant majority of respondents (59.1%) responded that they found their job enjoyable. A small minority of respondents (13.9%) indicated that they did not enjoy their job, whilst.

4.4.2.5 Employee’s perception of them being considered for promotion opportunities.

Figure 4.16 Opportunities for promotion (N = 122)

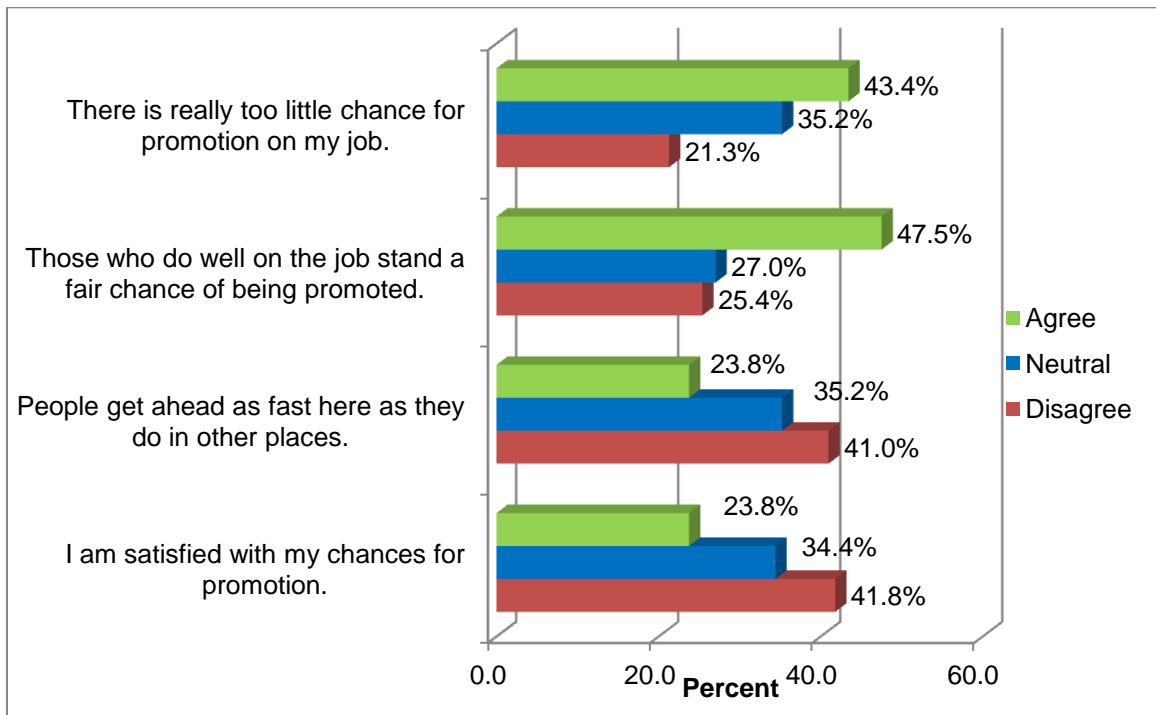


Figure 4.16 above, illustrates that 43.4% of the respondents felt that their chances for promotion were very low while 21.3% of respondents felt that there were adequate opportunities to be promoted. According to Quarles (1994:179) data from several studies show that a lack of opportunity for promotion leads to a negative feeling of job satisfaction as frustration can give rise to particularly intense feelings of job dissatisfaction.

Almost half of the respondents (47.5%) indicated that employees who did well stood a fair chance of being promoted while a quarter of the respondents (25.4%) disagreed with this statement. Greenberg and Baron (2008:564) emphasize that a positive work environment and opportunities to grow intellectually and to broaden the employees' skill base has for many employees become more important than promotion opportunities.

Figure 4.16 revealed that 23.8% of respondents reported that employees got ahead as fast as they would in other organizations. However, a significant portion of respondents disagree with this statement and felt that employees at Stodels Retail Nurseries did not get ahead as fast as they did in other organizations.

As illustrated in Figure 4.16, 23.8% of respondents responded that they were satisfied with promotion opportunities. However, almost twice as many respondents (41.8%) were dissatisfied with their opportunities for promotion at Stodels Retail Nurseries.

4.4.2.6 The perception of policies and procedures of an organization on job satisfaction.

Figure 4.17 Perceptions of policies and procedures (N = 122)

