

**DURBAN UNIVERSITY OF TECHNOLOGY**

**JOB SATISFACTION AMONGST EMPLOYEES IN THE DEPARTMENT  
OF EDUCATION IN ETHEKWINI REGION, SOUTH AFRICA.**

**LINDIWE-MEMORY NDALENI/SIBIYA**

**NOVEMBER 2023**



**JOB SATISFACTION AMONGST EMPLOYEES IN THE  
DEPARTMENT OF EDUCATION IN ETHEKWINI REGION, SOUTH  
AFRICA**

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at the Durban University of Technology

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## **Abstract**

The case study was conducted in the Department of Education, Umlazi and Pinetown district in the eThekweni region. The study was confined to managers of Umlazi and Pinetown employees, out-of-service employees and office-based employees and explores how job satisfaction influences employee turnover in the department. The researcher examines how the working environment of the Department's districts influences job satisfaction. The study further examines the correlation between job satisfaction and employee turnover at the Department of Education, as well as how intrinsic and extrinsic motivational factors influence job satisfaction. A mixed methods approach employed both qualitative and quantitative data collection and analysis. For qualitative data, seven managers and four out-of-service employees were interviewed for in-depth understanding of the challenges affecting job satisfaction. Quantitative data were collected from 238 employees on their feelings and perceptions regarding job satisfaction. The quantitative data were analysed through SPSS 28.0, while thematic analysis was utilised for qualitative data.

Recommendations are provided in the final chapter on how to improve and enhance employee loyalty and the level of job satisfaction. The recommendations seek to assist the Department of Education in eThekweni region to improve employee job satisfaction, job performance and employee loyalty with the aim of attracting and retaining high-quality skilled employees.

Keywords: Job satisfaction, Intrinsic motivational factors, Extrinsic motivational factors, organisational commitment, Job performance, supervision, working conditions.

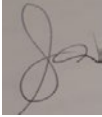
## Declaration

I the undersigned, Lindiwe-Memory Ndaleni/Sibiya would like to declare that:

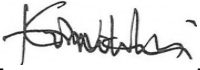
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## Dedication

- This thesis is dedicated to my late parents, Mr Sigxekele Ndaleneni and Mrs Thandiwe Ndaleneni (UmaJobe). My late husband, Mr Mhlonipheni Diza Sibiyana. My grandparents, Gogo Thulinah MaMkhize Sithole, Grandpa Lufipha Sithole, Gogo Bella MaCwele Ndaleneni and Grandpa Mfeketho Ndaleneni. May your souls rest in eternal peace.
- I also dedicate this thesis to my sons, Maqhawe Sibiyana and Xolani Sibiyana; and my grandchildren, Lisakhanya Sibiyana and Abongwe Sibiyana.

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## Acronyms and Abbreviations

ANOVA	Analysis of Variance
CDO	Career Development Opportunity
DBE	Department of Basic Education
DWC	Decent Work Commission
DoE	Department of Education
DPSA	Department of Public Service and Administration
EAP	Employee Assistance Programme
EC	Employee Commitment
ECC	Employment Conditions Commission
EEC	Employment Equity Commission
EJS	Extrinsic Job Satisfaction
EL	Employee Loyalty
EMF	Extrinsic Motivational Factors
EPMDS	Employee Performance Management and Development System
ESL	Employee Satisfaction and Loyalty
HR	Human Resources
HRD	Human Resource Development
HRM	Human Resource Management
HMT	Herzberg Motivation-Hygiene Theory

IJS	Intrinsic Job Satisfaction
IMF	Intrinsic Motivational Factors
IQMS	Integrated Quality Management System
JP	Job performance
JS	Job satisfaction
KZN	KwaZulu-Natal
OC	Organisational commitment
OHSA	Occupational Health and Safety Act
PMDS	Performance Management and Development System
SPSS	Statistical Package for Social Sciences

# CHAPTER 1

## INTRODUCTION AND OVERVIEW OF THE STUDY

### 1.1 Introduction

Today, the key role of efficient human resources (HR) in the organisation, as well as other social institutions, is evident. Thus, skilled, and motivated personnel constitute most of the important assets of any organisation. Progress and development of any society depends on the protection and better utilisation of HR (Alsemeri, 2016). Hur (2018) notes employee job satisfaction (JS) is one of the most challenging issues in any organization, because it is the basis for many policies and management strategies to increase productivity and efficiency. Factors, such as the working environment, personal traits and disposition, income, as well as nature and social status of the job, organisational prestige, promotion, along with job security, lack of role ambiguity, and physical job conditions, influence JS (Charles and Katuse, 2018).

Very little research has been conducted in the KwaZulu-Natal (KZN) province on the JS challenges office-based employees face, particularly in the Department of Education (DoE). To address this, the study aims to examine challenges and factors affecting JS in the DoE in Umlazi and Pinetown Districts. Previously most studies mainly focused on socio-educational policies, curriculum studies and learning and development studies. Only two studies, which were conducted in 2016 and 2018, looked at Employee Performance Management and Development System (EPMDS), which is a government set employee appraisal system. The recent studies examine Employee Performance Management as an assessment tool of employees' performance in the iLembe district, DoE in KwaZulu-Natal. Thus, the researcher seeks to identify the gap of knowledge by examining, "Job satisfaction amongst employees in the Department of Education in eThekweni region, South Africa".

The study used a mixed methods approach for data collection and analysis, with data collection methods comprising questionnaires and interview surveys. A sample of 300, out-of-service employees (5), managers (10) and office-based employees (285), were drawn from a population of 6 000 employees in the eThekweni region, Office of the DoE.

Purposive sampling was used to select participants for an interview, while random sampling was used to select participants for administration of the questionnaires. Quantitative data generated were analysed through the Statistical Package for Social Sciences (SPSS) version 28.0 software and a thematic approach used for qualitative data analysis.

## **1.2 Context of the research**

The high demand for skilled personnel motivates organisations to retain experienced and reliable human capital, ensuring staff are satisfied working for the organisation. JS reveals how content an individual is in his/her job (Hassard, Teoh and Cox, 2018). In this regard, organisations can play a pivotal role in employee JS by paying attention to their work environment, maintaining fair policies and practice, encouraging care within the organisation, and fostering appropriate management and supervisor styles, as well as flexibility and feedback. In addition, the organisation is able to inspire employees with a sense of belonging and respect from co-workers. through the nature of work, ensuring fair employee appraisal, recognition of qualifications and prior learning, along with career pathing, and personal development (Mhlongo, 2014).

It is important organisations prioritise HR and regard employees as a valuable asset, essential to accomplish effective and efficient service delivery, thus meeting the goals and objectives of the organisation (Chi-Hsun and Hui,2010). To achieve this, organisations should focus on motivating employees to be more productive, rather than exploiting them to maximise gains and profits (Sivota and Klein, 2013). Non-JS would thus aggravate employee turnover, this means understanding individual needs and aspects that may contribute to work performance and organisations' productivity is important (Zimmerman, 2008). Khan et al. (2019: 1) explains JS should fulfil individuals' psychological needs, based on contentment or dissatisfaction with the job.

Leading theorists, such as Maslow (1943) and Herzberg (1959), emphasised the importance of employee needs based on capability, personal growth, the ability to achieve, and self-sufficiency. Maslow's theory and Herzberg's theory identified factors that motivate employees such as good pay and benefits, recognition, achievements, and satisfaction at work. Hence, the lack of these needs may lead to employee job dissatisfaction (Huit 2017; Hur 2018). Gan (2017: 1) and George, Walker and Monster

(2019: 1) echoed the sentiments of these theories, which state employee job satisfaction, in terms of achieving their needs, is based on capabilities and self-fulfilment. Factors such as working environment, salaries and benefits, fair policies and practice, as well as employee personal growth, career path, supervisor and management styles, along with internal promotion and recognition of prior learning, are the aspects that affect JS (Mhlongo, 2014:1). In the current study, the research is based on employee views regarding JS in the KZN Education Department, at the Umlazi and Pinetown district offices.

To be able to deliver goods and services, the DoE relies on employees to perform their work to the best of their abilities. In return, employees in the DoE expect employers to satisfy their needs so they may be loyal and perform to the best of their abilities (Gan, 2017: 1). Due to the enormous budgets public institutions invest in training and developing employees, HR have become the most important assets that must be taken care of (Mhlongo, 2014:16). Managers must, therefore, keep abreast of changes and developments in the needs of employees, attempt to satisfy those needs and proactively introduce interventions through which to retain staff. This study seeks to investigate challenges of JS among public service employees in the Umlazi and Pinetown District offices of the DoE in KZN. The researcher will explore existing DoE measures designed to meet employee JS, in order to retain their services.

### **1.3 Problem statement**

There are two DoE districts within the eThekweni region: Umlazi and Pinetown. It is common in the two districts that employees resign before their retirement age. According to the DoE KZN (2020), 1 310 employees of the Department have resigned in the past five years in the Umlazi and Pinetown District offices. In 2016, 230 employees resigned, while 252 left in 2017. In 2018 and 2019, 282 and 546 employees, respectively, left the services of the Department, with 284 resigning in 2020. This indicates a sharp rise in staff turnover, which may impact the quality of education and service delivery to clients. Employee turnover negatively affects performance and productivity. Furthermore, job dissatisfaction is a major cause of turnover, absenteeism, demotivation, and lack of organisational commitment (OC) among the DoE, Umlazi and Pinetown District employees (DoE, 2020). Mhlongo (2014), moreover, posits a relationship exists between

JS and employee performance. While there is extensive research on factors affecting employee JS, there is no research conducted on challenges of JS among the Umlazi and Pinetown District employees in the DoE, KZN.

The concept of employee satisfaction is of utmost importance to individuals and organisations (Charles and Katuse, 2018). In addition, the general satisfaction of employees in an organisation depends on various factors, including financial rewards. Furthermore, employees being either satisfied or dissatisfied impacts on the employee's level of task in the organisation. Hence, it is important for management in establishments to understand the factors that satisfy employees to increase the organisation's output and performance (Salau, Falola and Akinbode, 2014). A study by Ugwa and Charity (2016), moreover, states employee dissatisfaction could result from factors such as inadequate facilities, unavailability of resources and unfavourable climate.

As indicated earlier, the management of an organisation has the responsibility to ensure employees are taken care of in the organisation, which can only be achieved provided the environment in which the organisation operates is conducive (Yoon, Probst, and DiStefano 2016). The Umlazi and Pinetown District of the DoE has to ensure they retain skilled, knowledgeable, and experienced personnel, in order to ensure sustainable service delivery. However, management tends to focus on employee production rather than individual JS (Friesen et al, 1983). As a result, the organisation's productivity is affected and employee performance decreases.

#### **1.4 Aim of the study**

The study aims to explore how JS enhances staff turnover in the Department of Education within the eThekweni region, KZN province.

##### **1.4.1 Research Objectives**

The research objectives of this study are as follows:

- To examine how the working environment of the DoE, eThekweni region, influences job satisfaction.
- To examine the correlation between JS and employee turnover at the DoE, eThekweni region.

- To investigate how extrinsic and intrinsic motivational factors (IMF) influence JS at the DoE.
- To offer recommendations on how to improve the level of JS to attract and retain high-quality employees in the DoE, eThekwini region.

### **1.5 Research questions**

The research questions of this study are as follows:

- In what ways does the working environment of the DoE, eThekwini stimulate employees' JS?
- What is the correlation between JS and turnover in the DoE, eThekwini region?
- In what ways do the extrinsic and IMF influence JS and employee retention at the DoE?
- What are the ways to improve the level of JS to attract and retain high-quality employees in the DoE, eThekwini region.

### **1.6 Significance of the study**

Even though job satisfaction has been an active area of research since the 1970s, neither a comparative method nor a mathematical tool that has the desired reliability could be found. Instead, most of the studies that were conducted focused on individual aspects of job satisfaction, extracted from outside of the workplace, and did not examine the implications for everyday behaviour. The study, thus, shows that job satisfaction of employees who are currently within the department manifest itself through employees feeling physically safe in their work environment, as well as job security or having suitable organisation structures and policies.

Furthermore, the employer should be able to address the issue of employees leaving the department. The results showed that employees who exhibit a high level of job satisfaction have a greater likelihood to be productive, more involved in their work, and less inclined to leave their positions.

The findings of the study provide useful information for the management on factors affecting employee motivation to ensure effective utilisation of their potential, for the benefit of the organisation. It is better to choose between leaving or staying in the organisation with diverse educational backgrounds. It is anticipated that the results of this

study will demonstrate the favourable relationship between employees' turnover, performance and job satisfaction. Turnover is very expensive to the department due to spending more money on recruitment and training of new employees whereas, employees who were skilled, talented and knowledgeable are leaving with values required by the department. Hence, the study provides the management of the Department of Education with the recommendations regarding factors affecting job satisfaction. This include strategies required by the management for enhancing employees job satisfaction and retaining employees who are needed by the department.

Moreover, the study contributes to the body of knowledge on factors that undermine employee motivation among employees, which can be useful for academic purposes. The results may also be used as a launch pad for research on issues related to improvement of employees' JS level, which is crucial among HR practitioners. The study has policy implications on motivational strategies that could, potentially, boost employee morale and, eventually, their performance.

### **1.7 Scope of the study**

The study is confined to employees and those who have resigned from their appointments, in the DoE eThekwini region.

While leaders may increase employee retention through employee satisfaction, JS may also mediate how other workplace phenomena relate to turnover intentions. In addition to having a direct effect, JS can mediate how leadership styles influence employees' turnover intention. The level of satisfaction with the leader can, furthermore, predict the level leadership behaviour affects turnover intentions (Newman, Thanacoody, and Hui 2012; Tuzun and Kalemci, 2012). This indicates the need for identifying and implementing satisfaction-enhancing policies, as these are overarching aspects of leader effectiveness and employee retention. For leaders of a demographically diverse team, promoting a high level of satisfaction could be vital to the level of employee commitment (EC) to the organisation.

### **1.8 Delimitations of the study**

Theofanidis and Fountouki (2019: 1) define delimitations in the research study as the line that sets the study limits by the researchers themselves. Although the DoE in the Province

of KZN has 12 Districts, the research study was confined to the Umlazi and Pinetown District Offices only, due to financial constraints and timeframes. The two Districts fall under the eThekweni Municipality.

## **1.9 Structure of dissertation / Thesis chapters**

**Chapter 1** – Introduction: Provided a brief overview of the study, its aims and objectives, rationale and the structure of the entire dissertation.

**Chapter 2** – Literature Review: A critical literature overview is provided, aiming to examine literature from different sources for and against JS as a concept and practice by the public sector in general. The discussion mainly focused on the existence, adoption, implementation and practice of JS outside the borders and inside the boundaries of SA. The chapter also examines the interface between JS and employee performance. The review includes examining literature under the research objectives of the study.

**Chapter 3** - Theories of JS: A detailed framework on theories related to JS is provided. This chapter further elaborates on job satisfaction with reference to Maslow and Herzberg's theories.

**Chapter 4** – Methodology: This entails a detailed description of each step taken to conduct the research study. In this chapter, the following aspects are discussed: the research methodology and design adopted; the sampling technique used; the questionnaire design, and the data analysis techniques used for the empirical study.

**Chapter 5** – Presentation of data results: The study outcomes is presented in graphs, tables, and written information.

**Chapter 6** - Discussion: A detailed critical discussion of the results obtained from the study in relation to the available literature is offered. This includes a variety of appropriate statistical tests, used to analyse and interpret the data collected from the completed questionnaires outlined, with a view to identifying important patterns and relationships.

**Chapter 7** – Conclusions and Recommendations: A summary of the study and recommendations to better or further the study are presented, with the chapter incorporating the conclusions on the study findings. Recommendations to improve JS is

discussed in this chapter, in addition to the study limitations. Finally, areas for further research in relation to JS are highlighted.

### **1.10 Conclusion**

The overview and introduction of the study have been discussed. The study mainly focuses on JS amongst employees in the DoE eThekweni region. The research methodology, the purpose, and aims of the study were outlined, with the study conducted in two districts, Umlazi and Pinetown, of the DoE in KZN.

The next chapter presents the review of literature on JS within the DoE, with JS theories reviewed in chapter three.

# **CHAPTER 2**

## **LITERATURE REVIEW**

### **JOB SATISFACTION WITHIN SOUTH AFRICAN DEPARTMENT OF EDUCATION**

#### **2.1 Introduction**

The literature review is an acritical analysis and evaluation of existing knowledge relevant to addressing the research problem (Gupta, 2011: 152). The purpose of the literature review as suggested by Tustin *et al.* (2010: 213), is to address the following aspects of the current study: the empirical concepts related to the study, namely components of JS and a strategic framework to enhance JS. Since employees are the primary assets of the organisation, numerous pieces of literature have emphasised employee JS. The focus has been in relation to two main aspects, regarded as intrinsic job satisfaction (IJS) and extrinsic job satisfaction (EJS). However, EJS can be achieved when satisfaction is achieved within the organisation. Furthermore, JS is more related to an individual's expectations of the job and reflects employee attitude towards her/his job. JS is discussed based on its impact on organisational commitment (OC), loyalty, and job performance (JP), and the impact of these factors on employee turnover.

Employee JS will be reflected in the organisation as positive outputs. In light of the literature review, effects/reflections of intrinsic and EJS to the organisation are explained, based on their influence on JS. Regardless of the significant impact of JS on OC, loyalty and JP, there is enough evidence of a lack of literature on these areas among officials within the South African Basic Education sector. As much as the COVID-19 pandemic affected the world between 2020 and 2021, due to lockdown regulations, it extremely impacted various sectors that influenced the price increase of goods and services. Notwithstanding price increases, employees within government sectors, which include the DoE, continued to receive the same salaries with the same benefits.

South African public organisation's experience a considerable push for excellence in their performance towards the public, regardless of the highly unstable and competitive environment in which they operate. To ensure employee performance, government

officials are guided by several policies and principles. A review and discussion are rendered regarding policies and principles governing officials within the DoE. In the South African DOE, employee JP is measured with an employee performance management and development system (EPMDS) and a performance management and development system (PMDS) that determine the required skills with which employees must be equipped. These systems determine the compensation for employee performance and their opportunities for promotions.

This chapter intends to address the following research objectives that aim to explore and investigate JS challenges:

- To explore the working environment of the DOE, eThekweni region, regarding employee JS.
- To explore the correlation between JS and employee turnover at the DOE, eThekweni region.
- To examine how JS enhances employee performance in the DOE in eThekweni region.
  - To establish how JS could enhance employee performance the following antecedents of JS will be addressed: Investigating how extrinsic (career development and opportunities, remuneration, supervision and working conditions) and IMF influence JS.
- To offer recommendations on how to improve the level of satisfaction and loyalty of employees, with the main aim of attracting and retaining high-quality employees in the DoE, eThekweni region.

## **2.2 General overview of job satisfaction (JS)**

For many years, the concept of JS has been among the most popular and interesting issues for organisations and practitioners. A study conducted by Shabbir *et al.* (2014: 56) support that JS has been studied since 1919 and has been widely studied and researched, focusing on areas such as organisational management and behaviour, social and industrial psychology, as well as HR and personnel. The concept of JS has various meanings, depending on the nature of the study conducted. According to research conducted by Balfour (2013: 1) in SA, more than 55 percent officials within the Department of Basic Education (DBE) have considered leaving the organisation.

Early writers defined JS as a pleasurable emotional state resulting from individual's evaluation of job rewards (Gan 2017; Thompson and Phua 2012) from a need's perspective, which connotes employee needs they aim to satisfy through their jobs (Kumar, 2012). In contrast, Ngo *et al.* (2014) described JS as employees' positive attitude towards their job, resulting from their personal obligations towards the rewards provided by their organisations in a social exchange. A positive assessment of job rewards may lead to an employee feeling satisfied and confident of meeting individual and organisational needs.

The level of JS can explain many layers of organisational work outcomes, including turnover intention, with JS found to relate inversely to turnover intention (Kanwar, Singh and Kodwani, 2012). In other words, employees are more likely to quit when they are dissatisfied than when satisfied, even though factors affecting turnover intention are multi-dimensional (Aladwan, Bhanugopan and Fish, 2013; Dardar, Jusoh and Rasli 2012).

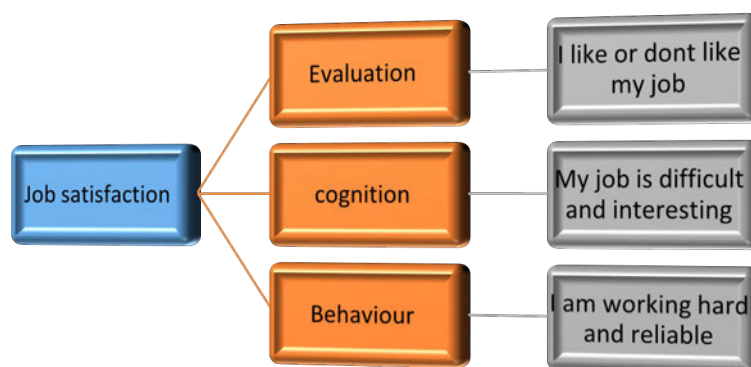
Findings from different studies in Africa, Asia and Europe indicate a correlation between JS and turnover intention (Kabungaidze, Mhlatshana and Ngirande 2013; Nwokocha and Iheriohanma 2012; Yucel, 2012). In SA, a low level of JS and turnover intention influences employees to quit (Mba and Ikemefuna 2012; Olusegun 2012). However, South African policy makers have shown the willingness to adopt proper motivational incentives for improving employee retention (Nwokocha and Iheriohanma 2012). The level of JS within leadership styles can, furthermore, predict the quality of leadership behaviour that may increase turnover intentions (Newman *et al.* 2012).

### **2.3 Overview of job satisfaction within the Department of Education (DOE)**

The South African DOE is deemed to be the State Employer for both office-based educators and officials rating from salary 3 to 12, within the departmental districts or Head Offices (Luthans 2010: 214). A significant increase in employee turnover was noted in the Department between 2019 and 2020 (DOE 2021: 199-200), with some reasons for employee turnover in the Department including early retirement, resignations, and the terminations of contracts.

## 2.4 Perspectives on job satisfaction

The world over, the education system has or is being transformed into an organisation. In Pakistan, Shabbir *et al.* (2014: 65) discovered basic education is a primary stage of higher education, hence, JS of the DBE is extremely significant amongst all other categories of educators. In addition, Shah (2012: 272) states office-based educators and officials are employed in districts and head offices, due to the significance of the nature of primary education, which is a foundation stage of the pyramid of the education system globally. According to Shabbir *et al.* (2014: 56), JS within the field of basic education offered by government departments has taken the attention of researchers to develop it into a dynamic and competent field.



**Figure 2.1: Job Satisfaction Model**

*Source: Slack, Onrife and Anderson (2010).*

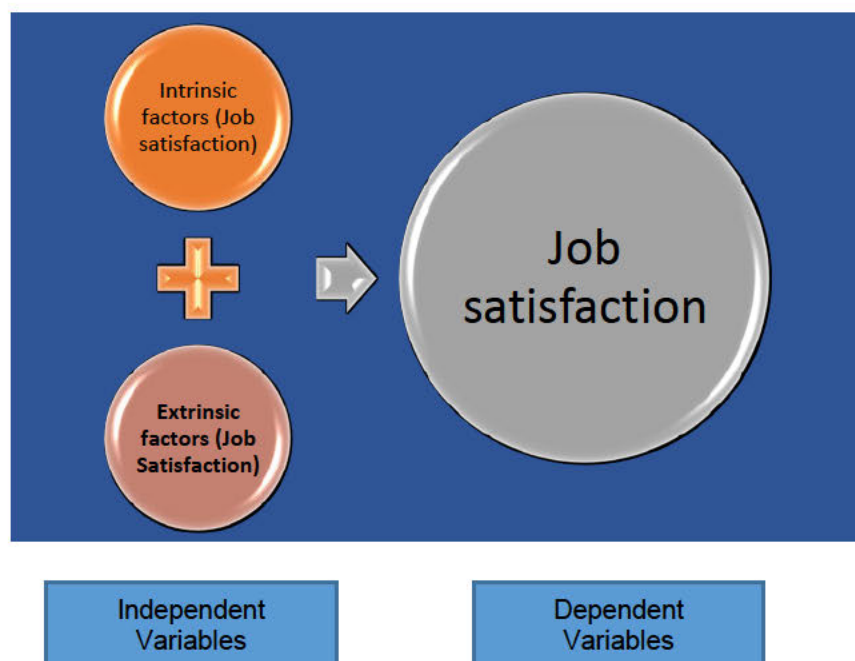
The model above displays the three elements of JS. The first is the evaluative element, concerned with whether the employee likes his/her job (Grobler *et al.* 2011: 105). The second is the cognitive element, which involves the extent to which an employee perceives his/her work to be challenging and interesting (Mollick, 2012: 1009). The third is the behavioural element that comprises the degree to which the employee believes she/he is a reliable and hard worker (Thompson and Phua, 2012: 277).

Achieving any level of employee satisfaction eventually hinges on whether employees feel content with their jobs and by the seriousness of their positive emotions, based on their roles at work (Richter, Dawson and West, 2011: 2751). Usually, the measurements of JS are a reliable instrument for predicting employee behaviour, as well as empowering employees to monitor their valuation regarding the prerequisites to make behavioural changes at work (Mollick, 2012: 1012). Employees have various needs, to the point they

have motivational requirements other than compensation/benefits and occupational health and safety needs (Thompson and Phua, 2012: 278).

Intrinsic factors (IJS) are considered to positively influence employee performance (Njanja *et al.* 2013: 42). These factors intrinsically reward employees and are classified as motivators, since they signify the psychological needs of employees (Njanja *et al.* 2013: 43) and form a long-term motivation. The extrinsic factors (EJS) are officials' willingness to achieve high levels of effort toward their work and organisational goals, conditioned by their ability to satisfy some of their needs (Mollick, 2012: 1009).

Results from contemporary organisational behaviour research oppose the traditionally developed proposal of extrinsic factors, stating they do not positively influence employee JS and motivation (Grobler *et al.* 2011: 78). A study conducted by Mafini and Dlodlo, (2014: 10) identified five extrinsic factors that motivate officials, namely remuneration/wages, quality of work-life, promotion, and supervision, as well as teamwork. Using regression analysis procedure showed that remuneration, quality of work-life, supervision and teamwork are the extrinsic motivation factors that predict officials' JS (Naveed, Usman and Bushra, 2011: 303).



**Figure 2.2: Intrinsic and extrinsic factors that influence employee job satisfaction.**

*Source: Lee (2017: 20)*

#### **2.4.1 Intrinsic Job Satisfaction (IJS)**

The concept of JS is complex as it is not affected by only a single factor (Rabbanee, Yasmin and Sarwar, 2012: 29). Ahmed (2019: 128) discovered although numerous factors contributed to improving JS, the work environment did so only lightly. In contrast, Ganapathi and Prasad (2008: 120) found a substantial positive relationship between work environment and intrinsic job factors.

The concept of IJS is discussed interchangeably with intrinsic factors associated with employee self-actualisation, which could be the need for a sense of self-accomplishment on the job (Grobler *et al.* 2011: 84). Therefore, the concept of IJS is developed from the intrinsic factor complexity of employee experience in the workplace. There are some attributes related to intrinsic satisfaction but not to overall satisfaction, suggesting intrinsic satisfaction may be an intervening variable in the impact of these attributes on overall satisfaction (Decker, Harris-Kojetin and Bercovitz, 2009: 601).

It was determined employees are satisfied when they have the opportunities to make decisions, as well as being consulted on major decisions, because when employees are not engaged in making decisions, they are not supportive of anything happening in the organisation (Mafini and Dlodlo 2014: 8). Employees found to be part of the decision-making in a study by Maleka, Skosana and Lekgothoana (2016: 44), were established to be high performers, committed and loyal to the organization.

Officials showing a strong positioning for achievement could be categorised by long working hours, taking on challenging responsibilities, and willing to do whatsoever it takes to accomplish maximum outcomes (Baylor, 2010: 32). Moreover, employees are most satisfied when they are recognised, as recognition is associated with a positive or negative response regarding an accomplishment. It is an effective way of motivation and an indication from supervisors to employees that their contribution is valued (Maleka *et al.* 2016: 44). This concept is, nevertheless, mostly underutilised by leaders (Decker *et al.* 2009: 601). Baylor (2010: 32) discovered even non-monetary recognition generates higher levels of employee motivation.

Motivated employees are also more determined, creative, innovative, and most determined to reach desired goals, which implies motivated employees work more

efficiently (Parashar, 2016: 8). Furthermore, positive reinforcement also encourages employee growth and development. Rabbanee *et al.* (2012: 30) maintain, compared to the involvement of employees on a job, they are rather motivated more to how they manage themselves when performing a task. There is, nonetheless, less research published in relation to IJS than EJS factors, due to their role towards an employee (Grobler *et al.* 2011: 19).

## **2.4.2 Extrinsic Job Satisfaction (EJS)**

### **2.4.2.1 Remuneration/wages**

It is difficult to set pay rates when what others are paying is unknown, therefore, salary surveys of what others are paying play a big role in designing pay structure (Bender and Pigeyre 2016: 270). Salary surveys are aimed at determining prevailing specific salary rates for specific jobs (Bosch, 2015: 34). An employer can use salary survey data to price or rate benchmark jobs (Kahya, 2018: 721). Benchmark jobs are the anchor jobs around which employers' slot in their other jobs, based on each job's relative worth to the organisation (Warnich *et al.* 2018: 439).

The outcome of job evaluation is the development of an internal structure or hierarchical ranking of jobs (Bosch 2015: 38). Nonetheless, job-based evaluation is used more often than person-based evaluation, thus, the former will be the focus in this case (Kim *et al.* 2017: 632). There are three methods of job-based evaluation: the point method (which is the most used); ranking; and classification (Mikos and Koziol, 2020). Job evaluation helps to ensure pay is internally aligned and perceived as fair by employees (Bosch, 2015: 40). The outcome of this process is a job description that includes the job title, a summary of the job tasks, a list of the essential tasks and responsibilities, and a description of the work context (Bosch, 2015: 34). Also included are the knowledge, skills and abilities needed to perform the job (Warnich *et al.* 2018: 432).

#### **(i) Factors that enable organisations to decide on salary scale.**

Designing a pay structure requires a formal way to value the work inside the organisation, ensuring pay is awarded fairly (Bender and Pigeyre, 2016: 270). The job evaluation process will help develop this internal work hierarchy (Kim *et al.* 2017: 635). Different evaluation methods, pay strategies, and pay structures will be used for different "job families" in the organisation (Zopiatis and Orphanides 2009), for example, using a job-

based evaluation approach for the operations, office support, and HR job families (Warnich *et al.* 2018: 435). Furthermore, a skills-based approach will be used for information systems and engineering job families, although it is not included as a task in this case (Kim *et al.* 2017: 632). In other words, the jobs of both the security guard and director of regional operations will be assigned pay rates primarily using market pricing and slotted into the pay structure at a later stage (Bender and Pigeyre, 2016: 272).

**(ii) Salary survey of what other employers are paying for comparable jobs.**

A study conducted by Kahya and Yazar (2018: 727) in Turkey indicated the establishment of a pay structure within an organisation comprises several aspects, such as creating pay grades, whereby the employer groups similar jobs to specific pay grades, salary survey regarding salary of those conducting different jobs (benchmarking jobs), allocation of pay rate and creation of a pay structure by generating salary ranges (Bender and Pigeyre, 2016: 270). The benchmarking standard shows various forms of benchmarking distinguished according to their content, which may comprise: performance, strategies and processes, as well as measures that may entail either qualitative or quantitative properties, and comparisons that may entail internal, cross sector or competitor qualities, the domain, which may entail local, international, or national attributes, and lastly, its frequencies that may entail either continuous, once-off or periodic phases.

**Table 2.1: The process to conduct benchmarking.**

PHASES	STEPS
<b>Preparations</b>	<ol style="list-style-type: none"> <li>1. Setting up objectives, purpose and scope.</li> <li>2. Defining methodology.</li> <li>3. Selection of patterns.</li> </ol>
<b>Comparison</b>	<ol style="list-style-type: none"> <li>1. Collection and validation of data.</li> <li>2. Data analysis.</li> <li>3. Determination of gaps.</li> <li>4. Reporting findings.</li> </ol>
<b>Improvements</b>	<ol style="list-style-type: none"> <li>1. Development of action plan.</li> <li>2. Implementation plan.</li> </ol>

Source: Van der Voordt (2016: 146) and Van der Voordt and Jansen (2017: 6)

A study conducted by Van der Voordt and Jansen (2014) in Denmark indicated a series of interviews should be conducted with various practitioners in different organisations and departments to explore the values and performance indicators required.

Despite recognition and approval of salary survey market data to justify salary differentials (Kahya and Yazar, 2018: 727), the entire process of collecting, analysing, and interpreting data seems to differ due to the hiring practices and testing applicable in various countries and sectors (Snelgar, 2003: 905).

Salary surveys aim to determine prevailing, specific salary rates for a particular job (Bosch 2015: 34). The data generated from a salary survey can be used by employers to price or rate benchmark jobs (Kahya 2018: 721), which are the anchor jobs around which other jobs are accommodated, based on the relative worth each job has to the organisation (Warnich *et al.* 2018: 439).

### **(iii) Determine the worth of each job in the organisation through job evaluations and descriptions**

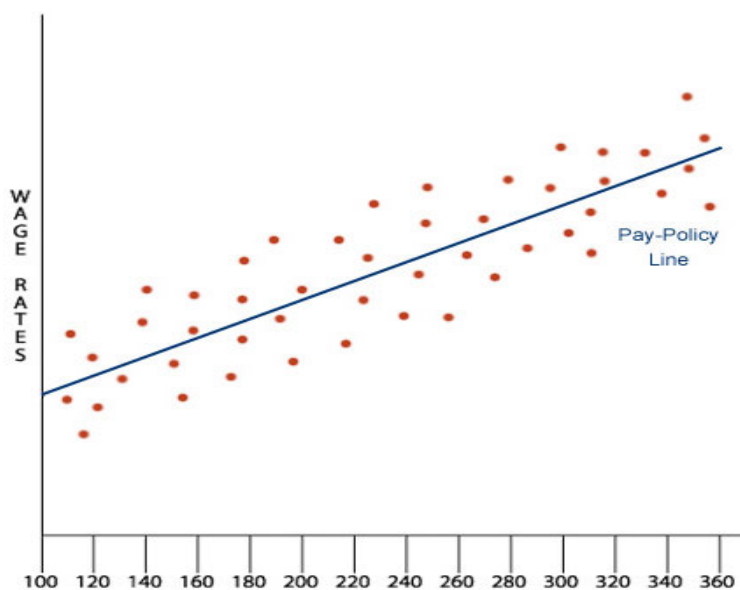
Job evaluation is a systematic process of determining the worth of one job in relation to another job in the organisation (Datta 2012: 481). During job evaluation, the relative worth of various jobs is assessed, in order for wages to be paid depending on the worth of the job (Warnich *et al.* 2018: 384). The process is simple, however, critical in nature; its fundamental approach is ranking (Kahya, 2018: 721). This entails comparison of jobs to each other, according to the total worth of a job within the organisation (Bender and Pigeyre, 2016: 277). The value of a job is, basically, in accordance with the knowledge, accountability, and effort, as well as working conditions involved in the job execution (Datta, 2012: 479). Some advantages of ranking entails simple job evaluation application and being effective for few jobs that require to be evaluated (Armstrong, 2018: 27). Specifically, it is most suitable for less than 30 jobs in the organisation (Kahya, 2018: 721).

It is, however, a formal and systematic comparison of jobs to determine the worth of one job relative to another, and eventually results in a wage or salary structure or hierarchy (Bosch, 2015: 34). According to Bender and Pigeyre (2016: 277), the basic principle of

job evaluation is: “Jobs that require greater qualifications, more responsibilities, and more complex job duties should be paid more highly than jobs with lesser requirements”, which concurs with Bosch (2015: 34). In addition, an accurate job description will make it easier to set the salary (Kim *et al.* 2017: 632). The process starts with the title (Warnich *et al.* 2018: 439), which should accurately reflect the nature of the job and the duties the employee is expected to perform (Kahya, 2018: 721). The title should, nevertheless, be generic enough to compare with a similar job in a similar industry (Bender and Pigeyre, 2016: 270). Further to this, the duties and responsibilities expected of an employee must be listed, in addition to the percentage of time they are required to spend on each task (Warnich *et al.* 2018: 437).

**(iv) Compensation Policy Guidelines**

The procedure most organisations follow in establishing a pay policy or trend line, is to identify various benchmark job market rates that cover the entire spectrum, from lowest to highest rates of pay (Kim *et al.* 2017: 634). The job structure presents the compensation decision-maker with a hierarchy of the jobs in the organisation. This range value is available in the current pay rates paid for the jobs and/or in the salary survey data representing the labour market (Bender and Pigeyre 2016: 279; Mikos and Koziol 2017: 601).



**Figure 2.3: Scatter Diagram for a salary structure**

Source: Bender and Pigeyre (2016: 279)

In the above scatter diagram (Figure 2.3) the rand values occupy the vertical axis and the organisational rankings the horizontal axis (Kim *et al.* 2017: 632). Thus, pricing a job structure involves a series of techniques and decisions regarding the vertical, horizontal, and regression-line dimensions of the scatter diagram (Bender and Pigeyre, 2016: 270).

When current pay rates are used, an initial concern is the exact pay rate to assign to each job (Kahya, 2018: 725). When there is a single job incumbent and/or a single pay rate for the job, then the rand amount paid to the job incumbent could be used, although this official might then be paid too high in the pay range for an employee starting in the same position, versus an employee whose pay matched his growth within the department (Warnich *et al.* 2018: 439). However, when there is a pay range and some officials, the exact figure to use must be determined (Bender and Pigeyre, 2016: 275).

Determination of the national salary scale is made by various stakeholders. Separate from the formal collective bargaining system for salary determination, two main bodies do the work regarding wages and conditions of work, namely the Employment Conditions Commission (ECC) and the Employment Equity Commission (EEC) (RSA 2016: 22). Furthermore, the Employment Conditions Commission and Employment Equity Commission suggested a single institution that links the work for the Decent Work Commission (DWC) comprising three streams of work, which are Employment Conditions, Employment Equity and National Minimum Wage (Buitendach and De Witte, 2015: 29).

#### **2.4.2.2 Employee Benefits**

Employee benefits are granted by organisations to employees as a means of enhancing JS and promoting employee commitment (Meyer, Stanley and Parfyonova, 2012: 2). The concept is defined as a means of indirect or non-remuneration; hence, it is used for accounting and South African Revenue Service (SARS) purposes. Furthermore, benefits can assist to clarify how they could be applied to achieve employee satisfaction and commitment (Buitendach and De Witte, 2015: 28). Tomčíková (2016: 2) identified and classified the following categories of benefits from the International Accounting Standards (IAS 19):

Short-term benefits, post-employee benefits, post-employment long-term benefits for employee termination contract, and compensation as equity participation.

**(i) Short-term employee benefits include:**

- allowances, social security contributions and salaries.
- temporary compensation for absence from work (such as paid annual leave and medical leave) (Cascio, 2013: 215).
- profit contributions and bonus payment within a year after the ending period in which the employees rendered services, and non-monetary benefits (for example, medical aid, housing and vehicle allowance subsidised) for existing employees.

**(ii) Post-employment benefits include:**

- withdrawal benefits, such as retirement, and
- other post-employment benefits, for instance, post-employment life insurance and post-employment medical care.

**(iii) Other long-term benefits, as IAS 19 exemplified, include:**

- long-term compensation for absences, such as departure after a long year of service or a long-term departure, where there is or there is no guarantee of employment; and
- Celebration or other long-term benefits. (Bernadin, 2017:18).

Organisations that consider ways for improving the quality and efficiency of their employee benefit plans could acquire valuable information by examining the experiences and practices of other organisations (Cascio 2013: 215) that have successfully implemented the programmes. Benefits strategies significantly enhance employee JS, as well as their performance at work. Nonetheless, the programmes vary significantly from organization to organization, based on departmental or sectoral social programmes, size and competitiveness of labour markets, as well as national culture and tradition (Bernadin, 2017: 18). Employees at health and labour departments are compensated for working extra hours, however, employees at basic education and social departments are not compensated for working extra hours (Cascio 2013: 48). Furthermore, in all departments, staff employed for levels 1 to 5 have been subsidised 100 percent by the employer for medical aid, while employees engaged for levels 6-12 are not fully covered (DPSA,2020: 15). The benefits of medical aid are standard nationwide (Cascio, 2013: 215).

Notwithstanding the above-mentioned benefits, some departments have offices that directly deal with employee health and wellness programmes (Cascio, 2013: 215). Through these programmes, employees can go for free counselling during times of grievance that cause them to underperform and attend financial wellness programmes (Tomčíková, 2016: 2). Cascio (2013: 215) maintain these programmes assist in ensuring employees are healthy, and their financial well-being is taken care of. Employee health and financial well-being determine their satisfaction with their job, thus, significantly affecting their performance (Bernadin, 2017: 18).