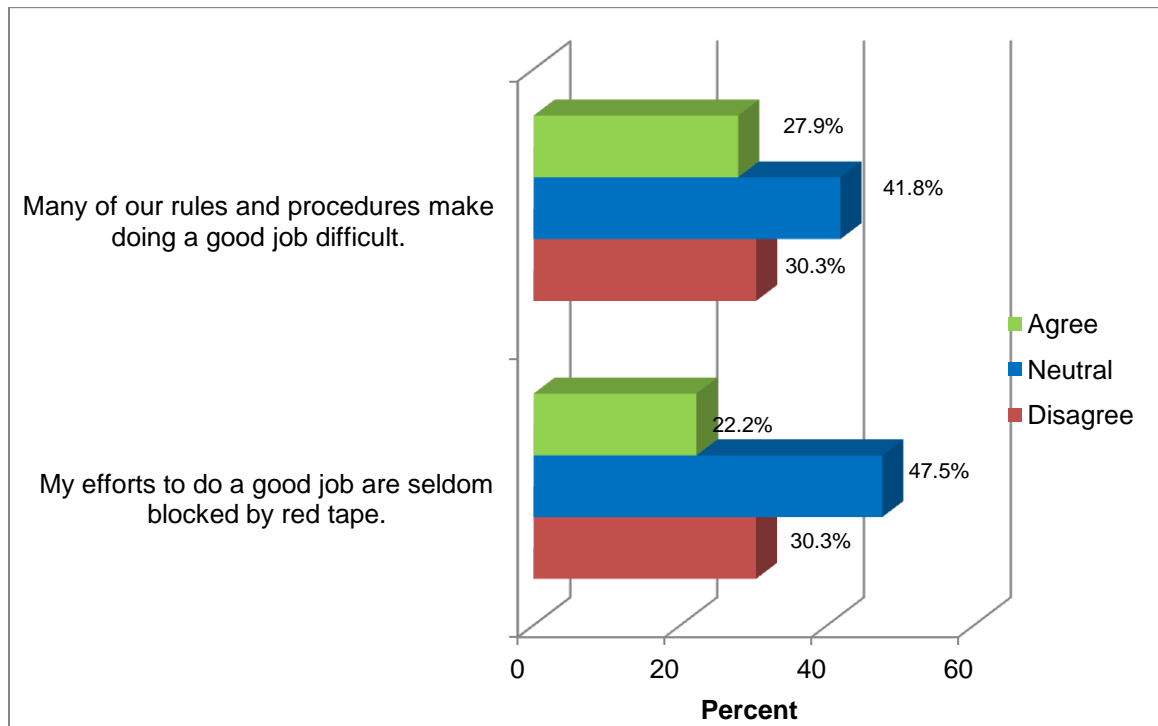


Figure 4.17 revealed that 27.9 % of respondents indicated that many of the rules and procedure made doing a good job difficult while 30.3% did not allow rules and procedures to get in the way of doing a good job. As illustrated in Figure 4.17, 22.2 % of respondents responded that their efforts to do a good job were seldom blocked by red tape, while 30.3% of respondents felt that their effort to do a good job was blocked by red tape. When employees encounter rules, regulations, or procedures that reduce their discretion and seem pointless yet burdensome, then these hurdles may simultaneously trigger the key psychological determinants of alienation which in turn, are expected to reduce organization commitment, job involvement and job satisfaction (DeHart-Davis

and Pandey, 2005:134).

4.4.2.7 Employee's understanding of and commitment to organizational goals.

Figure 4.18 Commitment to organizational goals (N = 122).

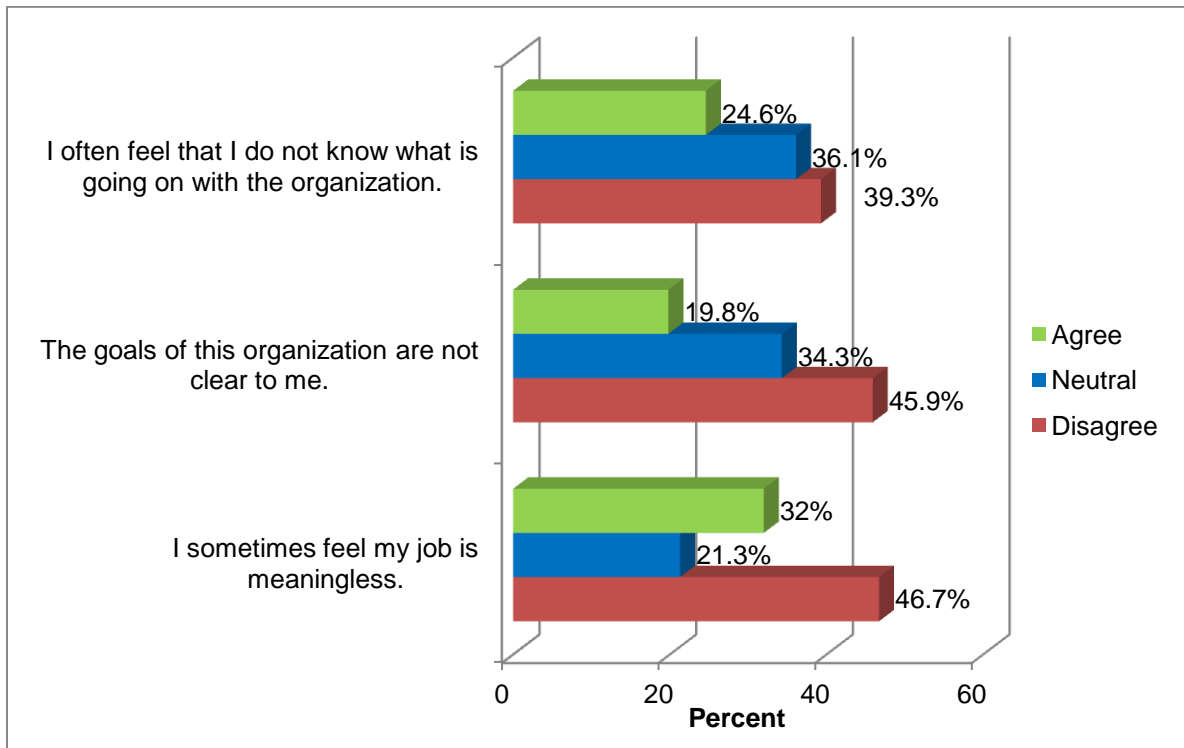


Figure 4.18 reveals that almost 40% of the respondents indicated that they were aware of what was going on within the organization while 24.6% of respondents responded that they often felt that they did not know what was going on within the organization. Daft (2007:162) asserts that goals will motivate employees to meet higher performance levels, especially if employees are aware of the organizational goals and are involved in setting the goals. Figure 4.18 shows that almost 20% of respondents agreed that the goals of the organization were unclear to them while more than twice the number of respondents (45.9%)

indicated that they had a clear understanding of the goals of the organization. Werner (2007:83) postulates that having a clear understanding of the goals motivates employees as they can compare their current performance with the performance required to achieve the goal. Almost a third of the respondents (32%) as shown in Figure 4.18, admitted that at times they felt their jobs were meaningless while 46.7% of respondents felt that their job was meaningful and contributed towards attaining organizational goals.

4.4.2.8 Recognition of employees by the organization.

Figure 4.19 Job satisfaction and recognition (N = 122)