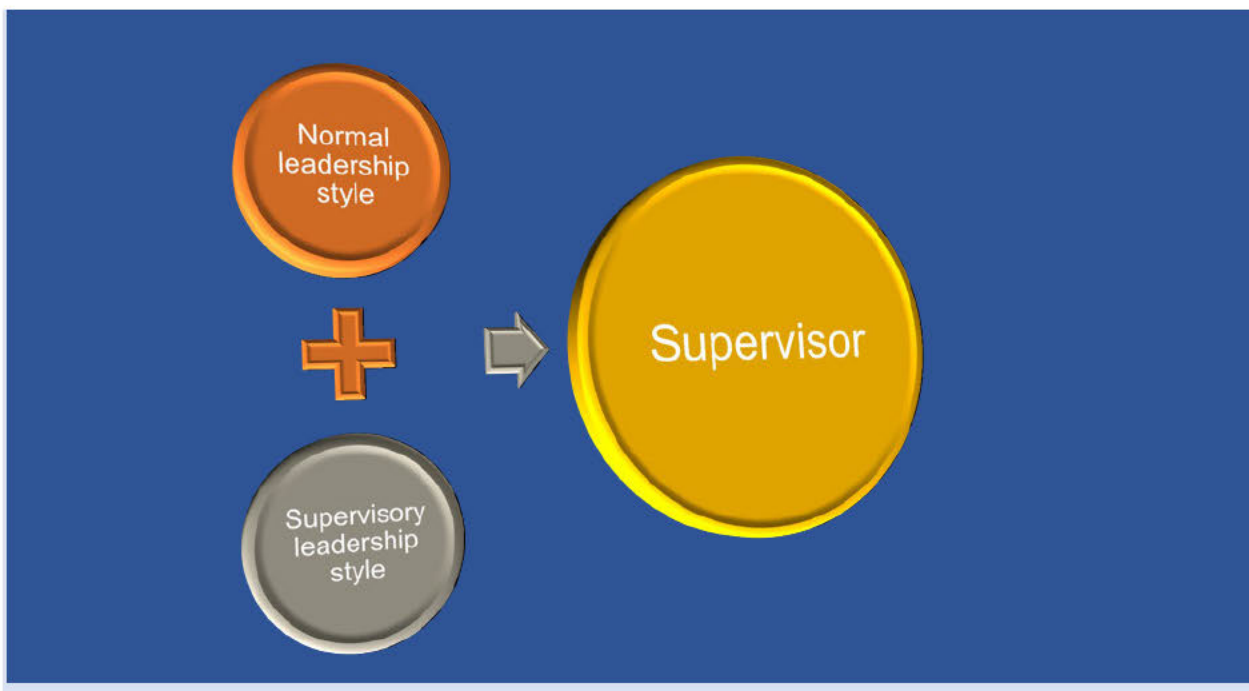
It is, however, also possible for employees with excessive debt to retire and access their pension funds to cover their debts and then seek other employment. This would have many financial implications and result in poor performance for the organisation. Nevertheless, organisations invest large amounts in advertising for posts, training new employees as well as the required time for administration (Tomčíková, 2016: 5). Therefore, it stands to reason employers should invest in the welfare and health of their employees, as this determines employee attitude and behaviour towards their employment. Tomčíková (2016: 2) maintains employees with many problems cannot produce effectively.

#### **2.4.2.3 Supervision**

As the concept of supervisors has been studied for numerous years, some changes have become apparent, such as supervisors' behaviour resulting from engagement with their subordinates (Grobler *et al.* 2011: 105). One-way supervisors could influence organisational success is by focusing more on environmental changes, which could assist in setting suitable organisational goals and objectives. An important factor that contributes towards supervisor effectiveness, is their leadership style that could be adopted by interacting with their subordinates (Khawam, DiDona and Hernández, 2017: 269).

Leadership style is perceived as part of the supervisory approach of doing something where there are other, numerous ways of doing it (Kotze and Venter 2010: 415). This perception accepts leadership style entails allowing subordinates to implement their own methods to perform work duties or in a way understandable to them, which certainly shows a greater level of commitment (Mohrman, Cohen and Mohrman Jr, 1995: 51).

According to Kotze and Venter (2010: 415), there are two types of supervisors in leadership, namely supervisory leadership and normal leadership. Supervisory leadership is “behaviour aimed to provide guidance, corrective feedback for daily operations of work and support” (Buitendach and De Witte, 2015: 29). Normal leadership is “the behaviour of an individual that indicates a purpose, guidance and meaning to others, by articulating a shared vision that appeals to philosophical values, self-perceptions and motives of followers” (Grobler *et al.* 2011: 234).



**Figure 2.4: Types of leadership styles influencing supervision.**

*Source: Kotze and Venter (2010: 415)*

In South African organisations, leadership is regarded as a key factor to determine whether organisations can capitalise on the opportunities that develop from changes. Werner (2011: 352) posits the way organisations respond to changes is highly dependent on the values, behaviour, responses and styles of individuals appointed to leadership positions. Bagraim (2003: 13) maintains it is important for organisations, mostly those operating in SA, to “have an understanding and management of the psychological factors that could assist to influence commitment and enhanced performance from employees.”

Effective supervisors have qualities that indicate the ability to understand which leadership style to implement in which situation (Halimsetiono, 2014: 341). The leadership styles

chosen by the supervisors are likely to rely on the kind of task performed and the needs of subordinates.

#### **2.4.2.4 Promotion Incentives**

Public servants comprise a large proportion of formal employment in low-income countries, but service delivery is often poor (Meyer *et al.* 2012: 2), in addition, the DOE employees contribute a large share of government employees, despite common complaints concerning high rates of absenteeism and poor service delivery. Similar concerns are experienced regarding officials who enjoy high job security, notwithstanding complaints with regard to lack of opportunities for promotions, hence, it is determined by educational levels, experience and performance (Tumwesigye, 2010: 942). Consequently, there is a great interest in improvements that incentivise officials, particularly through remunerations for performance systems that associate bonuses with service quality (Alvi *et al.* 2014: 36).

Almost all previous research studies that focus on promotion systems emphasise private-sector employees, where they usually test whether payment within organisations enhances significantly because of promotion, rather than indicating existing marginal productivity (Meyer *et al.* 2012: 3). Only a few associate promotion incentives with direct measures of performance, commitment, loyalty, and intention to stay, as well as JS. Moreover, government jobs involve several tasks or numerous principals, to a larger degree than private-sector jobs, creating weaker optimum incentives for certain tasks (Tumwesigye, 2010: 943). Organisations must introduce and implement promotion incentives, as they are important to attract and retain skilful and competent employees for the success of the organization and achievement of organizational goals.

#### **2.4.2.5 Teamwork**

Teamwork is the main concern for many organisations, whereas self-managing teams are repeatedly perceived as the goal of teamwork development programmes (Khawam *et al.* 2017: 269). There is a need for teamwork due to increasing pressure experienced by supervisors to perform work with fewer employees, at a faster pace, while achieving consistent quality and customer responsiveness (Mohrman *et al.* 1995: 36). Khawam *et al.* (2017: 269) maintain teamwork is required for workplace activities that need creativity, problem solving, and innovation. Furthermore, teamwork is used as a competitive

approach in attaining challenging goals and tasks (Richter *et al.* 2011: 2749). According to Mohrman *et al.* (1995: 26), the main factor applicable for assisting organisations and industries to remain competitive is a change from individual work to teamwork.

## 2.5 Factors influencing Job Satisfaction (JS)

Organisations are focusing on employing competent employees from rivals along with retaining them (Halimsetiono, 2014: 342). Employees develop a bad attitude towards their jobs for numerous reasons, which comprise low wages, a lack of support from management, inadequate benefits, and lack of pieces of training, as well as a lack of independence, better job opportunities, and poor working conditions (James, 2020: 2).

McLaggan, Bezuidenhout and Botha (2013: 4) state leadership styles and employee JS are highly interrelated, as much as effective leadership strongly influences employee attitude and commitment towards their job.

**Table 2.2: Factors impacting employee JS.**

<b>FACTORS IMPACTING EMPLOYEE JOB SATISFACTION (Satisfaction/Dissatisfaction)</b>	
<b>Factors creating dissatisfaction</b>	<b>Factors creating satisfaction</b>
Organisational Policies	Benefits
Management and supervision	Opportunities
Leadership style	Growth
Workplace relationship	Organisational Support
Poor working conditions	Career Advancement
Low compensation/Lack of benefits	Job rotation
High accident rates	Rewards
Excessive deadlines	Health and Safety
	Working environment

Source: Reukauf (2017:14)

## 2.6 Measuring employee JS

It is a serious challenge for numerous organisations to accurately measure employee JS. Lucas-Carrasco and Salvador-Carulla (2012: 1104) concur this is because the definition of satisfaction differs based on various employees within organisations. Despite a

widespread hypothesis to the contrary regarding measuring employee satisfaction, various studies have indicated employees who are high performing are not always satisfied with their jobs based on the result of high-level titles or increased pay (James 2020: 2). Even though organisations must measure employee JS (Mollick 2012: 1009), when employees are satisfied with their job, they become fully committed to their organisation and therefore improve their performance.

Low JS can have not only a detrimental effect on the employee but can also have major consequences for the company (Buitendach and De Witte, 2015: 28). Employees who are less motivated to commit themselves to an organisation, are less productive and offer poor service, while also affecting the effectiveness of their organisation and a decline in its competitive strength (Mollick, 2012: 1010). Employee JS was found to influence JP (Halimsetiono, 2014: 341). Employers must, therefore, recognise optimal JP levels are influenced by either a high or low level of employee JS and might be influenced by dispositional organisational factors (Lucas-Carrasco and Salvador-Carulla, 2012: 1104).

An employee's assessment of how satisfied or dissatisfied he or she is with his or her job is a complex summation of several discrete job elements (Buitendach and De Witte 2015: 29). There are several approaches applicable for measuring employee JS (Mollick, 2012: 1009), with some approaches mostly used to measure employee JS highlighted by James (2020: 4) as:

### **2.6.1 Single Global Rating**

Based on a single global rating, employees are normally required to respond to one question. A single question may consider all dimensions of employee duties (Buitendach and De Witte, 2015: 27). It focuses on how satisfied employees are with their job (Grobler *et al.* 2011: 141). Employees are, therefore, expected to respond by reporting a figure in accordance with the rating scale (Halimsetiono, 2014: 342). Meyer *et al.* (2012: 4) state the scales could range from 1 to 5, as follows:

- Highly dissatisfied
- Dissatisfied
- No comment
- Satisfied

➤ Highly satisfied

Therefore, the rating, as indicated above, to a question given by a supervisor or manager to an employee, is an indication of a degree or measurement of employee attitude towards their jobs (Halimsetiono, 2014: 341).

**Table 2.3: National rating scales of rating agencies**

Rating Band	S & P		Moody's		Fitch Ratings		CA-Ratings		GCR	
	Long term rating	Short term rating	Long term rating	Short term rating	Long term rating	Short term rating	Long term rating	Short term rating	Long term Rating	Short term Rating
1	AAA	A-1+	Aaa.za	Prime1.za	AAAzaf	F1+zaf	zaAAA	zaA1+	AAA	A1+
	AA+	A-1+	Aa1.za	Prime1.za	AA+zaf	F1+zaf	zaAA+	zaA1+	AA+	A1+
	AA	A-1+	Aa2.za	Prime1.za	AAzaf	F1+zaf	zaAA	zaA1+	AA	A1+
	AA-	A-1+	Aa3.za	Prime1.za	AA-zaf	F1+zaf	zaAA-	zaA1+	AA-	A1
2	A+	A-1	A1.za	Prime1.za or Prime2.za	A+zaf	F1+zaf or F1zaf	zaA+	zaA1	A+	A1
	A	A-1	A2.za	Prime1.za or Prime2.za	Azaf	F1zaf	zaA	zaA1	A	A1
	A-	A-2	A3.za	Prime1.za or Prime2.za	A-zaf	F1zaf or F2zaf	zaA-	zaA2	A-	A1-
3	BBB+	A-2	Baa1.za	Primew.za	BBB+zaf	F2zaf	zaBBB+	zaA2	BBB+	A2
	BBB	A-2	Baa2.za	Prime2.za or Prime3.za	BBBzaf	F2zaf or F3zaf	zaBBB	zaA2	BBB	A2

Source: National Treasury (2010).

## **2.6.2 Summation Score**

The summation score identifies the main elements in a job and focuses on employees' feelings regarding each task (Halimsetiono, 2014: 343). Factors that could be considered are the nature of the work, the kind of supervision, remuneration, and opportunities for promotion, as well as relationships with colleagues (Maleka *et al.* 2016: 40). The attitude of employees towards the various aspects of their job is treated in the summation score. Furthermore, nature of the work, supervision, pay, and promotion, along with opportunities and relationship with colleagues, are the important aspects of the job included in the rating score (Buitendach and De Witte, 2015: 30). The scores for each of those aspects are then added to formulate an overall JS score of every employee (Halimsetiono 2014: 341). To determine the scores, employees could be interviewed, and their responses used as indicator of their satisfaction or dissatisfaction towards their jobs (Halimsetiono, 2014: 341). Actions or tendencies are also used interchangeably with interviews, where information is collected with regard to how employees were motivated to avoid or participate in other aspects related to JS or dissatisfaction (Maleka *et al.* 2016: 41).

The study provides evidence that the revised job descriptions (JDS) will be useful to managers in SA as a tool for job redesign and to address critical HR problems facing managers and HR practitioners in the public sector (Buitendach and De Witte, 2015: 29). It should be emphasised additional studies should be conducted before conclusions can be reached on the construct validity of the JDS in the public department, JS Index, JS Survey, and Minnesota Satisfaction Questionnaire, as well as JS relative to Expectations, Global JS and the Job Descriptive Index (JDI) (Halimsetiono 2014: 340).

## **2.7 Influence of Job Satisfaction (JS) on Organisational Commitment (OC)**

Government organisations experience numerous challenges regarding employee commitment (Maleka *et al.* 2016: 40). Halimsetiono (2014: 342) supports, as a result, it affects the service quality level and achievement of national interests, as well as an increased employee resignation ratio that creates a loss of trained and committed employees. Even though government employees are appreciative of complete job security, they are also not satisfied and feel disadvantaged (Halimsetiono, 2014: 342). Government employees with numerous years of service are considering leaving for better jobs and professional growth in multinational organisations (Shahid and Azhar, 2013:

256). Mabasa and Ngirande (2015: 364) found numerous employees with qualifications within the DOE consider leaving their organizations for the private sector, where they can experience career growth with better offers. These authors maintain employees compare and weigh their job offers in relation to their skills, qualifications, and experience (Mabasa and Ngirande 2015: 364). Therefore, their job offers determine their satisfaction, as well as their experience with the organization.

Commitment has been used interchangeably with OC (Cohen, 2012: 544). Commitment, therefore, means employees do not only stay in the organization for a longer time but also give their best efforts and loyalty to the organization (Riana and Wyan Pradnyantha, 2016). When employee motivation (compensation) is reflected in their response to the job and several aspects in their job, it may affect their satisfaction (Cohen 2012: 338), redundancy and OC may then cover wider value, including the reflection of employees' affective responses to their organization (Falkenburg and Schyns, 2017: 712). Employee performance is generally examined in terms of outputs (Cohen 2012: 540).

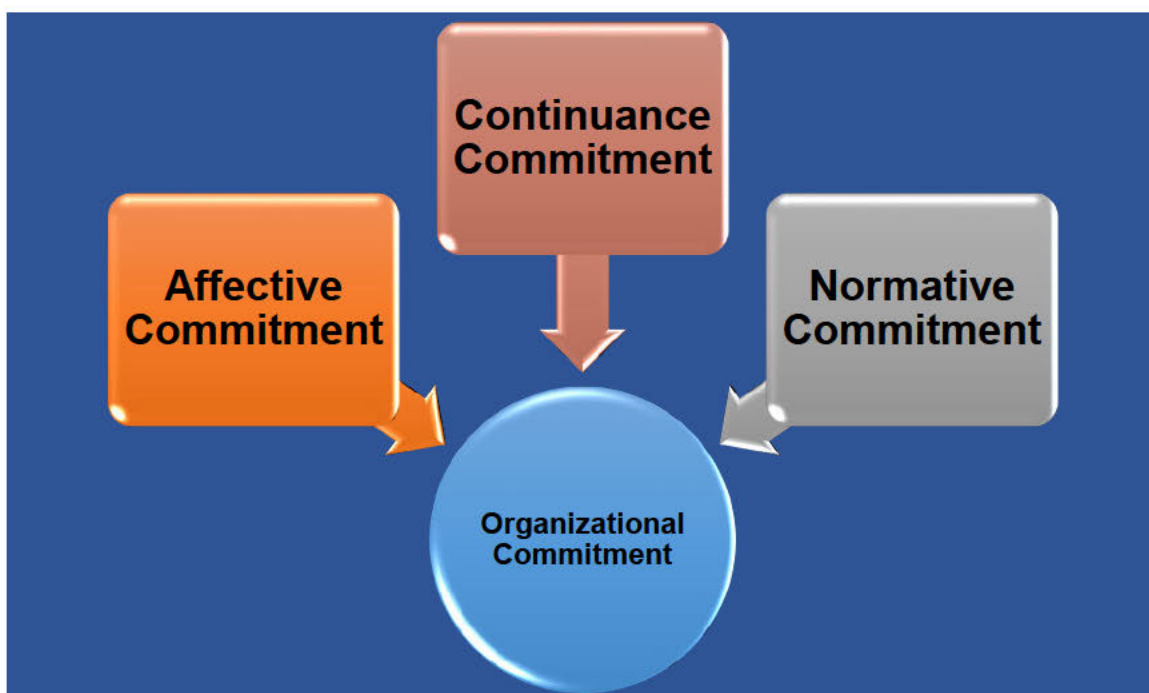
JS and OC are important job-related attitudes and well researched in various work environments and from different perspectives (Maleka *et al.* 2016: 40). According to Yamaguchi (2013: 58), commitment from employees is based on their willingness, trustworthiness, and intention to stay in the organisation to maintain the relationship with the employer. The dissatisfaction of employees creates a low level of commitment and a high level of turnover intention (Halimsetiono, 2014: 341).

The OC concept comprises three main components: Affective Commitment-AC (the passionate supplement, with the company values, goals, mission and vision aligned to those of the employee); Continuance-CC (indicates employee affection, with the company grounded on the perception of cost and value), and Normative Commitment-NC (the logic of responsibility and accountability to endure service in the company) (Jafri and Hamo 2013: 49; Buitendach and De Witte, 2015: 29).

An affective commitment is focused on employee loyalty to their work, managers, or supervisors, as well as thinking and reacting positively towards their organization, regardless the situation (Alvi *et al.* 2014: 30). The authors further state continuance commitment is when employees want to endure with their present organisation, because

they might incur some legal costs in moving to another organisation or because of an employee not finding marginal opportunities. Jeruto (2010: 25) explains normative commitment denotes employee observations of the organization, their loyalties and commitment towards their job and the organisation.

Employees with a high commitment to the organisation are willing to perform more in the organisation to reach their goals (Ahmad *et al.* 2014: 86). In addition, employees can develop a greater sense of moral obligation to continue contributing to the best of their abilities and have a high level of passive continuance and normative commitment (Tumwesigye, 2010: 944).



**Figure 2.5: Components of Organisational commitment**

*Source: Jafri and Hamo (2013: 49)*

## **2.8 Organisational Commitment (OC)**

According to Halimsetiono (2014: 339), employees can perform efficiently and effectively through OC, as well as achieving the organisation's goals. Buitendach and De Witte (2015: 29) maintain this is due to employees who feel connected to the organisation, as they become dedicated and productive in their work. The level of OC is strongly perceived as a predictor of employee satisfaction, engagement, performance, and distribution of leadership abilities (Falkenburg and Schyns, 2017: 712). When employees have a strong

sense of commitment to the organisation (OC), they relate to the vision and goals of the organization and are willing to give their all to the organization (Singh and Gupta 2015: 1204). This is since they feel respected and compensated enough for their effort.

Jansen and Andersen (2015: 756) describe OC as a point of employees become attached to their organisation, with the intention to remain. Falkenburg and Schyns (2017: 714) maintain when employees are attached to their organization, they associate with its values and goals and are willing to put in extra effort on its behalf. Individuals consider the extent to which their own values and goals relate to that of the organisation as part of OC, hence, it is the connection between employees and their organization (Singh and Gupta, 2015: 1204).

The importance of commitment arises from the fact that it plays a major role to organisations in relation to retaining more staff as well as increasing achievement, effective services, productivity, and effectiveness (Triegaardt and Hugo 2020: 148).

## **2.9 Impact of Lack of Organisational Commitment (OC)**

Organisational employees are often viewed as the main factor differentiating successful and unsuccessful organisations and one strategy to exploit this, is to build employees' OC (Halimsetiono, 2014: 342). Employees who are committed to the organisation “show positive behaviour, determination and are motivated” (Shahid and Azhar 2013: 257). In most cases, less committed employees are mostly absent from work (Singh and Gupta 2015: 1205).