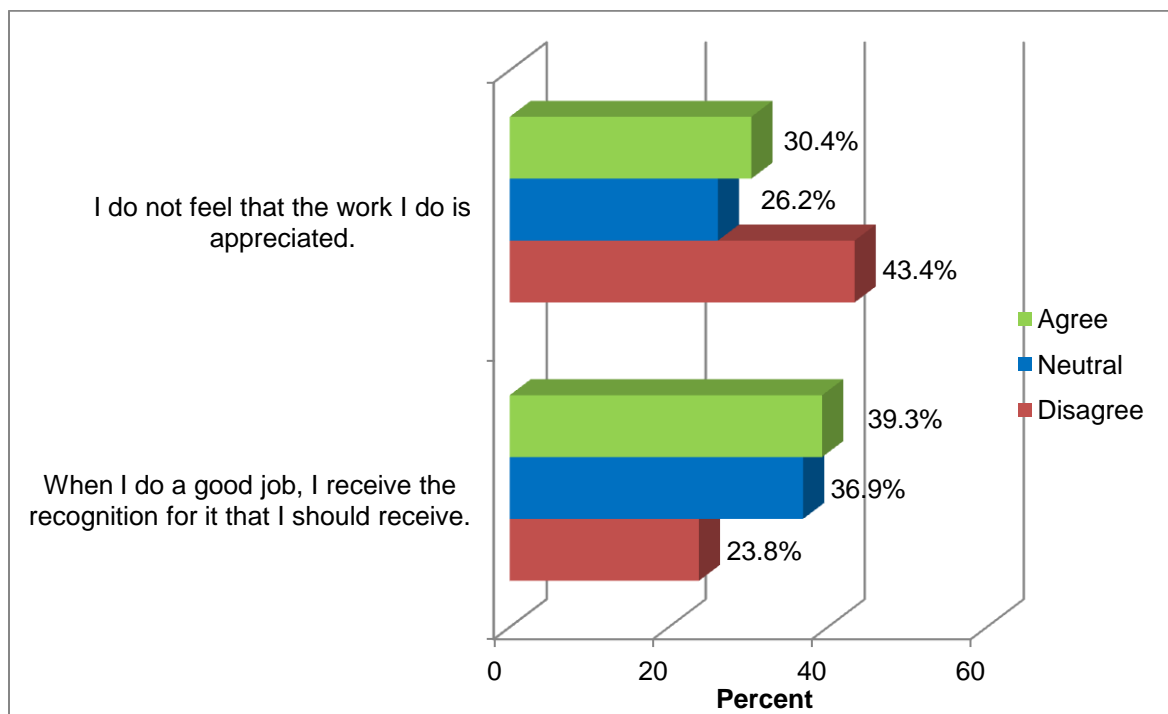


Figure 4.19 shows that 30.4% of the respondents do not feel that the work they did was appreciated while 43.4% of respondents perceived that the work they do is appreciated. Almost 40% of respondents as illustrated in Figure 4.19 indicated that when they did a good job they received recognition for it, whilst 23.8%

respondents felt that they did not receive recognition for good work that they produced. Quick and Nelson (2009:155) highlighted that modern management practices like employee recognition programs increased employee motivation, job satisfaction and organizational citizenship behaviour.

4.4.2.9 Employee’s perception of conflict in the workplace.

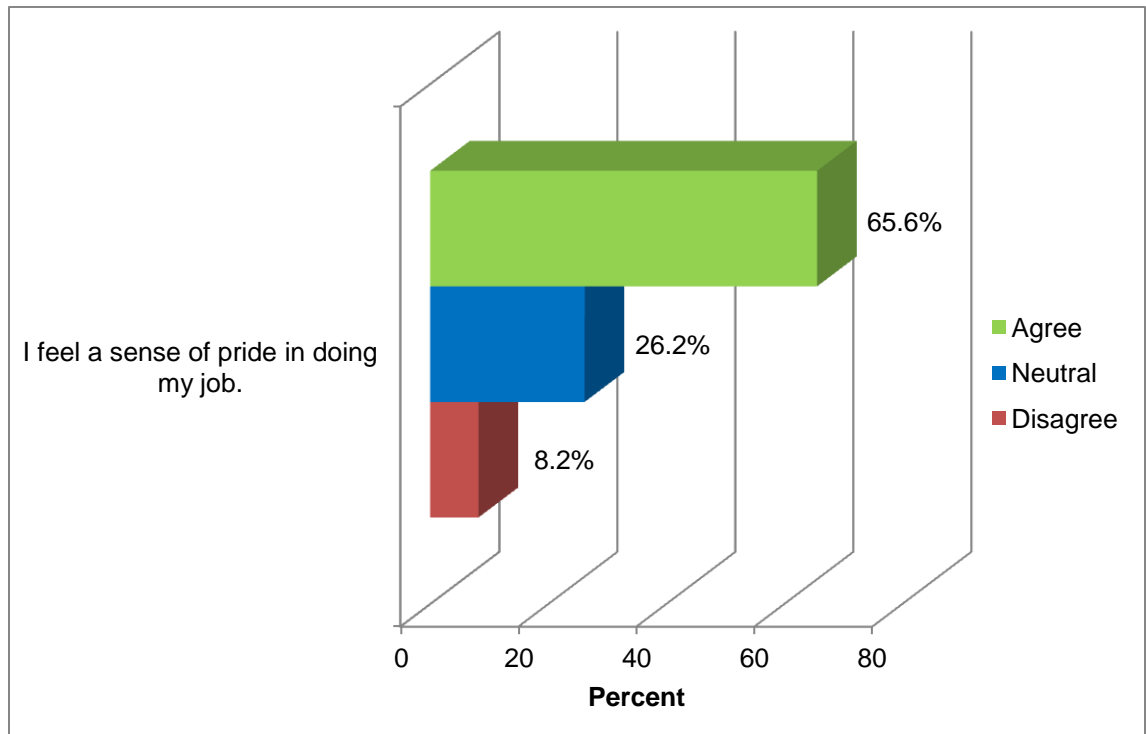
Table 4.8 Job Satisfaction and conflict in the workplace (N = 122)

There is too much bickering and fighting at work					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	13.9%	13.9%	13.9%
	Disagree	29	23.8%	23.8%	37.7%
	Neutral	39	32.0%	32.0%	69.7%
	Agree	21	17.2%	17.2%	86.9%
	Strongly Agree	16	13.1%	13.1%	100.0%
	Total	122	100.0%	100.0%	

The results in Table 4.8 revealed that respondents were fairly evenly split across the options in response to bickering and fighting at their workplace. Table 4.8 shows that 37.7% of respondents disagreed with this statement, 32% of respondents remained neutral and 30.3% of respondents reported that there was too much bickering and fighting at work. Dijkstra, Beersma and Evers (2011:169) emphasized that workplace conflict is considered to be one of the most potent stressors in an employees working life. Chetty (2012:24) adds that conflict in the workplace creates a variety of psychological reactions, ranging from the employee feeling upset and worried to feelings of irritation, anger and anxiety, which impacts on job satisfaction.

4.4.2.10 Individual attitudes of employees towards their work.

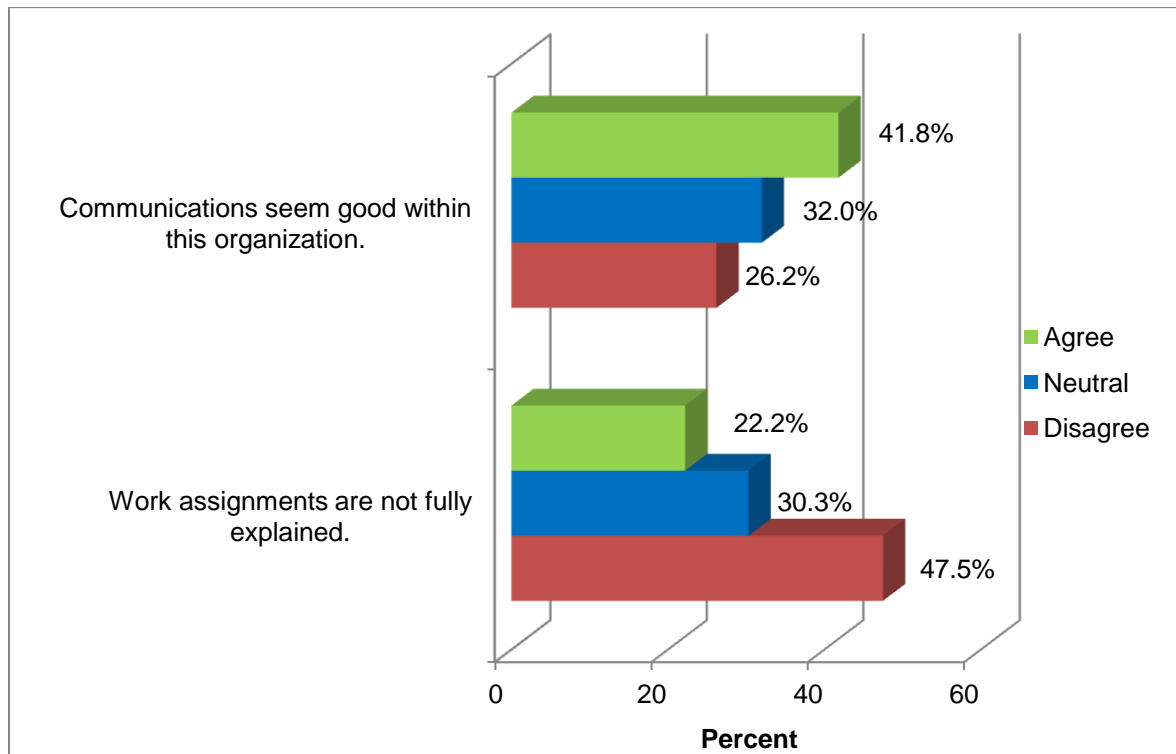
Figure 4.20 Employee attitudes towards their work (N = 122)



As indicated in Figure 4.20 above, nearly two-thirds (65.6%) of respondents felt a sense of pride in doing their job. A mere 8.2% of the respondents did not feel a sense of pride in doing their job. For many employees, attitude towards work is shaped by the view that work is a source of identity, self-respect, status and a crucial element of a meaningful life, offering secure, predictable and increasing rewards for effort which lead to increasing power and control (Priebe, Warner, Hubschmid, and Eclde, 1998:469).

4.4.2.11 Employee's perception of communication by the management of Stodels Retail Nurseries.

Figure 4.21 Job satisfaction and communication (N = 122)



With regards to Figure 4.21, in respect of the employee's perception of communication by the management of Stodels Retail Nurseries, 43.5% of respondents indicated that communication was good within the organization. However, 26.2% of respondents felt that there was a lack of communication within the organization. Thomas, Zolin and Hartman (2009:287) highlight that communication plays an important role in developing trust and influences job satisfaction within an organization. Figure 4.21 further illustrates that 22.2% of respondents agreed that work assignments were not fully explained, while 47.5% of respondents felt that work assignments were fully explained when given a

task. Jawahar (2006:14) emphasized that communication and feedback is positively related to job satisfaction. Good communication is essential to the success of any organization as misunderstanding, either consciously or unconsciously leads to dissonance and a lack of clear organizational goals (Chetty, 2012:43).

4.5 HYPOTHESIS TESTING

Having completed a descriptive analysis of research presentation on job satisfaction and employee performance at Stodels Retail Nurseries in the Western Cape Province, it was appropriate to test the relevant hypothesis pertaining to the empirical analysis. Goddard and Melville (2001:69) state that the purpose of a hypothesis is to predict a relationship between variables that can be tested. Gaur and Gaur (2009:33) concur with Goddard and Melville (2001) highlighting that a hypothesis is an assumption or claim about some characteristic of a population, which the researcher should be able to support or reject on the basis of empirical evidence. According to Wilson (2010:237), hypothesis testing is one of the main methods to test for significance using inferential statistics. The traditional approach to reporting a result requires a statement of statistical significance. For the statistical test a confidence interval of 95% was used to statistically test the various hypotheses. In this study the Pearson Chi square test was performed for the various hypotheses formulated. A p-value is generated from a test statistic. A significant result is indicated if the p-value is less than 0.05. In order to meaningfully test the significant relationship between variables, the hypotheses for the study are outlined below:

4.5.1 Hypothesis 1

H₁ There is a significant correlation between job satisfaction and employee performance at Stodels Retail Nurseries.

Table 4.9 Frequency data for the relationship between job satisfaction and employee performance (N = 122)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9485.500 ^a	9396	.256
Likelihood Ratio	1030.725	9396	1.000
Linear-by-Linear Association	.550	1	.458
N of Valid Cases	122		

*Pearson Chi-square = 9485.500^a, df = 9396, Significance $p < 0.256$.

Table 4.9 reveals that the analysis shows no significant correlation between job satisfaction and employee performance. The p-value is greater than the level of significance of 0.05. In a meta-analysis, analyzing data from over 50,000 workers, Judge, Thoresen, Bono and Patton (2001:376) found that job satisfaction was modestly correlated with job performance, $r = 0.30$. While a study by Humphrey, Nahrgang and Morgenson (2007:1332), documenting the relationship between various measures of job satisfaction and various measures of job performance, also showed a correlations of $r = 0.30$, which indicated a modest effect. A study conducted by Ahmad, Ahmad and Shah (2010:257) showed a weak relationship between job satisfaction and employee performance.

Previous research has explicitly detailed that job satisfaction and employee performance simultaneously causes each other (Judge and Bono, 2001:80). Cook (2008:53) supports this view by suggesting that the relationship between job satisfaction and employee performance is partly spurious, meaning that part of the relationship is actually due to common causes of job satisfaction and employee performance rather than a substantive casual relationship between the two.