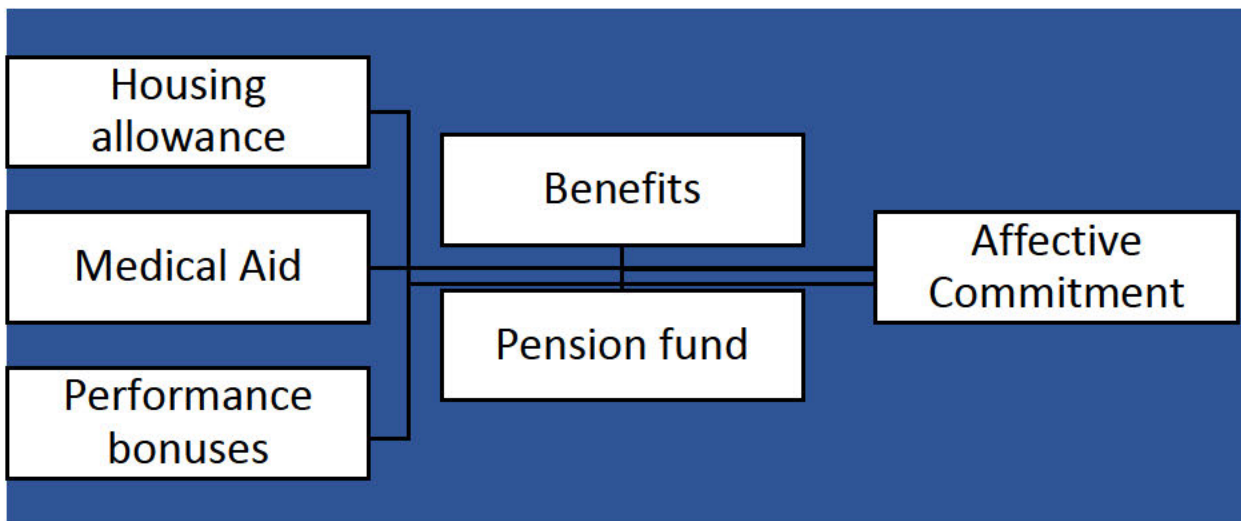
Organisations experience major challenges in terms of their effectiveness, which ranges from retrenchment, restructuring or re-engineering, to a range of information and an increasing diversity with regard to employees (Kuipers *et al.* 2014: 5). One of the techniques managers in organisations can use to examine employee perceptions regarding the goals of the organisation (Shahid and Azhar, 2013: 256), their loyalty and linking them to their organisation, is through OC (Singh and Gupta, 2015: 1201). A study by Willis (2013: 47) in America indicated government departments easily lose skilled, talented, and qualified employees.

### **2.9.1 Affective commitment**

Affective commitment is defined as the core of OC, as it has significant impact for both practitioners and researchers (Mabasa and Ngirande, 2015: 364). Recent focus in numerous studies has been on engagement and commitment, specifically the aspect of emotional well-being when explaining EC to organizations (Mercurio, 2015: 340).

Basically, regarded as the emotional connection between an employee and the organisation, Jansen and Andersen (2015: 756) support affective commitment is the extent to which an employee is psychologically attached to their organisation, by means of feelings such as affection, warmth, belongingness, and pleasure, as well as fondness. Employees with a high level of affective commitment enjoy their relationship with their organisations and have many opportunities of permanently staying until retirement when they go on pension (Willis, 2013: 47). A study by Jeruto (2010: 25) shows employees stay long in government departments, since they have invested too much of their time and effort on the organisation (Richter *et al.* 2011: 2749) and, therefore, deserve to be compensated sufficient pension for the length of service. However, securing employee affection and demonstrated commitment is a growing concern within organisational developments, as well as human resource development (HRD) and practices (Mercurio, 2015: 339).

Several factors influence employees' affective commitment, with McLaggan *et al.* (2013: 4), who discovered public servants within the DOE are affectively connected with the department, because they feel their jobs are secure. Furthermore, Willis (2013: 51) explains these DoE employees will have enough pension when they retire at age 60 years and are content with their benefits such as performance bonuses, housing allowances and medical aid.

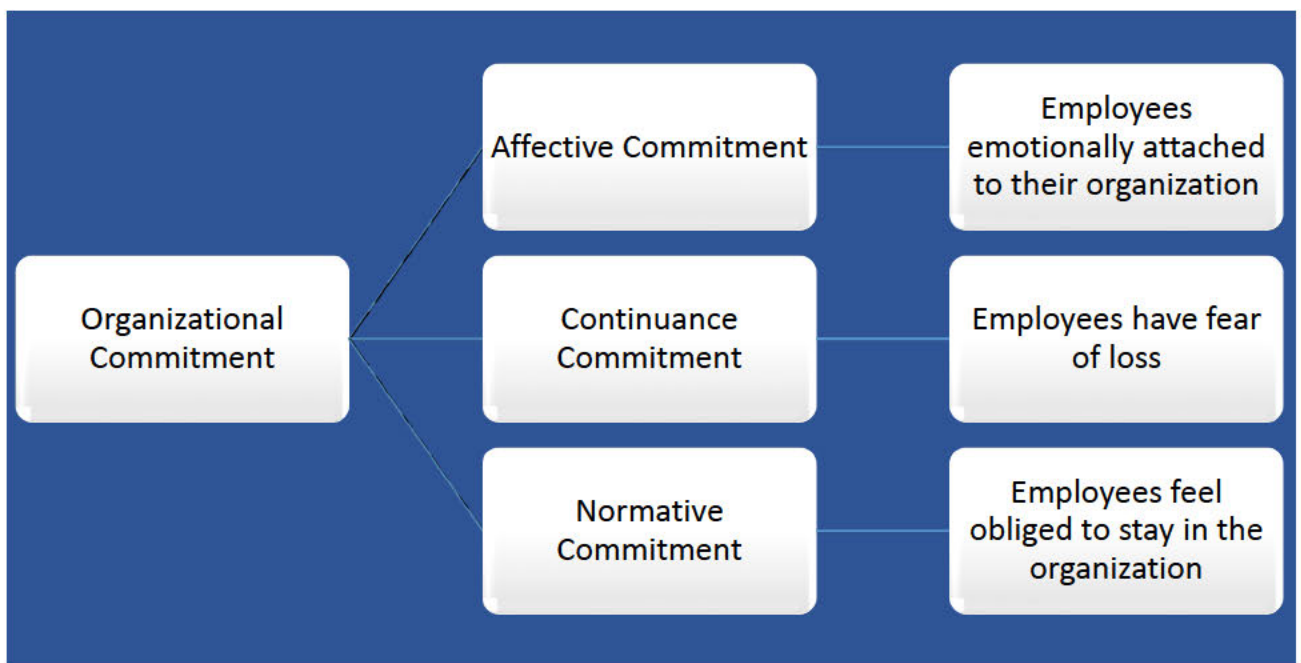


**Figure 2.6: Factors influencing public servants within the DOE.**

*Source: Compiled by the researcher*

### **2.9.2 Continuance commitment**

When in a state of continuance commitment, employees weigh up the advantages and disadvantages of leaving the DOE as their employer (Bernadin, 2017: 18). In this state, they normally feel a need to stay within the organisation, because the cost of leaving is more than the benefit they might gain when employed in new positions (Willis, 2013: 47). The severity of the costs of leaving often increase when employees are aging and experienced (Bernadin, 2017: 22). Public servants mostly experience these as they are in a stable and established organization, with some employees having successful roles and others numerous promotions (Willis, 2013: 34).



**Figure 2.7: Components of Organisational Commitment**

*Source: Compiled by the researcher*

### **2.10 Influence of Job Satisfaction (JS) on Employee Loyalty (EL).**

JS and EL indicate the primary challenges managers deal with daily when having to manage their employees (Maleka *et al.* 2016: 40). Employees are significant resources and assets of organisations, particularly as they represent an investment made through placement, recruiting, training, and salaries, along with healthcare plans (medical aid) and compensation (Halimsetiono, 2014: 339).

A definition of EL focuses on the psychological attachment, or OC, which develops due to increased JS (Rajput, Singhal and Tiwari, 2016: 2). The concept of JS develops out of a process of internal evaluation, whereby when employee expectation levels are met or exceeded, his or her satisfaction increases (Maleka *et al.* 2016: 42). The loyalty of employees then emerges into a comprehensive emotional attitude towards their organisation (Triegaardt and Hugo, 2020: 141). Therefore, the more employees are satisfied with their working environment, the more likely it is they would develop an attitude of commitment towards their organisation (Buitendach and De Witte, 2015: 29).

### **2.11 Employee Loyalty (EL)**

EL can be best described in terms of a process where certain attitudes give rise to certain behaviours (intended or actual) (Bernadin, 2017: 19). Loyalty seems a quality becoming

increasingly harder to find, whether it is EL to a company or consumer loyalty to a product (McLaggan *et al.* 2013: 8). The sooner companies can face that they have to do more to earn EL, the better they will be at recruiting and retaining the best and the brightest (Kotze and Venter, 2010: 417).

Studies show that corporate and shareholder return on investment (ROI) is, moreover, directly related to employee retention rates (Mabasa and Ngirande, 2015: 364). Happy employees' equal happy returns, with Shahid and Azhar (2013: 257) asserting most organizations strive to obtain high EL. Not only because of the morals of it, but also because high levels of EL have been proven in many studies to increase operational performance (Department of Public Service and Administration (DPSA) 2020: 8). Furthermore, there seem to be some differences regarding EL between groups with different levels of working experience, which is why the current study recommends organisations be responsive to its employee needs and adapt their management to all employees (Bernadin, 2017: 18).

It is not only essential to find the person with the right competence, but also to find someone who is loyal to the organisation, because should the employee not stay loyal to the organisation, it will create a need to repeat the hiring process again (Stats SA, 2020: 18). Furthermore, should an employee be disloyal towards the organisation, many other costs can come with it, such as the loss of revenue or legal costs, depending on the behaviour of that employee (Ludviga *et al.* 2016: 368). For the organisations to limit the possibility of disloyal employees, the first step is to understand EL, and the impact employee loyalty levels have (Mabasa and Ngirande, 2015).

As Stats SA (2020: 57) highlights, there has been a 7.4 percent decline of public servants within various departments since 2012, where most are from the DoE. For employers, this sharp decline in EL represents a significant cost in resources as replacements are hired and trained (Bernadin, 2017: 25). In combination with the impact high turnover has on employee morale and overall productivity, these costs are undoubtedly a major reason why more than 66 percent of departments report retention is a major concern (Stats SA, 2020: 72).

Various explanations are offered to explain the decline in EL (McLaggan *et al.* 2013: 5), where some decline is likely due to employees quitting for higher pay after years of slow wage growth, while further decline may be explained by a fundamental shift in the relationship between employers and employees. However, the impact results in an extra workload for the remaining staff members, whose impacted performance affects organizational effectiveness (Bernadin, 2017: 18).

## **2.12 Implications of Disloyalty**

It is of prime importance that employees are loyal to the organisation and do not actively search for other, alternative opportunities (McLaggan *et al.* 2013: 7). Loyalty, as a general term, can be defined as a person's devotion or sentiment of attachment to a particular object, which may be another person or a group of persons, an ideal, a duty, or a cause. Loyalty as “a social psychological phenomenon, deeply embedded in human and organizational behaviour is tentatively understood as faithfulness or devotion to an individual, a team, or an organisation in the case of individual incentives to defect or to desert” (Mabasa and Ngirande, 2015: 364).

Loyalty or disloyalty is of relevance and often debated, for instance, regarding sports teams, military services, political parties, and faculties, or employers at large (Kotze and Venter 2010: 417). For a number of reasons, loyalty is also of interest to management practitioners and scholars. On the one hand, EL is expected by supervisors and organisations in return for inducements delivered (DPSA 2020: 11). Considering its importance for leaders and organisations, the concept of EL has been addressed in various conceptualisations by many researchers from different disciplines, including management (Mabasa and Ngirande, 2015: 366).

Employee loyalty to the organisation, the emotional investment and continuous commitment to the organization, are the primary factors that determine the duration of stay and employee performance in organisations (Ahmad *et al.* 2014: 87). In addition, when the employee does not stay loyal to the organisation, it will create a need to repeat the hiring process (Bernadin 2017: 18). Furthermore, should an employee be disloyal to the organisation, many other associated costs could be incurred, contingent on the behaviour of that employee, such as revenue loss or legal costs (Fuller, Young and Baker 2011: 179).

### **2.13 Influence of Job Satisfaction (JS) on Job Performance (JP)**

Achieving high-level performance through quality services, productivity and competence is a desired organisational goal of high priority (Meyer *et al.* 2012: 6). To do that, highly satisfied employees are a requirement for attaining a high level of organisational performance development (Salleh, Nair and Harun 2012: 317). Satisfied workers lead to more effort extended towards JP, with employees then working harder and better (James 2020: 4). Consequently, organisations attempt to have satisfied employees operate the well-being of the organisation (Fuller *et al.* 2011: 179). Nonetheless, organisational performance relies on the effective and operative performance of employees (Buitendach and De Witte 2015: 28).

The effort made by employees is a significant factor that determines their performance. When employees are feeling satisfied with their job, they are motivated to put more effort into their performance (Maleka *et al.* 2016: 43). Nevertheless, it increases the entire organisational performance (James 2020: 2). It means satisfied employees and their commitment are essential for the success of the organization (Buitendach and De Witte 2015: 29). The EPMDS, introduced 1 April 2007 by the DPSA, is a voluntary system focused on assisting with performance management of employees from salary levels 1 to 12, with government departments and all South African provinces that choose to adopt the system (DPSA 2020: 7).

### **2.14 Job Performance (JP)**

Employee JP has always been an important concern for managers of organisations (Kelidbari, Dizgah and Yusefi 2011: 558). Anitha (2014: 309) defines employee performance as an indicator of financial or non-financial outcome of the employee that has a direct relationship with the performance of the organisation and its success. The authors also mention the working environment, leadership, team and co-worker relationship, training and career development, (McLaggan *et al.* 2013: 3), as well as compensation programme, policies and procedures and workplace well-being, as along with employee engagement, are major factors that determine employee performance.

Adopting effective ways to motivate employees to achieve and deliver higher JP (Richter *et al.* 2011: 2749), as well as increase organisational competitiveness, is the main objective of every business organisation (James 2020: 3).

## **2.15 Implications and Factors influencing poor Job Performance (JP).**

Poor JP is considered as part of incapacity within the workplace. Failing to achieve and sustain work performance standards set by the employer, in relation to the quantity and quality of output by an employee, is a continuous organisational problem (Roberts 2017: 342). Hence, it is emphasised in employment contracts that the employee accepts to perform in accordance with the “reasonable, legal and achievable work performance standards” set by the employer (Mabasa and Ngirande, 2015: 365). In case the employee fails regarding this, he or she is deemed incapable, allowing the employer to dismiss the employee (DPSA 2020: 5). Employers dismissing an employee due to incapacity should, nevertheless, first follow the required fair procedure and ensure the employee has been fairly dismissed (McLaggan *et al.* 2013: 5), notwithstanding the cost of hiring a new employee.

According to Roberts (2017: 342), fair procedure the employer is required to follow before dismissing an employee comprises:

- Accepting the problem is poor JP and not misconduct.
- Identifying the root causes of poor JP.
- Having meetings with the employees and their line managers to establish the root causes of the poor JP.
- Obtaining the employee’s reasons for the poor JP.
- Evaluating the employee’s reasons for the poor JP.
- Obtaining commitment from employees regarding what action they should take to rectify the problem (DPSA 2020: 12).
- Informing employees regarding the required action the employer would take to help in that process.
- Decide on a reasonable time required for improvement.
- Following up and monitoring the progress.

For the employer to improve employee JP, Van Tonder (2014: 14) highlights the necessity to conduct thorough assessments within the organisation. Singh and Gupta (2015: 1205) concur and maintain conducting assessments for causes of poor employee assessment assists to reveal problems and solutions.

The causes for and of poor JP (Figure 2.8) are briefly outlined below:



**Figure 2.8: Causes of poor Job Performance (JP)**

*Source: Roberts (2017: 344)*

**(i) Lack of training, qualifications and experience**

In most cases, this must be established during the interview and selection phases (Roberts, 2017: 342). Candidates who do not have the qualification or lack the essential requirements to do the job should not be employed except if employer aims to fully train them or provide them with internship training to acquire relevant skills and certificates (Wong 2014: 68). According to Kelidbari *et al.* (2011: 558), the culture of corruption within government departments has allowed numerous public workers to be employed without required skills, capabilities, and qualifications.

Buitendach and De Witte (2015: 28) concur and maintain employees from level 1 to level 5 are employed either without any qualification or with matric as the highest qualification. This indicates the need for only suitable, qualified candidates, with the required skills and qualifications to be short-listed for vacancies, to avoid costs associated with numerous trainings and hiring (Richter *et al.* 2011: 2749). Learnership should, however, be provided for candidates without qualification and required skills. Nevertheless, for posts that do not require qualifications, candidates who have completed learnerships should be employed

with skills provided during learnerships; this would contribute towards the expected JP in the public sector.

## **(ii) Alcohol or drug addiction**

There are few cases of alcohol abuse occurring within the government sector, particularly within the DOE (DPSA, 2020: 16). Salleh *et al.* (2012: 317) suggest employers should be very careful not to employ candidates they suspect might be alcoholics or could be addicted to any form of substance containing a narcotic. According to Balfour (2013: 4), the employer must be in a possession of declaration form that should be signed by all candidates that warrants they are free of any form of addiction to alcohol or to any type of a habit-forming drug, or any substance having a narcotic producing effect (DPSA 2020: 47). In addition, employees need to agree in writing they are not addicted or using any form of habit-forming drug or any substance having a narcotic producing or habit-forming effect, socially or otherwise (DoE, 2021: 45). Exceptions are made though, where such substance(s) is prescribed by a medical practitioner, qualified and certified to prescribe such substances for medicinal purposes, and who is qualified and certified to diagnose and treat patients (Fuller *et al.* 2011: 178).

Should the contrary be found, at any time during the tenure of the employment contract, disciplinary action will be taken that will lead to dismissal (DPSA, 2020: 17). The applicant should consent that any assistance rendered by the employer regarding any aspect of rehabilitation shall be at the sole decision of the employer (Balfour, 2013: 5). Candidates must, furthermore, sign declaration forms acknowledging they are aware and agree with their signatures that the employer has the right to decide on the kind of assistance an employee may acquire. The last option would be dismissing an employee in a case where assistance is refused (DoE, 2021: 34).

## **2.16 Influence of Organisational Commitment (OC) and Loyalty on Turnover**

OC is a structure that focuses on explaining stability, which entails employee confidence, behaviour, as well as attitude (Salleh *et al.* 2012: 317). Organisations value their employees' commitment; a very crucial factor as it increases productivity, service delivery (quality), working spirit, as well as enhancing their loyalty and reducing turnover intention (Rajput *et al.* 2016: 4). Numerous factors increase OC, including provision of workplace

facilities to support employee JS (Buitendach and De Witte 2015: 29), along with supervisor support through mentoring programmes.

Enhanced commitment is another level of employee confidence and trust towards their organisational goals (Bernadin 2017:19); hence, loyalty, inclination, and satisfaction of individual employees are enhanced, while employees are more satisfied with working in their organisation than considering leaving (Halimsetiono, 2014: 341). As long as employees realise how much they would lose in resigning from their organisation, they will continue working in that organisation (James, 2020: 3). Consequently, they develop a higher commitment to continue working in their organisation when aware the value of their retirement fund increases, based on the number of years worked in their organisation (Meyer *et al.* 2012: 5). The more time they work in their organisation the more benefits they could enjoy (Mollick, 2012: 1010).

Research has shown demographic variables, such as years spent working at an organisation, age, duration of management level or supervision, and level of education (Wong 2014: 68) could influence employee JS, enhance their commitment, as well as their willingness to stay in the organisation. Alvi *et al.* (2014: 38) established positions, occupation, and age are related to EC and willingness to stay in the organisation. Furthermore, those with higher positions who had been in the same job longer and who were older had a greater level of commitment (Meyer *et al.* 2012: 2).

### **2.17 Impact of Job Satisfaction on Employee Turnover**

Employees are the main assets of the organisation and contribute more to the efficiency of its success (Kotze and Venter, 2010: 415). Turnover can be limited when the employer understands employees' expectations and what they need to be satisfied in the workplace (Bernadin, 2017: 17). Alvi *et al.* (2014: 39) suggest that managers should try at all costs to minimize turnover within the organisation. However, organisations in SA are failing to retain skilled workers (Fuller *et al.* 2011: 179). In the DoE, employee turnover has increased by 25 percent in the last five years, and one-third of currently employed employees intend to quit within the next few years (James, 2020: 6). McLaggan *et al.* (2013: 9) determined employees, on average, switch employers every six years. It is, therefore, imperative managers should minimise employee turnover at all costs, by ensuring they fully understand the causes of employee turnover and put strategies in place

to minimise its occurrence (Kelidbari *et al.* 2011: 556). Rajput *et al.* (2016: 4) support managers prioritising the need to understand employee concerns pertaining their work environments, as well as what satisfies them.