4.5.2 Hypothesis 2

H₂ There is a significant relationship between employee performance and the employee's relationship with his\her co-workers at Stodels Retail Nurseries.

Table 4.10 Frequency data for relationship with co-workers (N = 122)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	584.555 ^a	522	.030
Likelihood Ratio	359.372	522	1.000
Linear-by-Linear Association	40.417	1	.000
N of Valid Cases	122		

*Pearson Chi-square = 584.555^a, df = 522, Significance p<0.030.

Table 4.10 above shows that the p-value is less than the level of significance of 0.05. This result reflects a significant association between employee

performance and the relationship with co-workers. Co-worker trust was found to be a significant predictor of perceived organizational support, lowered turnover intention, improved employee performance and greater affective commitment (Ferres, Connell, Travaglione, 2004:608). This created opportunities for organizations to improve individual and organizational effectiveness by engendering trust throughout peer levels.

4.5.3 Hypothesis 3

H₃ There is a significant correlation between job satisfaction and the employee's relationship with his\her co-workers at Stodels Retail Nurseries.

Table 4.11 Frequency data for relationship with co-workers (N = 122)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	979.960 ^a	972	0.423
Likelihood Ratio	447.936	972	1.000
Linear-by-Linear Association	16.839	1	.000
N of Valid Cases	122		

*Pearson Chi-square = 979,960^a, df = 972, Significance p<0.423.

A Chi-square test (Table 4.11) revealed that the p-value is 0.423 which is greater than the level of significance of 0.05. This result indicates that there is no significant correlation between job satisfaction and the employee's relationship with his\her co-workers at Stodels Retail Nurseries. A study undertaken by

Wright, Cropanzano and Bonett (2007:93) of 5000 employees which looked at the psychological well-being of employees in relation to their supervisor in terms of job performance, found a correlation between job satisfaction and employee performance at $r = 0.36$, indicating a weak effect.

4.5.4 Hypothesis 4

H₄ There is a significant correlation between job satisfaction and the employee's relationship with his/her supervisor at Stodels Retail Nurseries.

**Table 4.12 Frequency data for relationship with his/her supervisor
(N = 122)**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1366.947 ^a	1296	.083
Likelihood Ratio	431.702	1296	1.000
Linear-by-Linear Association	45.781	1	.000
N of Valid Cases	122		

*Pearson Chi-square = 1366.947^a, df = 1296, Significance $p < 0.083$.

Table 4.12 revealed that the Chi-square test results showed that the p-value is 0.083 which is greater than the level of significance of 0.05. Although the p-value is greater than 0.05, this result indicates that there is a moderate degree of statistical significance between job satisfaction and the employee's relationship with his/her supervisor at Stodels Retail Nurseries. Contrary to the findings of

this study, Chetty (2012:60) states that other studies indicate supervisor support to be strongly and positively related to job satisfaction.

4.5.5 Hypothesis 5

H₅ There is a significant relationship between employee performance and the employee's relationship with his\her supervisor at Stodels Retail Nurseries.

**Table 4.13 Frequency data for relationship with his\her supervisor
(N = 122)**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	370.166 ^a	348	.198
Likelihood Ratio	300.328	348	.969
Linear-by-Linear Association	31.976	1	.000
N of Valid Cases	122		

*Pearson Chi-square = 370.166^a, df = 348, Significance p<0.198.

Table 4.13 shows that the Chi-square test revealed that the p-value is 0.198 which is greater than the level of significance of 0.05. Therefore the results show that there is no significant relationship between employee performance and the employee's relationship with his\her supervisor at Stodels Retail Nurseries. However, Ladebo (2008:481) emphasizes that a potential situational factor in the workplace that fosters employee performance is the quality of the relationship

between an employee and his\her supervisor.

4.5.6 Hypothesis 6

H₆ Pay, compensation and benefits contribute significantly towards job satisfaction at Stodels Retail Nurseries.

Table 4.14 Frequency data for relationship to pay, compensation and benefits (N = 122)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1977.176 ^a	1944	.295
Likelihood Ratio	590.282	1944	1.000
Linear-by-Linear Association	25.157	1	.000
N of Valid Cases	122		

*Pearson Chi-square =1977.176^a, df = 1944, Significance p<0.295.

In relation to Table 4.14, a Pearson Chi-square test revealed an insignificant correlation between pay, compensation and benefits towards job satisfaction at Stodels Retail Nurseries. The p-value is 0.295 which is greater than the level of significance of 0.05 and thus produce a non significant result. Golnaz and Clarke (2011:48) support this finding stating that for job satisfaction, employees require more than a good salary as not all employees are at the same level of the needs hierarchy and therefore are not motivated by the same incentives. However, other intrinsic factors may come into play eg. leadership style that may produce a

converse effect.

4.5.7 Hypothesis 7

H₇ Pay, compensation and benefits contribute significantly towards employee performance at Stodels Retail Nurseries.

Table 4.15 Frequency data for relationship to pay, compensation and benefits (N = 122)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	371.850 ^a	348	.182
Likelihood Ratio	275.780	348	.998
Linear-by-Linear Association	41.048	1	.000
N of Valid Cases	122		

*Pearson Chi-square =371.850^a, df = 348, Significance p<0.182.

A Pearson Chi-square test revealed that the p-value is 0.182 which is greater than the level of significance of 0.05. This result indicates that there is no significant relationship between employee performance and pay, compensation and benefits at Stodels Retail Nurseries. Shoup (2011:4) reiterates that too often it is thought that money is the prime motivator, but many studies have shown that it is not. Managers and organizations can use Maslow's Hierarchy of Needs Theory framework to develop benefit packages that are meaningful and resonate with their employees thus increasing motivation, employee performance (Golnaz

and Clarke, 2011:48).

4.6 CONCLUSION

The findings by the researcher arising from the empirical analysis have been contextualized within the broader framework of the study. These findings are consistent with the literature and the problem statement. The analysis of the data in the empirical component of this study was presented in this chapter. This chapter focused on describing the analysis of the data and the discussion of the findings of the survey. The various results were graphically depicted in tabular and statistical formats. The results have identified significant relationships and differences between the variables by way of the hypotheses tested. Thus, it is contented that since this was an in-house investigation at Stodels Retail Nurseries, the results can be generalized to all employees since they all formed part of the target population in this study. However, caution should be expressed as the findings only focused on two variables, namely, employee performance and job satisfaction. The interplay of the other situational factors is not considered in this study.