Lack of JS is among the factors that contribute to employee turnover (Parashar, 2016: 8). There are at least three reasons why managers must focus on the JS of employees, with evidence suggesting: dissatisfied individuals leave organisations (McLaggan *et al.* 2013: 5), satisfied employees are in better health and have a longer life expectancy, while JS in the workplace also affects individuals' private lives that, in turn, impacts absenteeism and other important work-related attitudes and behaviour (Kelidbari *et al.* 2011: 558). In most cases, employees feel less satisfied with their jobs, which causes a poor job attitude. Ahmad *et al.* (2014: 87) support this is one factor that tremendously affects the overall performance of the organisation. Those who perceive justice in their organisation are more likely to feel satisfied with their job, less likely to leave and more committed to their job (Van Tonder, 2014: 15).

## **2.18 Employee turnover**

Employee turnover is one of the persisting problems in organisations. It refers to the amount or percentage of employees that exit an organisation and must be replaced by new employees (Rajput *et al.* 2016: 6). Measuring employee turnover could assist employers that intend to determine reasons for employees exiting their organisations or assess the hiring cost incurred in replacement (Kelidbari *et al.* 2011: 559). This is particularly pertinent when it entails quality, skilful, and talented employees who worked for the organization for several years, are high performers and experienced and or loyal (James, 2020: 2).

## **2.19 Employee turnover implications**

During the process of turnover, one organisation may lose a skilled and qualified employee, while another organisation would gain and acquire a competitive advantage (Lucas-Carrasco and Salvador-Carulla, 2012: 1105). When an employee leaves one organisation for another, they leave with knowledge, skills, experience and abilities (Kahya and Yazar 2018: 728). Losing people who possess knowledge is a threat for the former organisation, which increases the significance of knowledge continuity (Van Tonder, 2014: 14). It is imperative management consider how to cope with employees

potentially leaving their organisations for competitors or retirement (Mollick, 2012: 1011). This would be one essential factor influencing knowledge continuity, making it necessary to eliminate the consequences, by means of knowledge and knowledge continuity management (Kelidbari *et al.* 2011: 559). Hence, employee turnover is a significant concern and costly for every organization, with the expense of recruiting and retaining a new worker anywhere from 50 to 200 percent of the departing employee's annual salary (DPSA 2020: 17).

## **2.20 Factors promoting job satisfaction.**

Numerous factors are responsible for employee JS (Ludviga *et al.* 2016: 365). These include, but are not limited to salary satisfaction, (Quan-Baffour and Arkon-Achemfour, 2013: 28), opportunities for promotion, fringe benefits, and job security, as well as good relationships with colleagues and supervisors, and a good working environment (Lucas-Carrasco and Salvador-Carulla, 2012: 1106). Some factors are considered based on the nature of the working environment (Ahmad *et al.* 2014: 85), nonetheless, health and safety of employees is the most imperative aspect that contributes towards employee JS (Van Tonder, 2014: 16).

Mokaya *et al.* (2013: 81) state to create an environment for employee satisfaction, it is extremely important to know which factors impact their satisfaction the most. Satisfied employees can provide good service to customers, which also affects organisational performance (Van Tonder 2014: 14). Employees have, recently, shown a tendency to value organisations with good working conditions highly, as they deem this an important contributor to their satisfaction (Kelidbari *et al.* 2011: 557). Working conditions form the core elements of satisfaction in the workplace (Lucas-Carrasco and Salvador-Carulla, 2012: 1105). The absence of such desirable working conditions can negatively impact the worker's mental and physical well-being, amongst others (Kelidbari *et al.* 2011: 559).

## **2.21 Work environment**

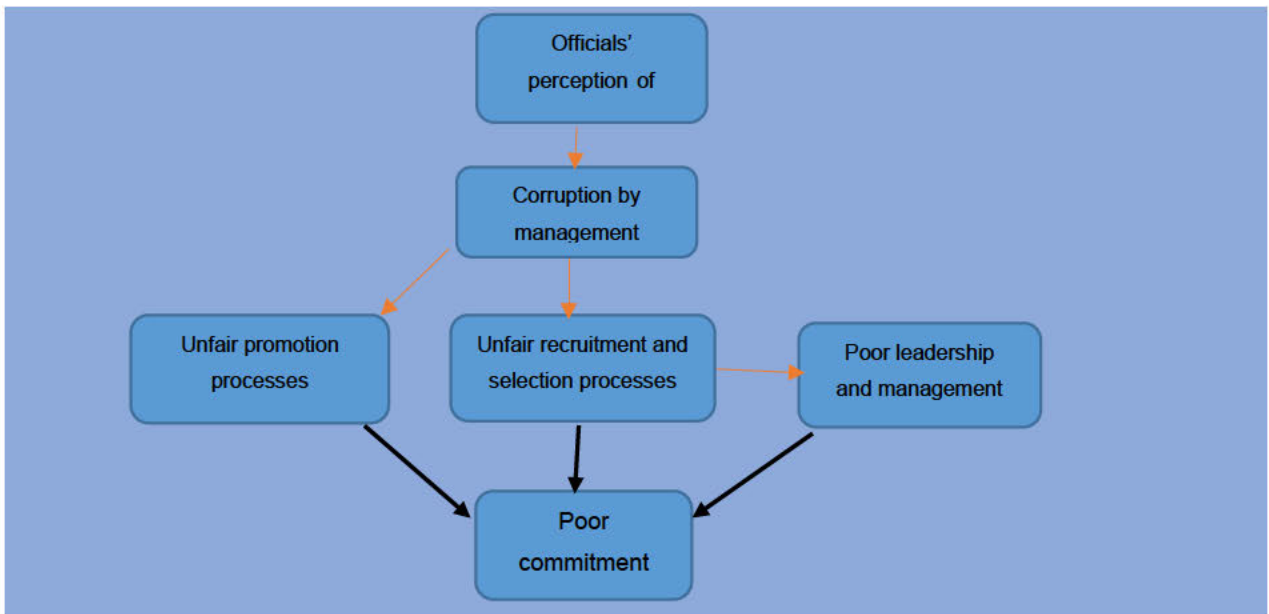
Research studies conducted at the DoE suggest officials working in challenging environments have, typically, developed negative attitudes (Maleka *et al.* 2016: 43), such as lack of commitment, late arrival to work, submission of reports past due date, conflicts with supervisors, co-workers and or managers, and complaints regarding their job (Kuipers *et al.* 2014: 5). On the one hand, Quan-Baffour and Arkon-Achemfour (2013: 26)

showed work overload has a negative effect on employee attitudes. However, on the other hand, it was found that officials who enjoy their work environment perform very well and submit their reports on time (Fuller *et al.* 2011: 179).

The working environment is, additionally, regarded as one factor that affects OC (Lucas-Carrasco and Salvador-Carulla, 2012: 1104). A condition that could impact OC positively is, for example, when an employee has a sense of ownership within the organisation (Triegaardt and Hugo, 2020: 141). Ownership makes employees feel important, as much as they are engaged in decision-making processes of the organisation (Wallin and Boggan 2015: 37). This entails allowing/enabling participation during decision-making on any form of new developments and changes of working practices, as well as creating a feeling of belonging (Kuipers *et al.* 2014: 5). A study by Ludviga *et al.* (2016: 365) in the European public sector has shown government officials who participate in decision-making within their organisation tend to invest their time, efforts, skills and talents in their job and are highly motivated, as they are satisfied with their job (Kelidbari *et al.* 2011: 558).

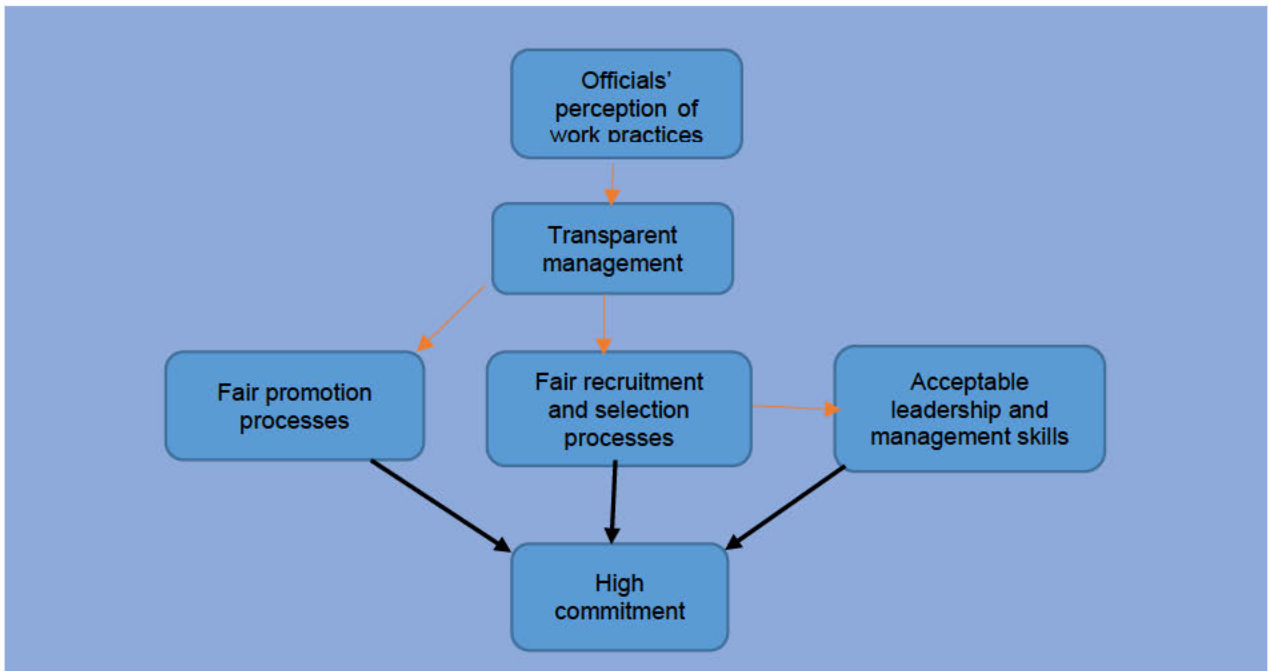
Some challenges affecting officials within the government DoE in SA are associated with work practices in relation to the process of recruitment (Ahmad *et al.* 2014: 88) and selection, promotions, management and leadership styles, as well as performance appraisal (Triegaardt and Hugo 2020: 140). In their study, Wallin and Boggan (2015: 37) concluded the lack of OC among officials with the DOE may be influenced by incorrect selection, in agreement with findings by Kuipers *et al.* (2014: 6), in addition to promotion processes that cause continuation of managerial style and behaviour, which negatively affect the OC of officials.

Mokaya *et al.* (2013: 81) established most government officials are demotivated and lack commitment due to corruption by their managers. Quan-Baffour and Arko-Achemfour, (2013: 27) maintain corruption has made government departments lose most of their skilled, talented, and highly qualified employees. Nevertheless, some employees are further demotivated and willing to leave their organisations due to bullying, an unsafe working environment and lack of recognition (Ludviga *et al.* 2016: 367).



**Figure 2.9: Officials' perception of work practices that negatively affect their commitment.**

*Source: Compiled by the researcher*



**Figure 2.10: Officials' perception of work practices that enhance their commitment.**

*Source: Compiled by the researcher*

It is, therefore, imperative for employers to create conducive and supportive working environments for all employees within the workplace (Ahmad *et al.* 2014: 87). A supportive

working environment is regarded as a place where employee emotions, performance, as well as mental and physical well-being are considered a priority and are valued (Mokaya *et al.* 2013: 84). A supportive working environment thus offers both employers and employees several benefits (Parashar,2016: 8). As employees spend most of their time at the workplace of the employer performing their duties, their health, safety, effort, and opinions, as well as talent, growth and development are considered and accounted for (Ludviga *et al.* 2016: 367).

Benefits rendered by the DOE in SA include performance appraisals, training and Employee Assistance Programmes (EAP). This is to ensure employees perform their duties to the fullest, while the growth and development, as well as their personal problems, are also considered (Richter *et al.* 2011: 2749). In this way, loyalty and healthy working relationships are promoted between co-workers, managers and supervisors, resulting in a pleasant environment, along with a reduction of turnover and absenteeism (Kelidbari *et al.* 2011: 559).

## **2.22 Conclusion**

EC appears to be a vital aspect for the achievement of organisational success, however, individual employees with low levels of commitment only do enough to work to remain employed, hence they do not commit to the work and mission of the organisation (Tumwesigye, 2010: 942). Committed employees are highly motivated to contribute their time and dynamism to the pursuit of organisational goals and are gradually recognised as the principal strength available to the company. The level to which employees commit and become loyal to the organisation is dependent on their level of satisfaction with their job. Nevertheless, numerous factors determine employee JS, above all, low commitment decreases employee retention rates, increases organisational operating costs, and reduces JP.

Committed employees are perceived through their behaviour in the workplace, which comprises their willingness to stay, enhanced performance, their loyalty to the organisation, as well as how much they rate their JS. Employees rated low on JS are not loyal, willing to leave the organisation and produce low performance. Nonetheless,

supervision, as well as benefits from the organisation contribute towards employee loyalty, commitment and performance. Based on this review of literature presented in this chapter, JS is shown (Figure 2.11) to be influenced by both extrinsic and intrinsic factors, hence JS determines employee commitment, performance and loyalty, where employee commitment and performance indicate their willingness to leave or stay in the organisation.

The next chapter discusses theories of job satisfaction.

## **CHAPTER 3**

### **THEORIES OF JOB SATISFACTION**

#### **3.1 Introduction**

This chapter provides an overview of applicable theories that govern JS within the sphere of the DOE. Due to the popularity of JS within the field of occupational and organisational psychology, various researchers and practitioners have provided their own definitions of JS (Amoako, 2011: 26). However, the two most common definitions describe JS as “the pleasurable emotional state resulting from the appraisal of one’s job as achieving or facilitating the achievement of one’s job values” and the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Bakker, Albrecht and Leiter 2011: 76). In general, most definitions cover the affective feeling an employee has towards their job (Maslow, 1968: 112). This could be the job in general or their attitudes towards specific aspects of it, such as their colleagues, pay, or working conditions (Gopinath 2019b: 1464). In addition, the extent to which work outcomes meet or exceed expectations may determine the level of JS (Maslow, 1954: 79).

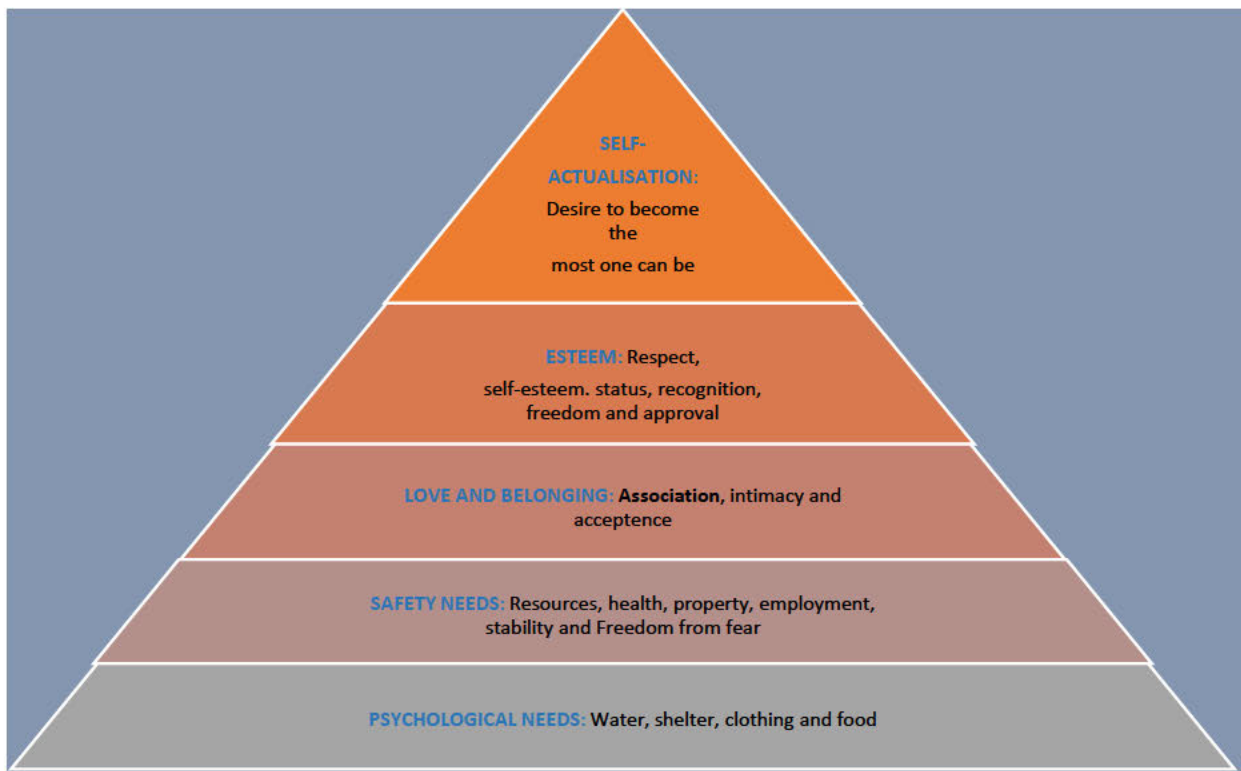
JS is, however, not only concerned with how much an employee enjoys work. It is based on motivational and hygienic factors of employees (Gopinath, 2019b: 1463). Nevertheless, JS has become a fundamental variable for long-term development of every organisation globally, without considering its sector of operations (Bakker *et al.* 2011: 74). Furthermore, it can be defined as the psychological disposition of employees towards their work, which entails a combination of numerous attitudes and or feelings (Maslow 1968: 39). Such attitudes and feelings could be articulated through behaviours that create diversity among employees and the significance of an application of different motivational factors that may increase employees’ interest for work and their success (Amoako 2011: 27).

Motivational factors of employees are explained by Maslow, while hygienic factors are explained by Herzberg (Maslow, 1968: 102). Moreover, JS theories have a strong overlap with theories explaining human motivation (Maslow, 1954: 64). The most common and

prominent theories in this area include Maslow's needs hierarchy theory and Herzberg's Motivation-Hygiene Theory (HMT) (Maslow, 1970: 93).

### **3.2 Defining Maslow's Hierarchy of Needs**

Maslow's hierarchy of needs was introduced by Abraham Maslow in a paper written in 1943 within the psychological field (Spector 1997 :62), with this theory thus regarded as a theory of human motivation (Maslow 1970: 75). Maslow thereby expanded the idea to contain his observations of humans' distinctive interests (Maslow 1954: 101). The theory has numerous other parallel theories focused on psychological development of humans, whereby some emphasise explaining phases of human development and growth (Maslow 1943: 378). Maslow then formed a classification system that reflects general needs of societies as its foundation and then continues to attain emotions (Amoako 2011: 26). The hierarchy is thereby divided into deficiency and developmental needs (Maslow 1943: 372). According to Eckerman (1968: 19), the concept of Maslow's Hierarchy of Needs is a theory of motivation, characterised by a five-tier model of human needs, frequently described as ranked levels within a pyramid, comprising psychological needs at the base, safety needs above, then love and belonging, followed by esteem, with self-actualisation at the top. The model is generally presented in the form of a triangle (Figure 3.1) in illustrations (Spector 1997: 96).



**Figure 3.1: Maslow's Five levels of Hierarchy of Needs model**

*Source: Maslow (1970: 38) and Spector (1997: 104)*

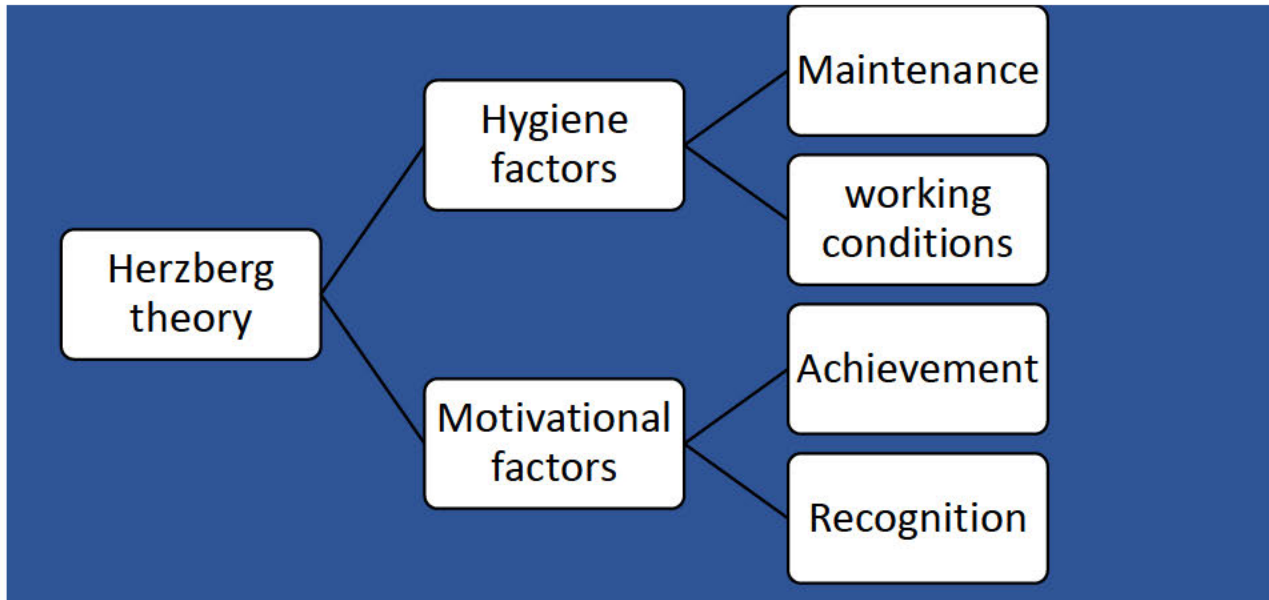
Needs lower down in the hierarchy (Figure 3.1) must be satisfied before individuals' needs higher up can be addressed (Maslow, 1943: 383). The theory includes five levels of needs and argues individuals act to meet their utmost needs only when their lesser needs are catered for (Maslow 1970: 47). Maslow's hierarchy of needs theory is the foundation of numerous existing developed theories.