The next chapter deals with conclusions of the study, tentative recommendations arising from the empirical analysis of data and gives direction for further research.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The conclusions and recommendations presented in this chapter are the outcomes of the findings and the statistical analysis of the empirical results. This research study intended to investigate job satisfaction and employee performance at Stodels Retail Nurseries in the Western Cape. The objectives of the study were to assess the factors that contribute to employee performance, to investigate whether a relationship exists between job satisfaction and employee performance and to determine factors that contribute to employee job satisfaction at Stodels Retail Nurseries. A pre-coded close ended patented questionnaire using the 5 point Likert scale was administered to the target population. There were three sections in the questionnaire, namely, one on biographical data, the second on employee performance and the other on Spector's patented questionnaire on job satisfaction. Furthermore, the researcher is grateful to the top management of Stodels Retail Nurseries for giving permission to conduct this in-house research. My gratitude is also expressed to Paul Spector for allowing me the use of his copyrighted and patented questionnaire on job satisfaction. The latter was slightly amended to focus on the topical theme of the study. There was a significant 100% response rate which was largely due to the fact that the personal method was used in the data collection. The service of a statistician was employed to compute the statistical analysis including the formulated hypothesis. The Statistical Program for the Social Sciences (SPSS) version 20.0 for Windows was used for the statistical analysis. The findings provide important guidelines for top management of Stodels Retail Nurseries on how to address the motivational needs of employees in order to improve job satisfaction and employee performance.

5.2 CONCLUSION

The main aim of the study was to determine the level of job satisfaction and its impact on employee performance at Stodels Retail Nurseries. What was revealing was that the respondents generally experienced job satisfaction at Stodels Retail Nurseries. Employees also expressed their dissatisfaction with pay and the limited opportunities for promotions. This however, did not affect the level of employee performance significantly. It is becoming increasingly evident that high levels of both job satisfaction and employee performance can increase organization efficiency and effectiveness. Therefore, the results of the current study have important practical implications. The general assumption by people is that job satisfaction impacts on employee performance. The results of the current study revealed that there was no significant relationship between job satisfaction and employee performance. Thus, organizational efforts to improve employee performance by exclusively concentrating on job satisfaction are unlikely to be effective (Bowling, 2007:177). The top management of Stodels Retail Nurseries should not interpret these results as suggesting that job satisfaction is unimportant since it is not the cause of employee performance because having satisfied employees may still benefit the organization through other means. Bowling (2007:178) further emphasizes that job satisfaction is an important end in itself and top management ought to feel obligated to enhance the well-being and satisfaction of their employees. Arising from the empirical analysis of the data, the following recommendations are suggested in order to guide the top management of Stodels Retail Nurseries to develop strategies, resolve problems and improve on existing policies.

5.3 RECOMMENDATIONS

Employees at Stodels Retail Nurseries should be kept constantly motivated to ensure that job satisfaction and employee performance levels are kept high. These constructs should be monitored regularly by top management to ensure

sustained job satisfaction and high levels of employee performance. If the top management of Stodels Retail Nurseries implements a programme to increase job satisfaction and employee performance, it may lead to the added benefits for sustaining and improving its success in the retail nursery sector.

5.3.1 EMPLOYEE'S RELATIONSHIP WITH CO-WORKERS

An important finding in this study was that there was a significant relationship between employee performance and the employee's relationship with his or her co-workers. However, the results of the study indicated that there was no significant correlation between job satisfaction and the employee's relationship with his or her co-workers. A significant number of respondents indicated that they liked their co-workers and were happy to work with them. According to Madlock and Booth-Butterfield (2012:22), positive organizational relationships and interpersonal skills amongst co-workers can increase organizational effectiveness and may contribute to an organization's financial well-being. It is therefore imperative that the top management of Stodels Retail Nurseries encourage, foster and maintain a harmonious working relationship between their employees in order to benefit both the employees and the organization. It is recommended that management organizes team-building events and social gatherings in order to allow employees to interact on a more informal and social level. Chiaburu and Harrison (2008:2) highlight that co-workers are not only a vital part of the social environment at work, but that they can literally define it.

5.3.2 EMPLOYEE'S RELATIONSHIP WITH THEIR SUPERVISOR

This study supports earlier findings that emphasized the correlation between the employee's relationship with his/her supervisor and job satisfaction. This study revealed a moderate correlation between these two variables. On the other hand the correlation between the employee's relationship with his/her supervisor and employee performance showed no significant correlation. An important finding in

this study was that the general feeling amongst the respondents was that they experienced a good working relationship with their supervisor. It is recommended that the management and supervisors of Stodels Retail Nurseries continue to offer support to employees as it assists in creating a conducive and healthy working environment which encourages positive employee attitudes. According to Chetty (2012:91), motivating and inspiring employees, paying attention to each employee's needs for achievement and growth, creating a supportive organizational climate, recognizing individual differences in needs and desires, encouraging a two way exchange in communication and actively listening to employee's concerns are all examples of personal power sources that are relationship orientated which affect the actions and attitudes of employees.

5.3.3 COMPENSATION\PAY\BENEFITS

The study revealed that there was a general feeling of unhappiness with regards to compensation, pay and benefits amongst employees at Stodels Retail Nurseries. There is an expectation from the employees that they will be adequately compensated for their efforts. Certo (2010:299) states that money is important not only as a means to pay the bills, but also a signal of the employee's value to the organization. Top management of Stodels Retail Nurseries needs to design a remuneration package that satisfies their employee's expectations, in that it is fair, equitable and free of bias. According to Ghazanfar, Chuanmin, Khan and Bashir (2011:121), the employee's expectations of a compensation plan are that it should be fair and equitable and that it provides them with tangible rewards commensurate with their skills. More importantly, such an intervention should also provide recognition and a livelihood for employees.

5.3.4 REGULAR ATTENDANCE

The study revealed that a significant majority of the respondents attended work regularly and were punctual. However, a small number were irregular and not

punctual at work. According to Josias (2005:145), for many organizations, regular attendance and punctuality at work remains a daunting task, as it affects employee performance and can place a huge financial burden on the organization. Being aware of the inconvenience and of the cost associated with irregular attendance and employees that are not punctual, the management of Stodels Retail Nurseries must determine what factors are responsible for this and how these factors can be addressed to curb this challenging problem.

5.3.5 OPPORTUNITIES FOR PROMOTION

It is evident from the literature that one of the many contributing factors to the issue of job satisfaction is opportunity for promotion. The perception that there is little scope for promotion does not give employees much hope for future advancement at Stodels Retail Nursery. Mayhew (2012:1) states that the cycle of promotion, motivation, job satisfaction and performance feedback are critical, as one part of the cycle is dependent on the other. Top management at Stodels Retail Nurseries therefore needs to develop clearly defined criteria for promotion opportunities and career pathing. This policy needs to display fairness in that it presents an unbiased process in so far as providing equal opportunity to all employees at Stodels Retail Nurseries.

5.3.6 POLICIES AND PROCEDURES OF THE ORGANIZATION

Whilst policies and procedures act as guidelines within which an employee must work, the top management of Stodels Retail Nurseries must exercise a degree of flexibility to facilitate and encourage increased job satisfaction and higher employee performance. Hughes (2007:283) stresses that those organizations which exercise flexibility with their policies and procedures will benefit from increased employee performance, reduced absenteeism and increased staff morale. In addition, they will become an employer of choice, thereby increasing employee loyalty and improving service delivery due to healthy and dedicated

employees. Thus, making the organization more flexible and dynamic, allowing them to adapt to the ever changing demands in the business world.

5.3.7 AUTONOMY TO MAKE DECISIONS

The freedom to make work related decisions by employees who have delegated authority should be encouraged by top management of Stodels Retail Nurseries. Associated with the delegation of duties is responsibility and accountability. Whilst half of the respondents indicated that they had the freedom to make decisions a fairly significant number of respondents felt that they were not offered this opportunity. According to Lloyd (2008:31), autonomy is considered to be a motivating factor and is vital for the expression of discretionary behaviours, as without autonomy all job roles would be prescribed leaving no latitude for the employee.

5.3.8 COMMITMENT TO ORGANIZATIONAL GOALS

Top management should continue to promote the organization's vision, mission and values and obtain buy-in from the staff thereby developing organizational commitment. Employees must be encouraged to participate at strategic levels within the organization thereby increasing organizational effectiveness. This study revealed that a significant portion of the work force had no more than 3 years service at Stodels Retail Nurseries with almost one third having less than 1 year service. Less than 10% of the employees worked for longer than 10 years. Management of Stodels Retail Nurseries needs to explore and implement methods to ensure improved employee retention. Hausknecht, Rodda and Howard (2009:271) highlight that job satisfaction, extrinsic rewards, constituent attachments, organizational commitment, and organizational prestige were the most frequently mentioned reasons for employees staying with an organization.

5.3.9 COMMUNICATION BY MANAGEMENT

Whilst results of the study revealed that communication within the organization was good, a notable number of employees felt dissatisfied with communication by management. The literature shows that ineffective communication can be translated into intimidating communication which creates tension or a gap between management and its employees whilst effective communication will draw staff to the side of management, reduce staff turnover and increase job satisfaction levels (Joshua, 2008:104). Top management need to investigate the reasons in relation to a small proportion of respondents being dissatisfied and to find ways of improving communication.

5.4 LIMITATIONS OF THE STUDY

The research undertaken had certain limitations, namely:

- There was limited current literature that focused specifically on job satisfaction and employee performance in the retail sector of the horticultural industry. Hence, use was made of accredited authors who were highly knowledgeable in this field.
- The data gathered was from a specific geographic retail nursery in the Western Cape region in South Africa. As a result, this study highlights the findings and results specific to Stodels Retail Nurseries in the Western Cape. Thus, the results cannot be generalized to other Retail Nurseries as situational factors may differ.

5.5 SUGGESTIONS FOR FUTURE RESEARCH

The research undertaken highlighted important and interesting insights into job satisfaction and employee performance at Stodels Retail Nurseries. This study

has the potential to add value to the retail nursery sector and to the horticultural industry as a whole in South Africa, by providing guidelines and recommendations to increase job satisfaction and employee performance. Since the study was limited to Stodels Retail Nurseries in the Western Cape region, further research could include other retail nurseries across other provinces. Research should also be expanded to the wholesale nursery, landscaping and the amenity horticulture sectors. This may provide valuable and comparable insights into job satisfaction and employee performance as key components for strategic decision making in the horticultural industry in South Africa.

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LETTER OF PERMISSION TO CONDUCT RESEARCH



STODELS NURSERIES (PTY) LIMITED
HEAD OFFICE:
PO Box 3030, Tygerark 7536,
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Bankers: Nabsbank Ltd, Bellville, Cape.
Reg. No. 63/0192/07



08th April 2010

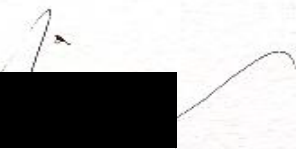
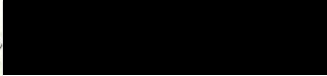
To Whom It May Concern

This letters serves to confirm that Dhiren Govender has been granted permission to carry out research for academic purposes at Stodels Retail Nurseries. I am aware that he will be registered for a Masters Technology Degree in Business Administration at the Durban University of Technology and his proposed topic is INVESTIGATION OF THE LINK BETWEEN JOB SATISFACTION AND PRODUCTIVITY OF EMPLOYEES AT A RETAIL NURSERY: *An empirical study of the employees at Stodels Retail Nurseries in the Western Cape.*

Dhiren will be allowed to conduct interviews and administer questionnaires to the staff of this organization.

I encourage and support this research as I envisage that the findings of this research will be beneficial to both staff and management. I do however request that the findings be made available and discussed with the management of Stodels Retail Nurseries and that the researcher follows protocol when visiting the nurseries.

Yours sincerely



Nick Stodel

Directors/Direkteurs: R. Stodel (Man), (Nath), N.B. Stadel (BOCem)

Nurseries:
Peeccourse Rd, Mornings
Tel: +27(0)21 598 4000
Fax: +27(0)21 526 4025

Nurseries:
Dorcasier Rd, Kenilworth
Tel: +27(0)21 671 9050
Fax: (27)021 674 1537

Nurseries:
Evensdal Rd, Bellville
Tel: +27(0)21 919 1100
Fax: +27(0)21 919 9924

LETTER OF PERMISSION TO ADMINISTER QUESTIONNAIRE

-----Original Message-----

From: Spector, Paul [mailto:pspector@usf.edu]

Sent: Thursday, March 11, 2010 5:24 PM

To: Dhiren Munsami Govender

Subject: RE: Permission to use questionnaire

Dear Dhiren Govender:

You have my permission to use the JSS in your masters research. You can find details about the scale in the Scales section of my website.