### **3.3 Defining Herzberg's Motivation-Hygiene Theory (HMT)**

HMT originated with Fredrick Herzberg and his fellow researchers, who conducted a study regarding variables regarded as desirable for achieving goals and unwanted conditions to avoid (Yvonne, Rahman and Long, 2014: 1881).

One of the job conditions is perceived as maintenance or the hygiene factor (Gopinath 2019b: 1462), whereby the same job conditions produce the same level of dissatisfaction, however, when the conditions are not present, their occurrence does not motivate in a strong manner (Maslow 1968: 39). To apply HMT in the workplace, it is imperative to first note all hygiene issues (Bakker *et al.* 2011: 75). Even though hygiene issues are not the main sources of satisfaction, they should be dealt with first, to create a working

environment where employee satisfaction and motivation are possible to attain (Hakim, 2016: 9). Therefore, the second group of issues to consider regarding job conditions is the motivational factors, functional for building a strong motivation and enhancing JS; however, their absence does not basically create employee dissatisfaction (Amoako, 2011: 27).



**Figure 3.2: Factors of Herzberg's theory**

*Source: Prajogo and Cooper (2017: 216)*

Application of both Herzberg's and Maslow's theories, therefore, differs based on the nature of the organisation and the countries in which they operate, according to Yvonne *et al.* (2014: 1876). HMT ascertains satisfaction and dissatisfaction are caused by numerous variables, whether motivational or inspirational, as well as cleanliness factors (Maslow, 1968: 83). Hence, motivational factors are those facets of employment individuals need to accomplish and enrich with satisfaction (Gopinath, 2019b: 1462).

### **3.4 Perspectives of Maslow's Hierarchy of Needs and Herzberg's Motivation-Hygiene Theories (HMT)**

Among different behavioural theories generally believed and incorporated by American organisations, are that of Maslow and Herzberg (Webb and Chaffer, 2016: 351). Herzberg, who is a known psychologist, introduced a theory based on job factors that motivate employees (Yvonne *et al.* 2014: 1876). Maslow, known as a behavioural scientist and contemporary of Herzberg's, developed a theory based on ranking and satisfying

different employee needs and how they pursue these needs (Prajogo and Cooper 2017: 218). The two theories are generally cited within business literature, particularly international organisations (Spector 1997: 104). However, the two theories constitute what is regarded as JS within the HR field (Amoako, 2011: 26). The application of the two theories in this study is based on the JS of 285 office-based employees, 10 managers and five out-of-service employees of the DOE in the Province of KZN, eThekweni region.

Within the education profession, researchers in the 1980s raised questions regarding the application of Maslow's and Herzberg's theories within the DOE at district and regional levels (Gawel, 1996). The concerns are based on whether office-based officials fit the profiles of the average business employee (Hakim 2016: 8), whether they respond to the same motivators Herzberg associated with employees in profit-making organisations and whether they have similar needs patterns as those uncovered in the studies of Maslow, regarding employees working in profit-making organisations (Amoako, 2011: 26). However, there are similar patterns, policies, rules, administration and all other aspects that govern both profit-making and non-profit-making organisations, such as the DOE (Gopinath 2019b: 1464).

A study conducted by Hughes (2016: 162) in Ghana indicates a high-quality official is the fundamental aspect of a successful educational system. Hughes (2016: 163) maintains retaining and attracting this calibre of employee is a fundamental necessity for education in Ghana. Notwithstanding this, employee JS plays a significant role in conveying admirable education to learners; hence, it is a motivating factor (Hakim, 2016: 6). Therefore, employee JS is regarded as a feeling of completion or gratification of employees derived from their jobs, which is positively related to their health and JP.

Motivation denotes contact between individuals and their surrounding situations (Gopinath 2019b: 1463). The difference thereof in motivation is driven by their situations (Matla and Xaba, 2020: 726). Hence, an individual student could be driven to success. Nonetheless, the same students who experience difficulties reading textbooks for more than 20 minutes could enjoy reading up an entire story-telling book within one day. However, a study conducted in Pakistan by Shabbir *et al.* (2014: 60), investigated JS of officials within the DOE, working under unfavourable conditions, with poor infrastructure. Shabbir *et al.* (2014: 60) posit officials disagreed regarding their satisfaction of their current salary

structure, safety, working conditions, and benefits as well as working conditions, since these did not cover their fundamental needs.

### **3.5 Appraisal**

Regardless of the theory of Maslow's Hierarchy of Needs emerging in the 1940s, the application of the theory has not diminished in significance (Maslow, 1968: 72). In every year, it seems there is more appreciation regarding the mutual benefits of employers and employees for provision of a working environment that motivates, develops and supports employees' higher-level needs (Gopinath, 2019a: 445). Many higher-level needs in the hierarchy focus on self-achievement, self-esteem and personal growth, which cannot necessarily be applied globally and transferred to Eastern cultures, such as a place with greater emphasis on community, selflessness and contribution (Amoako, 2011: 26). It is also not clear whether needs may differ according to gender or socio-economic background (Hakim, 2016: 8).

The occurrence of many concessions to the hierarchy have been argued and criticised (Hakim 2016: 6), with Maslow admitting the reversals on the process of the hierarchy. This is because there are some employees, for example, where self-esteem may be more important to them than being loved (Matla and Xaba, 2020: 727). Hence, Maslow observed employees based on certain needs that may seem diminished because of lack of exposure and some who may remain content at a specific level and never progress any further (Bakker *et al.* 2011: 76).

A fundamental reflection of Maslow focused on creative individuals, such as gardeners or administrators who seem totally anxious with self-actualisation while overlooking other needs (Maslow, 1968: 102). However, Maslow's theory suggests human needs are arranged based on a hierarchy of prepotency, which means the least of the needs entails the strongest impact when not gratified. Therefore, Maslow explains, for a person who is seriously hungry, there are no other interests that may exist unless it is food (Hakim, 2016: 6). Nevertheless, despite Maslow indicating these exceptions, it does not necessarily account for them. Although current research studies seem to validate the occurrence of general employee needs, Maslow's Hierarchy of Needs is, thus, questionable (Bakker *et al.* 2011: 81).

### **3.6 Application of Maslow's Hierarchy of Needs and Herzberg's Motivation-Hygiene Theories to job satisfaction in the South African DoE**

Hygiene factors are organisational policies, remunerations, working conditions, and security, as well as interpersonal relations (Maslow, 1968: 105). These factors are not fundamental aspects of the job, and they do not influence employee JP, however, they prevent poor performance as a result of work restrictions (Hakim, 2016: 3). When hygiene factors are ensured, employee dissatisfaction and work restrictions disappear, but these factors have no effect on achieving top-level performance (Bakker *et al.* 2011: 82). Herzberg's motivational factors are high-level sources of motivation that focus on aspects of work such as success, appreciation, accountability, and progress (Hakim, 2016: 5). These factors have positive effects on both JS and occupational performance (Amoako 2011: 27).

#### **3.6.1 Maslow's Hierarchy of Needs**

An individual's needs are influenced by the important factors attached to different needs and the levels to which an individual wants to fulfil those needs. Kaur (2013: 1061) indicates Maslow's theory of the Hierarchy of Needs, is the first motivation theory that placed the basis for the theories of JS. It serves as the beginning from where researchers may explore the problem of JS in different work situations (Maslow, 1968: 63).

The focus of Maslow's Hierarchy of Needs is that some fundamental needs should be attained prior to considering other needs, based on the human environment (Torres, 2019: 114). The hierarchy of needs placed an emphasis on exploring desires of humans to address the needs of people; hence, it is for improving their living conditions in their environment (Amoako, 2011: 27). No person lives separately from others in their own society, therefore, factors such as social gatherings, correlation, associations and a sense of belonging, based on love, are required to enhance pleasant human co-existence in different social surroundings (Bakker *et al.* 2011: 77).

Managers within government departments, procedures for employee engagement, and public service motivation are the aspects that play an important role in organisational outcomes (Hakim, 2016: 4). When managers fail to motivate employees to come to work daily and offer their full attention, the organisation will be negatively affected by the outcome (Bakker *et al.* 2011: 81). Motivating employees is a fundamental ingredient for

ensuring they feel appreciated and esteemed in the work they do (Maslow, 1968: 107). It is generally acknowledged that what motivates government employees, differs from motivational factors that affect employees within the private sector (Torres, 2019: 112). In comparing government employees with those in the public sector, employees within the private sector are traditionally motivated by various reasons, such as better benefits, packages, and higher salaries, and play an active role in earning their organisation increased revenues. In government departments, employees are motivated by their willingness to serve the public and the underlying desire to make the world a better place through their actions (Hakim, 2016: 4).

#### **3.6.1.1 Self-Actualisation**

Self-actualisation is the final point of the developmental phases in Maslow's Hierarchy of Needs (Maslow, 1968: 102). It occurs when people can take full advantage of their talents, while still considerate of their limitations. The concept of self-actualisation is also applied informally, with reference to a rational maturity in character through achieved goals, acceptance of self, and ability to self-assess in a positive and realistic manner. However, the process differs between individuals, and not everyone can achieve all levels of the hierarchy in their lives (Hakim, 2016: 8). Maslow believed achieving self-actualisation is, nonetheless, occasional and speculated only an estimated one percent of the adult population has self-actualised (Bin Shmailan, 2016: 4). Current research shows this number could be higher. Furthermore, it has not yet been proven that self-actualisation correlates with employees' gender, salary level, age or race (Maslow, 1968: 102).

An employee cannot be healthy unless he or she succeeds in satisfying self-actualisation needs. According to Maslow (1970: 78), employee motivation is based on individual needs for self-fulfilment and steady personal growth. Maslow (1970: 65) described self-actualised individuals as those who are self-fulfilled in what they are doing. Therefore, by the time the fundamental needs of individuals have been addressed, the desires regarding affection and safety follow, then achieve the esteem needs. However, once esteem needs, which entail self-respect and self-confidence, have been addressed, individuals may start to self-actualise. In the workplace, the role of the manager is to assist employees with this realisation (Hakim, 2016: 6). Employees with self-actualisation feel empowered and trusted in control of their jobs and futures. The main aspect of self-actualisation is

ensuring employees are only put in positions they are able to work on. Kebede and Demeke (2017: 167) posit employees have to feel challenged. This echoes Kaur (2013: 1062), who highlighted this eventually erodes engagement, as employees begin to doubt themselves.

In the Gauteng Department of Education (GDE) there is, however, a burning problem of lack of employee engagement, or disloyalty to the administration in particular, and the organisation as a whole (Gopinath, 2019b: 1462). This intricate issue is linked to a change of the entire social relations system within the department that has created a dynamic increase of the level of employee claims (Kebede and Demeke, 2017: 166). Gopinath (2019b: 1462) maintains this entails an increase in employee demands for salaries, change of workplace environment and conditions of professional activity, as well as their demand for creation of new ideas regarding quality and level of life.

### **3.6.1.2 Characteristics of Self-Actualisation**

#### **(i) Perceptual difference**

Managers expect employees to have specific, desirable qualities to equip them with a wide range of skills and knowledge (Hakim, 2016: 6). Employees are all unique in their different appearances and understanding their workplace environment and the colleagues within it (Karyotakis and Moustakis, 2016: 48). These perceptual differences could influence the management of people within the organisation (Torres 2019: 118). Unless others, self-actualising employees are enthusiastic with regard to gaining new experience, accepting reality, and are ready to acquire new skills, try new experiments, while they also change their pre-perceptions when they feel it is not correct (Gopinath, 2019b: 1463). Instead of being afraid of new things, they are attracted towards them (Torres, 2019: 120).

#### **(ii) Attitude towards problems**

People who are self-actualising have playful characters when solving problems and self-expression (Karyotakis and Moustakis, 2016: 48). They do not possess any inhibitions in accepting others the way they are, while they do not feel anxious, guilty, ashamed or unhappy (Theron, Barkhuizen and Du Plessis, 2014: 4). Self-actualising people clearly differentiate between what is bad and what is good, with a well-developed system of personal values (Gopinath, 2019b: 1464). They are able to express themselves, hence, they do not put on any front or feel limited regarding their thoughts. Self-actualising people

do what they think is right and are not concerned with others' opinions (Hakim 2016: 7). They are perceived to have the patience to tolerate the things that cannot be changed, and to change the things that can be changed; hence, their behaviour is known for simplicity and naturalness (Karyotakis and Moustakis, 2016: 49).

In most cases, self-actualised people are more focused on the problems of others, and not much worried about their own problems (Theron *et al.* 2014: 5). However, they are normally focused on their life mission, task to fulfil, and the problems of others (Gopinath 2019b: 1462); they need missions or tasks to conduct while, in general, these tasks are unselfish and essential for mankind or the nation (Hakim, 2016: 6).

### **(iii) Quality of detachment**

Based on literature reviewed, employees' emotional detachment from work during non-work time is beneficial for various aspects of employee JP and well-being (Karyotakis and Moustakis, 2014: 33). However, it is uncertain whether emotional detachment is equally important to all (Theron *et al.* 2014: 11). Emotional detachment can have many different causes (Tiplic, Brandmo and Elstad, 2015: 453). These can include "past experiences and psychological conditions, but it can also be purposeful behaviour that can be used as a way to cope or set boundaries in overwhelming situations" (Hakim, 2016: 7). Nevertheless, for an employee to disconnect mentally from work would mean freedom from work-related demands, which means emotional detachment is of crucial importance for the employee recovery process (Karyotakis and Moustakis, 2016: 51).

Employees who are mentally present at work after working hours are not fully benefiting from their spare time. Nevertheless, achieving emotional detachment is required to avoid activities related to work, such as reading and answering job-related e-mails, because such activities stop psychological relaxation (Aziri, 2011: 79). It is argued emotional detachment includes both resisting engaging in job-related activities, as well as thinking about job-related issues during leisure time (Karyotakis and Moustakis, 2014: 35).

### **(iv) Interpersonal relations**

The quality of interpersonal work relationships determines the behaviours employees engage in, both at work and in their private lives (Shumba *et al.* 2016: 152). High quality relations explain other employees' commitment, performance, motivation, and innovation,

as well as error detection, occupational health and safety OHS, employee green behaviours (EGB), and teamwork, in addition to helping others, internal and external organisational communication, absenteeism, along with conflict and resilience to negative events of other employees (Aziri, 2011: 81). Conversely, low quality relationships between employees have a detrimental impact on these aspects of an organisation's operation (Karyotakis and Moustakis, 2014: 41). Further, the quality of interpersonal relations between the teacher and the pupil can be observed as part of the development of the pupil's creativity (Karyotakis and Moustakis 2016: 52). Creativity is basically something inherent in anybody, but depends on one's lifestyle from prenatal, natal, preschool, and school, to old age, and on an individual's connections with his or her surroundings (Hakim, 2016: 8).

#### **(v) Continued freshness of appreciation**

Maslow (1970: 163) wrote that people with self-actualism have a great capacity to appreciate several times, naively and freshly, have fundamental goods of life and ecstasy. The author further maintains they are intensely aware of correct physical health, loved ones and friends, financial security, and political affiliation. Hakim (2016: 7) supports this, stating unlike other employees who take what they have for granted, self-actualising employees perceive matters, such as everyday phenomena, for example, and food, friends, their job, vehicles as well as various properties, with fresh vision (Shumba *et al.* 2016: 152). In short, they retain their constant sense of good fortune and gratitude (Maslow, 1970: 164).

However, Maslow discovered healthy, mature, older employees show a capacity for appreciation even in the most normal events of their lives with a sense of ecstasy (Tiplic *et al.* 2015: 456). They also occasionally become bored with life experiences (Gopinath 2019b: 1462). For such employees, their days are always the same, even the casual working days, where the moment-to-moment business of living can be thrilling and ecstatic (Shumba *et al.* 2016: 152).

#### **(vi) Philosophical Sense of Humour**

A research project conducted by Wambugu and Busienei (2015: 1889) within the DOE indicated that even though numerous employees value humour, theorists and philosophers have highlighted little regarding the matter, and what they have said is

basically insignificant (Theron *et al.* 2014: 4). Understanding humour as a form of playing, assists in countering traditional objections to it and shows some of its benefits, including those it shares with the philosophy itself (Shumba *et al.* 2016: 154). When people are asked by Wambugu and Busienei (2015: 1889) what is important in their lives, they often mention humour.

Nevertheless, Karyotakis and Moustakis (2016: 48). argue a sense of humour is a South African virtue. However, while a sense of humour is highly appreciated in ordinary life, philosophers have paid almost no attention to it, with Plato seeing laughter and humour as a form of mockery and Aristotle perceiving it as relative to human nature, while it is, in effect, “as vital as it is versatile” (Chiaro, 2023). Hakim (2016: 6) has shown South Africans frequently laugh and they specifically recommend laughing at oneself. This laughter serves an epistemic function (Aziri, 2011: 79). Laughing at someone or something, including oneself, is a way of expressing contempt for that thing or person (Theron *et al.* 2014: 9). It is, therefore, significant for employees who want to ask clear-eyed questions regarding the values, institutions, phenomena and employees they cherish (Shumba *et al.* 2016: 153).

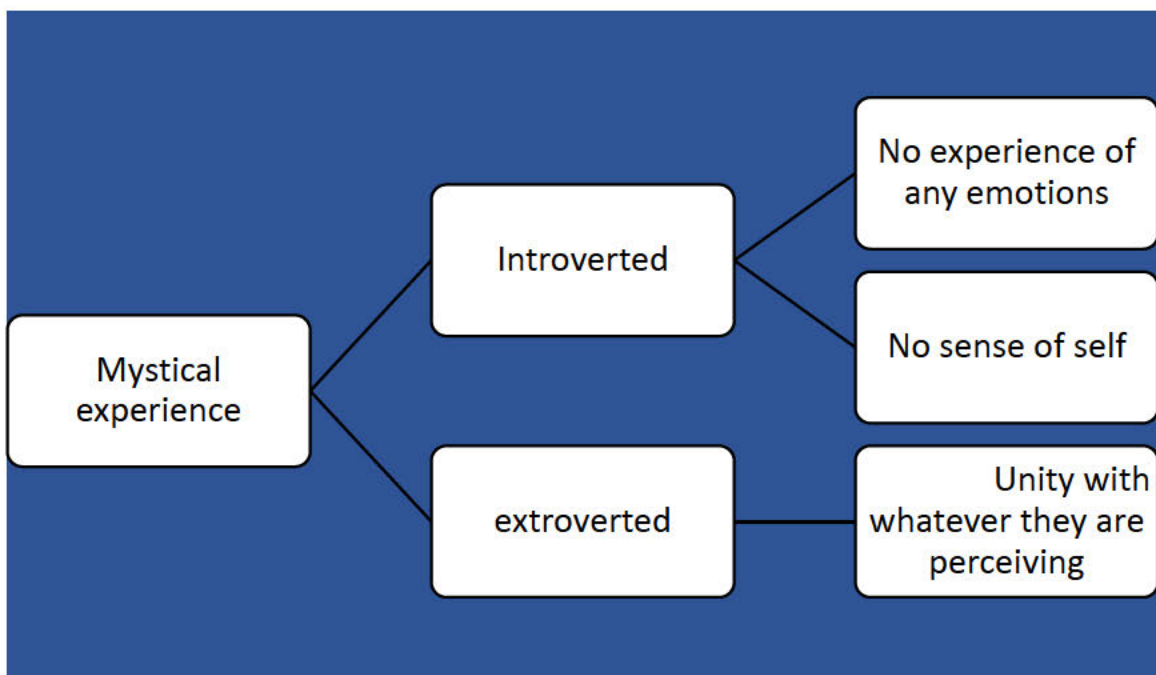
### **(vii) The Mystic(al) Experience**

Mystic experiences are considered wherever perplexed humanity has pursued the meaning of the perpetual mystery of life (Adebayo and Gombakomba, 2013: 310). It is, therefore, considered “an ethnic phenomenon and challenges consideration as to its value, as an experience, without any confusion with certain theological or theoretical inferences associated with it by the mystics themselves” (Tiplic *et al.* 2015: 458). With the advance of psychological science, the response from other-experiences and fixed effort to organise the understanding of the world of experience in scientific notions, mysticism has dropped into negligence, as a non-rational experience (Rissannen, 2017: 102).

The concept of mystical experience has four fundamental characteristics (Tiplic *et al.* 2015: 454), where the most constantly reported character is the experience of a devastating sense of union, hence, the concept is referred to as “unitive mystical experience” (Rissannen, 2017: 98). Second, employees who have these experiences normally report the experience is a “true source of information” (Adebayo and Gombakomba 2013: 312). Third, these employees say the experience may “not be

sufficiently described in words”, and fourth, they say they “lose their sense of self” (Theron *et al.* 2014: 6). Notwithstanding the four characteristics of mystical experience, there are two types of mystical experience namely, extroverted and introverted mystical experience.

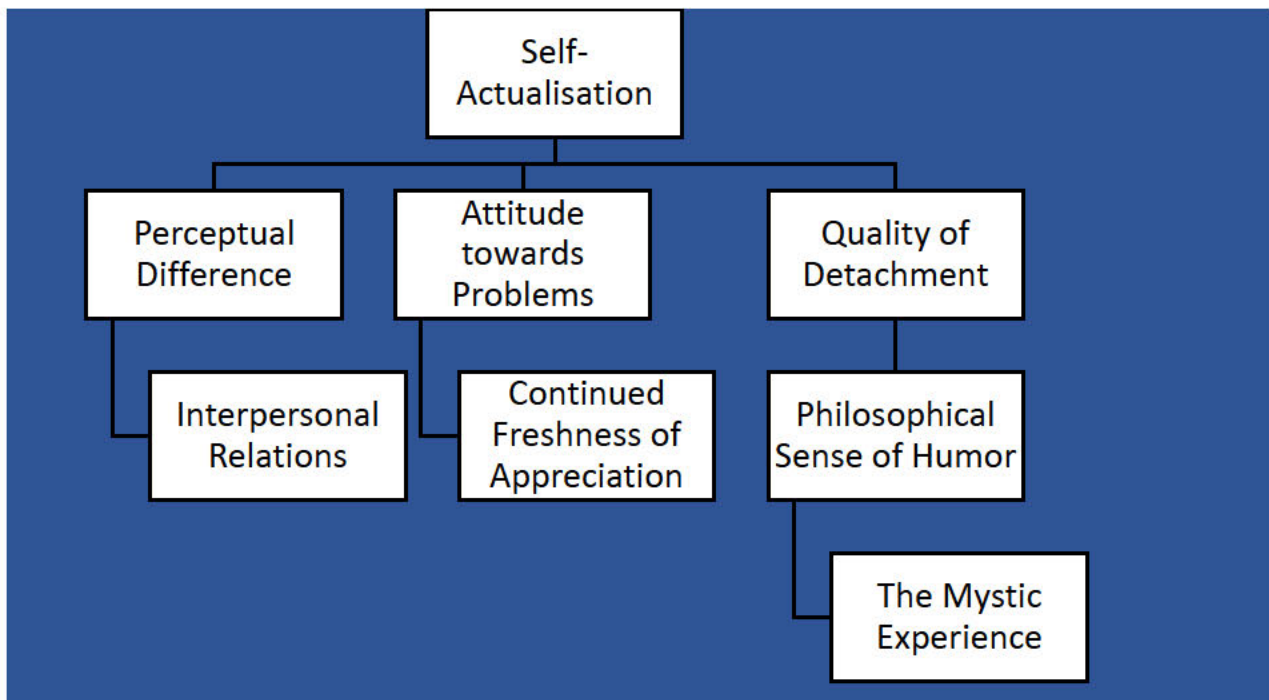
People with extroverted mystical experiences can unite with whatever they are perceiving (Rissannen, 2017:107). Employees who dream of being Head of the entire company, while having no experience or qualifications, have an extroverted mystical experience (Tiplic *et al.* 2015: 456). It means they have their own picture of what seems unreal (Adebayo and Gombakomba, 2013: 309).



**Figure 3.3(a): Types of mystical experiences**

Source: Rissannen (2017: 104).

Employees with introverted mystical experiences include lack of experience of any thoughts, emotions, or perceptions regarding sound, sight, sound of emotional sensation (Torres 2019: 114). Some describe the experience as a void, unity with the ground of being, and consciousness without an object (Theron *et al.* 2014: 4). The person having this type of mystical experience has no sense of self, of time, or of place.



**Figure 3.3(b): Characteristics of Self-Actualisation**

Source: Gopinath (2020: 11593)

### 3.6.1.3 Esteem

Research by Bin Shmailan (2016: 4) indicated the importance of self-esteem and found benefits associated with employees who have high self-esteem. Employees who have a high level of self-esteem will trust their thinking and judgement and are, therefore, likely to make better decisions (Karyotakis and Moustakis, 2016: 49). Having these qualities also enables the creation of more effective interpersonal and work relationships, which means we can more effectively contribute to the work environment around us (Shumba *et al.* 2016: 154). Leaders perceive high levels of self-esteem as the ability to focus more positively on other employees and their development, rather than spending time criticising their own performance (Bin Shmailan, 2016: 5).

Having low confidence is, however, a state that has negatively influenced almost every employee at some point in their lives. Hence, once established, it can be challenging to get motivated, whereas this hugely impacts employees' personal and professional lives. Karyotakis and Moustakis (2016: 48) maintain poor self-esteem often creates fear and causes unproductive work behaviours such as being overly rebellious.

#### **3.6.1.4 Love and Belonging**

The concept of the love and belonging level, according to Maslow's hierarchy, differs slightly according to the nature of the organisation, as opposed to other areas of life (Rissannen, 2017: 108). When employees do not have a sense of belonging, they may not feel engaged at work or motivated to succeed (Gopinath, 2019b: 1462). It is not always easy for individuals to establish and form relationships at work. Organisations that host social activities, such as employee assistance programmes and awareness events held by the DOE (Matla and Xaba 2020: 727), where they offer more opportunities for relationship-building outside the office, tend to have higher rates of employee engagement than organisations that do not focus on these aspects of a work-life balance (Paletta, Alivernini and Manganelli 2017: 103).

It is generally accepted, when you feel you belong and fit in within your workplace and your team, it is easier to feel motivated to work hard and achieve results. However, employees must have a sense of belonging and family within the organisation to enhance their performance and commitment.

#### **3.6.1.5 Safety Needs**

Employee safety is one of the important needs that impact their overall satisfaction with their workplace (Adebayo and Gombakomba, 2013: 309). It is normal for employees to worry about their own safety and that of their loved ones. Research conducted by Matla and Xaba (2020: 726) indicated most officials within the DOE have been concerned for their own safety and that of their loved ones.

Torres (2018: 128) maintains employees must prioritise provision of a safe living and working environment for them and their families, as it influences them to work hard to create this. Paletta *et al.* (2017: 99) state it is important employers ensure employees in their workplace are physically safe, as they are the main asset of the company.

Matla and Xaba (2020: 727) posit employers must feel their resources and properties are safe and protected. Hence, Adebayo and Gombakomba (2013: 310) maintain ensuring a safe working environment should entail providing ergonomic office furniture that suitably supports employees or everyone utilising them, which reduces the risk of injury.

Furthermore, Theron *et al.* (2014: 4) posit employers should secure their buildings to prevent potentially dangerous people from entering.

Another aspect of safety in the workplace pertains to feeling emotionally safe and supported. Paletta *et al.* (2017: 103) state it is more challenging to achieve motivation to proceed to the next level of the hierarchy and perform at the highest level, when an employee is concerned about losing their job due to layoffs and budget cuts. Unstable futures for employees within the company thus decrease morale in the workplace (Matla and Xaba, 2020: 727).

### **3.6.1.6 Psychological Needs**

Both Maslow's and Herzberg's theories portray motivational needs within the workplace. Based on Maslow's Hierarchy of needs, where physiological needs are the least, while self-actualisation is the highest (Gopinath 2019b: 1462). According to Baridam (2002), Maslow based his theory of human motivation on human needs, often portrayed as ranked levels within a pyramid, these include psychological needs, safety, love and belonging, self-esteem and self-actualisation. According to Balfour (2013: 2), 55 percent of government officials within the South African DOE have considered leaving the department for other organisations due to several issues related to working conditions (Maslow 1968: 83), their desire to be the best they can be within their field of specialty, and many other reasons related to motivation. Findings by Salleh and Tan (2013: 158) and Hutabarat (2015: 295) indicated various managers within the DOE are continuously experiencing common challenges related to motivation of employees to work towards achieving the organisational goals and improvements.

### **3.7 Motivational factors according to Herzberg's theories.**

The way employees are motivated depends on the power of constant needs or desires, expectations related to the outcomes of certain actions, and the exact attainments and risks (Gopinath, 2019a: 446). Hence, motivation is associated with personal performance, as a substance of employees who contribute to organisational performance or who normally want to do their work more successfully (Karyotakis and Moustakis 2016: 49). Psychologists, human resource management (HRM) specialists, and sociologists have, on the one hand, emphasised the central role internal motivation plays in many social and economic interactions for a long time (Gopinath 2019b: 1462). On the other hand, external

motivational tools can affect internal motivation in some cases and increase individual success by contributing to the development of internal motivation (Hakim, 2016: 6). However, it has also been suggested the long-term application of external motivation factors on employees has a negative effect on employees' internal motivations (Maslow, 1968: 102).

It is, therefore, not possible to evaluate these two types of motivation independently of each other (Karyotakis and Moustakis, 2016: 47). Three motivational tools have been defined in the literature as economic, psychosocial and organisational-managerial, in order to direct employee behaviours in line with organisational goals (Hakim 2016: 9). The economic motivational tools are social benefits such as wages, security, premium wages, and participation in decisions, along with bonuses, economic awards and services, lunch, and tea and coffee service, as well as private health insurance and clothing support (Karyotakis and Moustakis, 2016: 53). Gopinath (2019a: 445) maintain psycho-social tools cover the factors that “do not provide economic benefits to employees, such as subsidiarity, appreciation, independence in work, social status and participation, development and success, adaptability to environment, suggestion systems, direct meetings with superiors, psychological assurance, social activities and consultancy service” (Maslow. 1968: 102).

### **3.8 Conclusion**

In this chapter, the researcher tested the theory of the Hierarchy of Needs discussed and argued by Abraham Maslow in 1943, and the HMT. Employees differ based on the level of their JS, and the details of these differences depend on the nature of the jobs they are employed for. There is no doubt self-esteem impacts the way employees operate in the workplace, how they deal with each other and how much they achieve in their careers.

However, Maslow asked his participants to think of the most wonderful experiences of their lives, the happiest moments and ecstatic moments. He found people undergoing peak experiences felt more integrated, more at one with the world, more in command of their own lives, and more spontaneous, while also being less aware of space and time, more perceptive, more self-determined and more playful.

## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

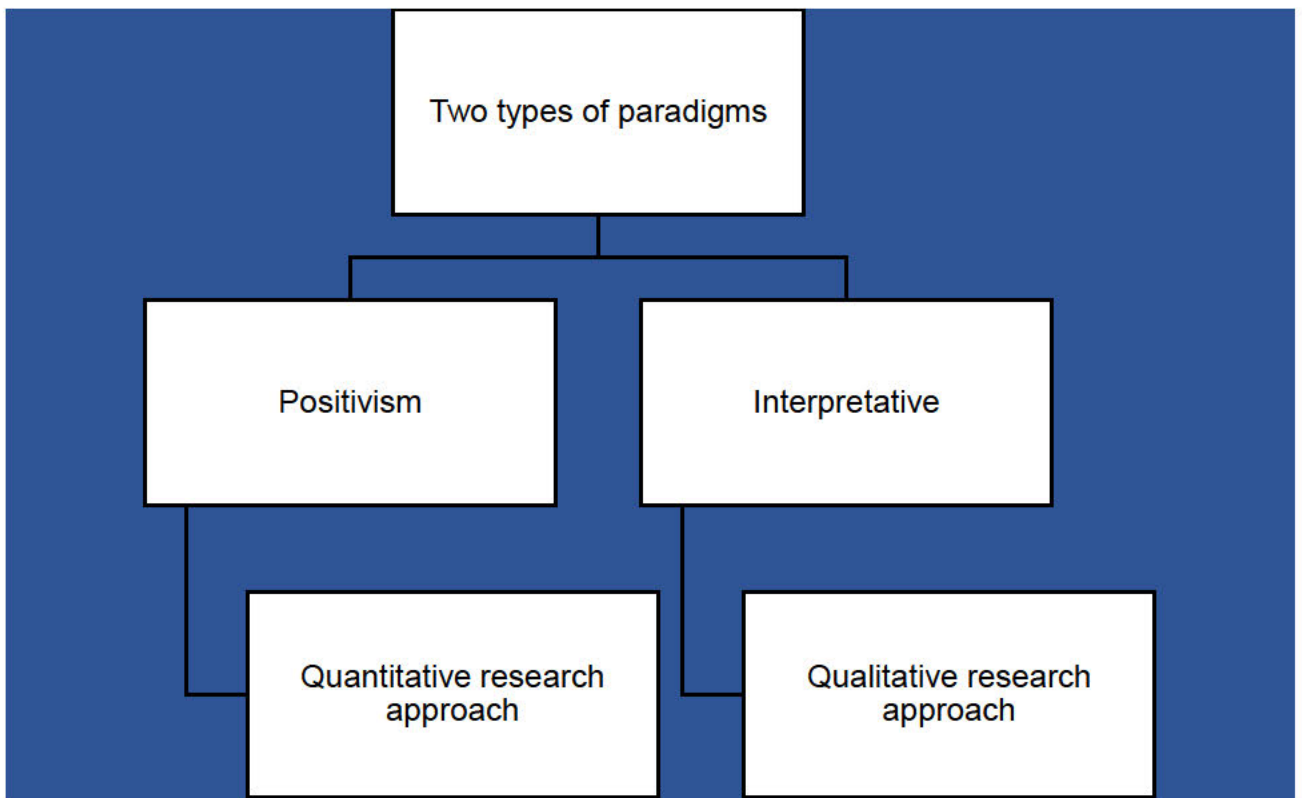
#### **4.1 Introduction**

In this chapter, the research design, methodology, methods and techniques required to address the research problem and achieve the study objectives are explained and justified. The methods and techniques explained in this chapter relate to procedures for collection, capturing, testing, and processing, as well as analysing the data with a view to exploring JS amongst employees in the DOE, eThekweni region. The methods and techniques also include steps and action taken to ensure the scientific accuracy of the results, thereby achieving reliability and validity thereof. The ethical considerations for the treatment of participants, data and study results are also explained in this chapter.

#### **4.2 Paradigm**

All studies are founded on philosophical assumptions based on what constitutes genuine research and which research approach or method is appropriate for the growth of knowledge in a research study (Sahu 2013: 27). The concept of a paradigm is described as a research perspective with a pair of shared views, attitudes, perceptions, and conduct of research (Punch 2014: 107). It is a process of thinking regarding a research study (Bertram and Christiansen 2014: 78). Furthermore, researchers must be able to comprehend and communicate ideas and views regarding the nature of reality, which infers what can be understood about it, and how much we can obtain from this information (Fox and Bayat 2017: 68). On the one hand, a paradigm is also described as a model or method to study that has been confirmed and performed for a longer period and is considered as the standard by several researchers in the subject (Sahu, 2013: 28).

Scholars, on the other hand, offer a variety of perspectives on the research paradigm. and maintain the main aspects of the research paradigm are positivist or interpretive, which are applied based on the research approach. Quantitative data are gathered through positivist research paradigms, and qualitative data by means of interpretative research paradigms.

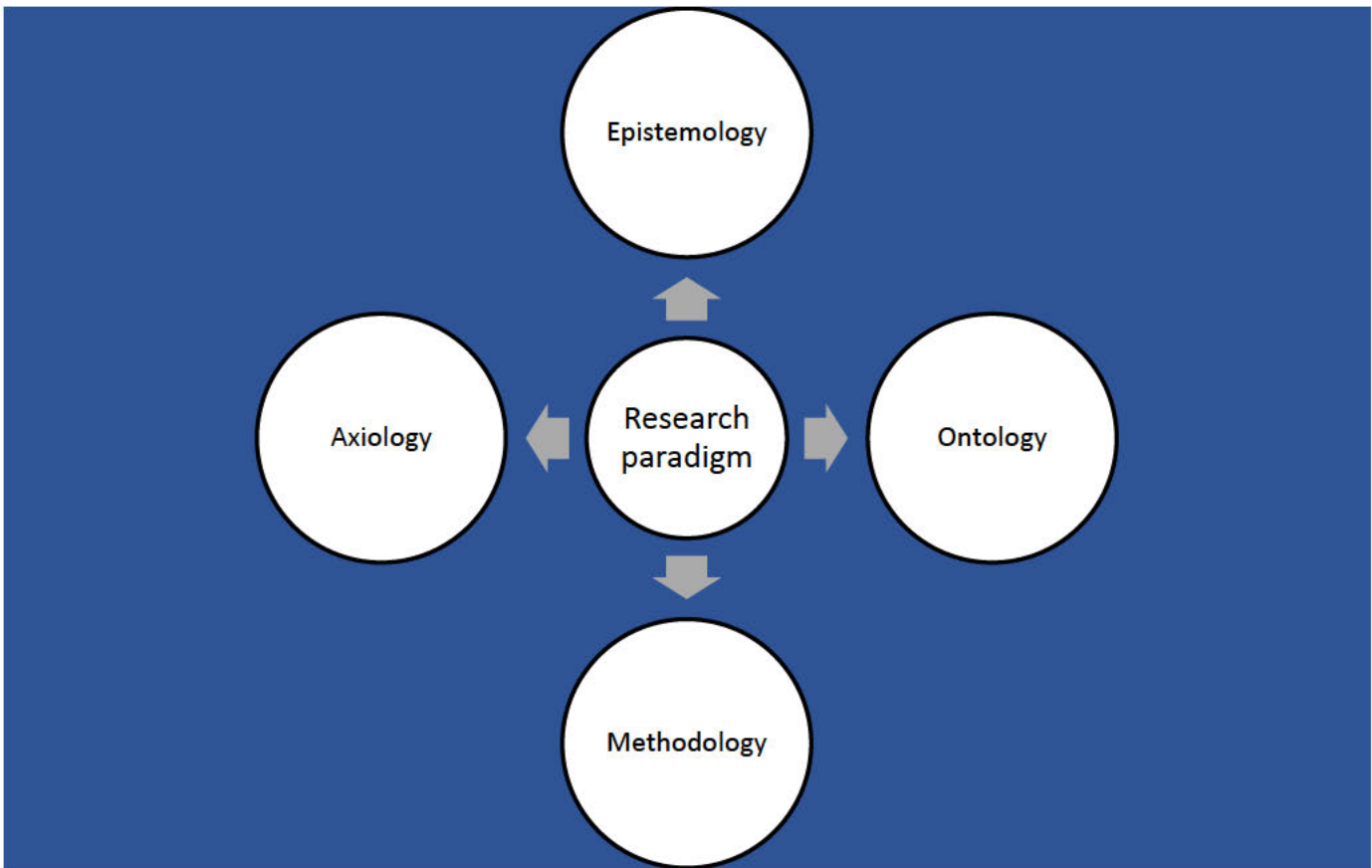


**Figure 4.1: Two types of research paradigms**

*Source: Bertram and Christiansen (2014: 78)*

However, since the study applies a mixed-method research (Quantitative and Qualitative) or triangulation approach, the researcher thereby applies a point of view based on both Positivism and Interpretative views (Sahu 2013: 27).

According to Lincoln and Guba (1985), a paradigm comprises four elements, namely, epistemology, ontology, methodology and axiology.



**Figure 4.2: Elements of research paradigms**

*Source: Fox and Bayat (2017: 98)*

### **4.3 Methodology and approach**

The kind of research approach selected for the study should focus on a specific research problem to be addressed by the study (Creswell 2014: 3). Application of various approaches provide insight into various methods of planning and investigation, and augment knowledge and understanding of the literature (Bell and Walters, 2014: 9). The research approach may be either qualitative, quantitative, or mixed methods (Babbie 2010: 394), depending on the research objectives pursued. Mixed methods is a research approach in which researchers collect and analyse both quantitative and qualitative data within the same research study (Sahu, 2013: 29). This study thus applies a mixed method of research as both quantitative and qualitative data were collected and analysed to address the issue of JS amongst employees in the DOE, eThekweni region.

The qualitative approach focuses on meanings participants attach to phenomena, which can only be understood by collecting rich data in a non-standardised manner and

analysing these through conceptualisation (Saunders, Lewis and Thornhill 2009: 378). The collection of data is performed through physical interaction that the researcher maintains with participants (Maree *et al.* 2016: 53). A qualitative research approach focuses on words and includes methods such as case studies, grounded theory, and ethnography, which emphasise interviews, analysis of documents and participant observation (Denscombe, 2010: 273).