Best,

Paul Spector

Department of Psychology

University of South Florida

Tampa, FL 33620

813-974-0357

pspector@usf.edu

<http://shell.cas.usf.edu/~spector>

COVERING LETTER TO RESPONDENTS

51 Kolwa Road
Everest Heights
Verulam
4340

3 March 2010

Dear Sir/Madam

Re: Completion of Questionnaire

I am enrolled for a Masters of Technology Degree in Human Resource Management at the Durban University of Technology. I am currently undertaking research into the area of job satisfaction and employee performance. My research topic is entitled “Job Satisfaction and its Impact on Employee Performance at Stodels Retail Nurseries – A Case Study”.

I am seeking the assistance of employees at Stodels Retail Nurseries in the completion of the attached questionnaire. Responses from the questionnaire will form part of the empirical investigation. Your participation is voluntary and your response will be treated in the strictest of confidence. Your co-operation in the completion of this questionnaire will be greatly appreciated.

Should you have any queries, please feel free to contact me on the telephone numbers listed below. I sincerely thank you for participating in this study.

Yours sincerely

Mr Dhiren M. Govender

031-3735233

083 3904744

dhireng@dut.ac.za

CONFIDENTIALITY AGREEMENT

I agree to participate in this research and that under no circumstance will my name be revealed and my participation is strictly confidential. I further understand that the study will be released in the form of a dissertation.

My name or signature on this confidentiality agreement will show that I understand my role in this participation.

Signed

Date

(Respondent)

QUESTIONNAIRE**Instruction:**

- Please tick one block for each pre-coded question.
- Please answer all questions.

SECTION A

1. Please specify your gender.

	Gender	Tick
1.1	Male	1
1.2	Female	2

2. Please indicate your age category.

	Age Category	Tick
2.1	25 years to 34 years	1
2.2	35 years to 44 years	2
2.3	45 years to 54 years	3
2.4	55 years & older	4

3. What is your highest educational qualification?

	Qualification Type	Tick
3.1	Lower than a matriculation	1
3.2	Matriculation	2
3.3	Degree	3
3.4	Postgraduate	4
3.5	Other	5

4. At which branch of Stodels Nursery do you work?

	Branch	Tick
4.1	Bellville	1
4.2	Kenilworth	2
4.3	Milnerton	3

5. How long have you been with the company?

	Length of service	Tick
7.1	Less than 1 year	1
7.2	1-3 years	2
7.3	4-6 years	3
7.4	5-10 years	4
7.5	Longer than 11 years	5

6. Which department do you work in?

	Department	Tick		Department	Tick
6.1	Head Office	1	6.6	Nursery Section	6
6.2	General Branch Management	2	6.7	Shop Section	7
6.3	Security	3	6.8	Lifestyle Section	8
6.4	Maintenance	4	6.9	Hard Landscaping Section	9
6.5	General management	5	6.10	Other	10

SECTION B

In relation to employee performance, which of the following statements best describes your response?

JOB PERFORMANCE SURVEY						
PLEASE TICK ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I have the chance to do the work that suits my abilities.	1	2	3	4	5
2	I am punctual at work.	1	2	3	4	5
3	I always reach my targets at work.	1	2	3	4	5
4	I perform well because I enjoy the environment I work in.	1	2	3	4	5
5	I perform well because I receive the recognition for my efforts.	1	2	3	4	5
6	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5
7	I work well because I like the people I work with.	1	2	3	4	5
8	I am highly motivated to work for this organization.	1	2	3	4	5
9	I can motivate my co-workers.	1	2	3	4	5
10	I attend work regularly because I like my job.	1	2	3	4	5
11	I perform well as I stand a fair chance of being promoted.	1	2	3	4	5
12	I perform well because I like my job.	1	2	3	4	5
13	I can work on my own.	1	2	3	4	5
14	I have the freedom to use my judgement.	1	2	3	4	5
15	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5
16	I perform well because I earn well.	1	2	3	4	5
17	I perform well because my ideas and methods are used.	1	2	3	4	5
18	I work well because I have a clear understanding of the goals my organization.	1	2	3	4	5
19	I cannot perform well due to a lack of resources.	1	2	3	4	5
20	I perform well because I have a supportive supervisor.					

SECTION C

JOB SATISFACTION SURVEY Paul E. Spector Department of Psychology; University of South Florida. Copyright Paul E. Spector 1994, All rights reserved.						
PLEASE TICK ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5
2	There is really too little chance for promotion on my job.	1	2	3	4	5
3	My supervisor is quite competent in doing his/her job.	1	2	3	4	5
4	I am not satisfied with the benefits I receive.	1	2	3	4	5
5	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5
6	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5
7	I like the people I work with.	1	2	3	4	5
8	I sometimes feel my job is meaningless.	1	2	3	4	5
9	Communications seem good within this organization.	1	2	3	4	5
10	Raises are too few and far between.	1	2	3	4	5
11	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5
12	My supervisor is unfair to me.	1	2	3	4	5
13	The benefits we receive are as good as most other organizations offer.	1	2	3	4	5
14	I do not feel that the work I do is appreciated.	1	2	3	4	5
15	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5
16	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5

	PLEASE TICK ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT. Copyright Paul E. Spector 1994, All rights reserved.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
17	I like doing the things I do at work.	1	2	3	4	5
18	The goals of this organization are not clear to me.	1	2	3	4	5
19	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5
20	People get ahead as fast here as they do in other places.	1	2	3	4	5
21	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5
22	The benefit package we have is equitable.	1	2	3	4	5
23	There are few rewards for those who work here.	1	2	3	4	5
24	I have too much to do at work.	1	2	3	4	5
25	I enjoy my co-workers.	1	2	3	4	5
26	I often feel that I do not know what is going on with the organization.	1	2	3	4	5
27	I feel a sense of pride in doing my job.	1	2	3	4	5
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5
29	There are benefits we do not have which we should have.	1	2	3	4	5
30	I like my supervisor.	1	2	3	4	5
31	I have too much paperwork.	1	2	3	4	5
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5
33	I am satisfied with my chances for promotion.	1	2	3	4	5
34	There is too much bickering and fighting at work.	1	2	3	4	5
35	My job is enjoyable.	1	2	3	4	5
36	Work assignments are not fully explained.	1	2	3	4	5

Thank you for your co-operation.