A quantitative approach is applied for the collection of data through numeric format by distributing questionnaires, structured observation and analysing these statistically to test the research hypothesis (Creswell 2014: 4; Saunders, Lewis and Thornhill, 2016: 166). Quantitative data comprise categorical data that cannot be measured through numbers but through sets, for identification or description of a variable; and numerical data, which are quantifiable data that can be measured numerically, which makes them more precise and can be analysed using a broad range of statistics (Saunders, Lewis and Thornhill 2009: 417; Malhotra, 2010: 321). Punch (2014: 2016) supports that through a quantitative approach, a researcher can measure variables of the undertaken study and investigate the relationship between two variables through a systematic and objective process of applying numeric data.

**Table 4.1: Differences between qualitative and quantitative research approaches**

Features	Quantitative Approach	Qualitative Approach
Objectives	Validate facts, relationships, predictions and estimates	Discover new ideas, thoughts and objects
Research Type	Design: Descriptive/Survey and causal	Design: Case study
Types of research questions	Structured questionnaire	Semi-structured, deep-probing, unstructured, open-ended
Types of execution	Longer time frames normally	Short time frame

Representativeness	Large samples, good representation of larger target populations	Sample is small, restricted to the sampled respondents
Types of Analyses	Statistical analyses	Subjective, content, interpretive and semiotic analyses
Required Research Skills	Scientific, translation skills, statistical procedures	Interpersonal communication, interpretive skills and observations
Generalisation of results	Inferences regarding facts. Estimates of relationships	Limited, only primary comprehensions and understanding

Source: Punch (2014: 87)

#### 4.4 Research design

The purpose of a research design is to guarantee that the data gathered by the researcher allows us to address the research topic (Punch, 2014: 87). This is through obtaining evidence related to the research subject in social sciences research which usually requires determination of the type of evidence required to test the theory, evaluate a program, or accurately characterize a reality. Babbie (2014: 97) describes the four types of research designs (Figure 4.3), namely exploratory, case study, explanatory and descriptive, which are briefly discussed below.

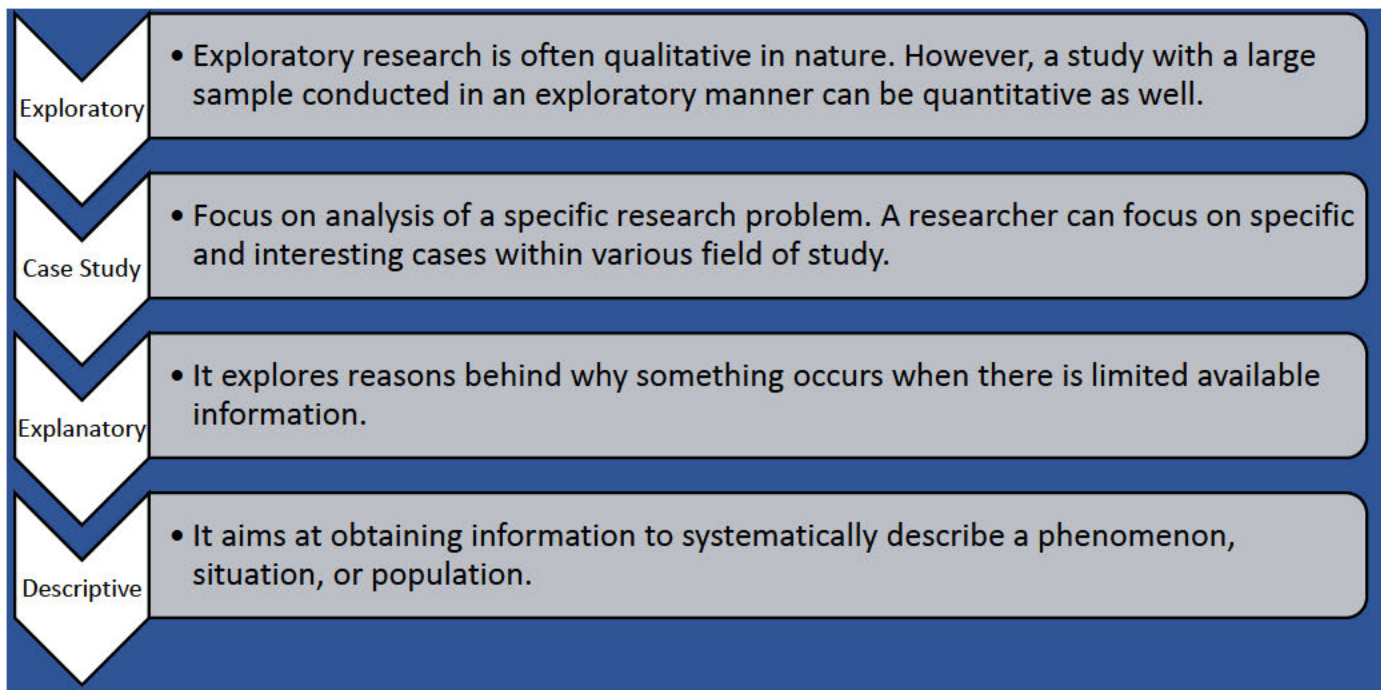
Exploratory research is described as research conducted to study an undefined problem. It is carried out to gain a better understanding of the current problem but does not yield definitive results. The design is helpful to other researchers in identifying potential causes for a problem, which can then be investigated further to determine which is the more likely source (Punch, 2014: 36).

A case study, instead of a broad statistical survey, is an in-depth examination of a specific research subject (Bertram and Christiansen 2014: 109), frequently utilised to condense a large field of study as one or a few conveniently researched topics (Fox and Bayat 2017: 121). Case study is also effective for determining whether a certain theory or model

applies to real-world occurrences (Coughlan and Brannick, 2014: 89). When little has been discovered regarding a phenomenon, this is a beneficial design. In this study, a case study design has been applied to provide an understanding of the relationship between JS and loyalty of employees at the DOE, eThekweni region. This is accomplished through detailed contextual analysis of a limited number of events or conditions and their relationships.

Explanatory research is undertaken for an issue not previously adequately explored, in addition, it establishes priorities, defines operational definitions, and produces a more thoroughly researched model (Coughlan and Brannick, 2014: 97). As a form of research design that focuses on thoroughly discussing the many parts of an investigation (Fox and Bayat, 2017: 103), explanatory research aids scholars in fully comprehending a problem. Furthermore, individuals can comprehend the cause, or hypothesis, of a phenomenon and forecast future occurrences by performing explanatory studies (Bertram and Christiansen 2014: 92).

Descriptive research is a type of study used to assess a population's characteristics. It gathers information used to address a variety of “what, when, and how” inquiries regarding a certain population or group (Coughlan and Brannick, 2014: 79). This study applies descriptive and case study designs to use an extensive assortment of research methods to investigate one or more variables.



**Figure 4.3: Research designs**

*Source: Fox and Bayat (2017: 59)*

#### **4.4.1 Target population**

A target population is the group of the overall potential participants of the study (Whitley and Kite 2012: 485), to which questionnaires were distributed. Awang, Muhammad and Sinnaduai (2012: 31) and Berndt and Petzer (2011: 165) describe a target population as the overall number of objects, groups of people or items where the sample is extracted, from which to make inferences. The population is defined by Wilson (2010: 189-190) as a group of research subjects being sampled. Among the population in a demarcated area, there is a targeted population for data collection in the study (Wiid and Diggines, 2009:193). The target population for this study comprised 6 000 office personnel in the DOE in Umlazi and Pinetown Districts, in the KZN eThekweni region. The offices within the district have been divided, according to the DBE (2022: 18) into: Finance, Human Resources (HR), Registry, and School safety, as well as Teacher Centre, Education Support Services, Library, and Supply Chain, along with Transport, Curriculum and Examination office. The 6 000 employees within the district are office-based employees between level 3 to 11.

#### **4.4.2 Sampling frame**

A sample frame is a description of everyone who is part of the targeted population (Fox and Bayat, 2017: 29). It is a comprehensive list of everyone or anything researchers wish to learn about. The South African DBE districts consist of various units, departments and sections (Coughlan and Brannick 2010: 103). Districts comprise Finance, HR, Registry, and School safety, in addition to Teacher Centre, Education Support Services, Library, and Supply Chain, as well as Transport, Curriculum and Examination office (DBE 2022: 18).

#### **4.4.3 Sampling technique and size**

Probability sampling remains the main method applicable for selecting a large and representative sample in social research (Babbie 2013: 127) and was used to randomly select participants for the study. The two types of sampling methods are non-probability and probability (Whitley and Kite, 2012: 485). There are various kinds of sampling techniques, such as simple random, stratified, multi-stage, and cluster sampling, as well as systematic and quota sampling (Bertram and Christiansen 2014: 152).

Random sampling provides every potential participant with a fair and equal chance of being selected for the study from the target population (Creswell and Creswell 2018: 150; Bryman, 2012: 187). It is imperative to select the sample for the study to manage and reduce the number of participants in the study from a large population number (Wilsom 2010: 191). According to Salkind (2012: 95), samples are a small group selected from the population to conduct a study, hence it differs from the sampling frame.

Study participants included five out-of-service employees, 10 managers and 285 office-based employees. Purposive sampling was employed to select managers and an interview schedule used to generate qualitative data from 10 managers and five out-of-service employees (Bertram and Christiansen 2014:93). Leedy and Ormrod (2017: 52) define a purposive technique as selecting units of research analysis earmarked for specific reason or context; as such, selected participants are required to have specific characteristics (traits). The researcher employed simple random sampling to select 285 participants, who are in level 3 to 8 in the DoE for the quantitative study. In the homogeneous population, the sample is small and in the heterogeneous population, the sample is bigger (Maree *et al.* 2015: 178). The researcher should choose a sample size

large enough to represent the population but not too large to study (Andrew, Pedersen and McEvoy, 2011: 49).

A sample size is a sub-section of a specifically chosen population for the study, although it is sometimes challenging for a researcher to determine the exact number of a sample (Rubben and Bobat 2010: 132). However, it is imperative for determining the results of the undertaken study (Graziano and Raulin 2010: 103). Determining the sample size for this study was based on recommendations by previous studies and scientific reports (Zikmund and Babin 2010: 519; Maree *et al.* 2016: 151). The sample size for the descriptive study was selected based on a fraction of the chosen population of the undertaken study (Maree *et al.* 2016: 151).

#### **4.4.4 Questionnaire**

A questionnaire is a formalised set of questions for obtaining information from respondents (Jolivet 2015: 54). For the quantitative phase of the study, the researcher developed a questionnaire, based on the research objectives of the study and the review of literature. The questionnaire comprised closed-ended questions, while questions were also designed to meet the qualitative phase, with open-ended interview questions.

A questionnaire is a written instrument used to obtain information from the sample respondents, and according to Cooper and Schindler (2010), a researcher uses a questionnaire for the following reasons: less costly to administer, less time-consuming and self-administration aspects reduce bias from differences in administration. In addition, self-administered questionnaires progressively offer participants sufficient time to go through the questions, review and think on their responses. Due to COVID-19 regulations, the researcher visited the respondents during their working hours to distribute questionnaires, while keeping a 1.5-meter distance and application of sanitisers in compliance with these regulations.

The questionnaire included closed-ended questions. The questions were guided by the literature review, as well as by previous questionnaires used in similar studies conducted abroad. The researcher hand-delivered questionnaires to 285 respondents with covering letters (letter of consent and letter of information) regarding the study, which indicates a personal method of collecting data. This required 15 minutes for each respondent, in

accordance with the study of Hazra, Sengupta and Gosh (2013: 664) to complete the questionnaire.

For this study, the questionnaire predominantly consisted of structured, closed-ended questions, with responses based on a 5-point Likert scale. The questions were sectioned to focus on specific areas of the study, to generate accurate data that would facilitate statistical analysis. The structured, closed-ended questions allowed respondents to simply choose from a number of provided alternatives, and in this respect, the 5-point Likert scale ranged from 1 to 5, where 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 agree, 5 = strongly agree. (Kelly and Lesh, 2012). The questionnaire was divided into Section A: Demographic information of respondents and (Employee JS, Loyalty and JP of respondents; and Section B: thematic analysis.

To collect reliable and valid information from participants, questionnaire design begins with adoption from other sources of social sciences research used in management sciences by scholars (Ekinici 2015: 2). A well-structured questionnaire assists in formulating questions that focus on the major topic or variables of the study undertaken and subtopics of the variables (Jankowicz 2005: 296). A valid questionnaire assists in collecting accurate and reliable data consistently (Saunders *et al.* 2009: 371). The researcher must, therefore, ensure the designed questionnaire answers the research questions and objectives of the undertaken study (Saunders *et al.* 2009: 361; Bell 1987: 106; Welman and Kruger, 2011:153).

#### **4.4.5 Data collection and measuring instruments.**

Data can be obtained or collected through observation, interviews or questionnaires (Bertram and Christiansen 2014: 36). An interview demands the presence of the researcher, whereas questionnaires are self-administered (Wilson 2010: 137). For this study, a closed-ended and structured questionnaire was designed for the collection of information from respondents, as it is less challenging to analyse (Maree *et al.* 2015: 161). The questionnaire was designed in a way that is subject-sensitive and well-structured (Mofokeng. 2015: 98-99). Maree *et al.* (2016: 178) further state it is imperative the meaning of the words utilised on the questionnaire are the same for all people responding and must be confirmed through a pilot study.

Different kinds of statistical measurement scales are used in the process of result collection and recording, “with the type of data gathered determining the type of scale to use for statistical measurement. By understanding the scale of the measurement of their data, data scientists can determine the kind of statistical test to perform” (UNSW 2023: para 13). “Scaling denotes the assignment of objects/units of study to numbers according to a rule. The four measurement scales are: nominal, ordinal, interval and ratio, with all focused on the quantity of information in the data collected (Maree *et al.* 2016: 164; Bertram and Christiansen, 2014: 26).

The nominal scale “defines the identity property of data; this scale has certain characteristics, but no numerical form or meaning, [though it] can be categorised. The ordinal scale defines data placed in a certain order and even though “each value is ranked, no distinguishing information separates categories. Interval scales comprise of properties of nominal and ordered data and it is possible to quantify the difference between data points. The Ratio scale of measurement includes properties from all four measurement scales” (UNSW 2023: para 18-24). The type of respondents includes businesses, consumers, and children, as well as the data collection method and available resources that can be utilised through ordinal scale (Oakeshott 2006: 65). Since a “Likert-type item consists of a scale with responsive levels arranged horizontally, anchored with consecutive integers, the variability of underlying phenomena were considered ordinal in nature” (Uebersax 2013, cited in Le Roux 2013: 29).

## **4.5 Validity and reliability**

### **4.5.1 Reliability**

It is imperative the data, once collected for the study, are examined for reliability and validity. (Bell 2010: 119), with various tests and scales applicable to ensure reliability. This includes test-retest (conducting a test twice for the same questionnaire) and the split-half (splitting the same sample into two and relating them). The reliability of the study depends on acquiring the same results on all occasions with consistency and error-free (Bell 2010: 119; Wilson 2010: 117), which shows the extent of measurement of the instrument (Flick 2011: 200-201). When comparing collected data with the same comparable measurement, similar or the same results should be achieved (Welman and Kruger 2005:

138). Drost (2011: 17) states data must be free of random error and subjected to measurements of internal consistency.

Piloting or a pre-test of the study must be determined through administration of the questionnaire to similar respondents not participating in the main study (Maree *et al.* 2016: 238). A test-retest can be applied to ensure the stability of a measure (Sekaran and Bougie 2011: 324). Wilson (2010: 116) supports the reliability of the instrument used for data collection when conducted repeatedly. Another method used for measuring consistency in specific situations is a split-half reliability coefficient (Sekaran and Bouie 2011: 324). The authors further state Cronbach's alpha is, sometimes, an adequate test of internal consistency reliability. When applying a quantitative approach in transparent research, reliability should be considered with an application of Cronbach's Alpha (Silverman 2011: 365; Mashiloane 2015: 76). When using a quantitative approach, reliability is meant for consistency of the outcome or results of collected data, robustness of the measure and whether such data is without error or random (Quinton and Smallbone 2006: 130).

A Cronbach's alpha value of 0.7 or greater shows satisfactory reliability (Blunch 2008: 35). The types of reliability include, Test-retest reliability (Pilot study), alternative-forms reliability and internal consistency reliability.

For this study, the overall reliability of the employee satisfaction and loyalty (ESL) scale is satisfactorily high, showing a person separation index (PSI) (Anon 2014) value of 0.84. Performance instruments were developed to measure individual performance, with performance measured through a 5-point Likert scale, ranging from 1 to 5 as follows: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 agree, 5 = strongly agree. However, the researcher relied on the results of the pilot study to check whether the instrument is reliable.

#### **4.5.2 Validity**

Validity is a process of testing how well the instrument that is established measures the concept it is supposed to measure (Sekaran and Bougie 2011: 156). This is assessed considering the research design and the measurement instrument. When dealing with the design, one must focus on the evaluation of the results of the study undertaken (Flick

2011: 202). It confirms whether an instrument used is measuring what it is designed to measure to reach the intended conclusion of the study undertaken (Bell 2010: 10). The questionnaire in this study is deemed valid by verifying through a pilot study. Korb (2012) defined validity as an accurate measuring instrument in quantitative research. In this study measuring the validity instrument was undertaken to determine the degree to which the measuring instrument succeeds in what it is designed to measure, which is in this case, is employee JS. The type of validity in this study is content validity, which enables the researcher to ascertain whether the items included in the measure adequately represent the universe of questions that could have been asked. Babbie (2010: 153-154) discussed the following types of validity: face, content and construct validity, briefly summarised below:

#### **4.5.3 Face validity**

Face validity ensures participants, in terms of responding to the questions, do not answer irrelevant questions and provide other mechanisms of validity for the study conducted (Jones 2015: 103; Maree *et al.* 2016: 240). Maree *et al.* (2014: 240) further state it cannot be quantified, but Polit and Beck (2014: 204) argue to measure the intended hypothesis, face validity must be applicable, which is considered the same as content validity.

#### **4.5.4 Content validity**

This is the extent to which the measure covers the range of meanings included within the concept. Babbie (2013: 192) states the main purpose of using content validity is to identify any uncertainties in the language, structure and kind of research questionnaire design. Shuttleworth (2008:2) maintain this is the way the measure is representative of a research instrument being taken at face value.

#### **4.5.5 Construct validity**

This type of validity focuses on measuring abstract concepts and traits such as attitude, knowledge and ability (Gray 2017: 161). Leedy *et al.* (2010: 92) maintain the construct concept means the instrument is used to measure characteristics that cannot be observed directly, except by assumptions of behaviours of people. Therefore, it deals with measurements of theoretical expectations of the undertaken study (Punch 2014: 240); however, it depends more on the statistical procedure (Kumar 2011: 180).

## **4.6 Data analysis**

### **4.6.1 Quantitative analysis**

To be able to analyse the data, a researcher must be familiar with recorded data until he/she can identify patterns that emerge when building an argument or raising the research question. where such data should be tabulated in an informative way (Jankowicz 2005: 241). Leedy and Ormrod (2013: 97) maintain it is the way the researcher describes or categorises and interprets collected data. For investigating JS among employees in the DOE, eThekweni region, a statistical analysis technique was applied (Zikmund and Babin 2010: 53; Picardi and Masick, 2014: 23).

Data were analysed through application of SPSS version 28.0 for Windows (Collins and Hussey 2014: 228). This includes descriptive analysis and ANOVA. According to Greasley (2008: 7), descriptive analysis/ statistics assist to summarise information regarding the data, such as the number of employees who are male and those who are female or their average age. Through this analysis, a researcher can establish some frequencies with the data collected through a questionnaire (Greasley 2008: 8). Mustafa (2010: 227) states descriptive statistics assist in indicating the characteristics or appearance of the data collected. It is explained by Wagner, Kawulich and Garner (2012: 87) and Andres (2012: 63), a quantitative approach is applicable for the analysis of numerical data collected through a questionnaire, which in this study will be used for analysing JS among employees under study and theoretical objectives.

### **4.6.2 Descriptive statistics**

Descriptive statistics are used to summarise data in a more compact way, which can be in the form of tables, graphs or charts (Collins and Hussey 2014: 226). It assists to describe the features or appearance of a sample data (Mustafa 2010: 227). This includes frequency distribution, percentage frequency, measures of central tendency, as well as mean, mode and median (Collins and Hussey 2014: 234).

### **4.6.3 Qualitative analysis**

During analysis of the qualitative data, the researcher made use of content data analysis to code information from the collected interviews, while identifying trends, themes, as well as categories, which evolve to allow a meaningful interpretation and understanding of the

data (Braun and Clarke 2013: 97). During the analysis, the researcher made use of the following process (Boswell and Cannon 2014: 39):

Step 1: The research team familiarising with the secondary data.

Step 2: Coding of collected data (Transformation of collected data into a group of meaningful and cohesive categories). The researcher therefore summarised the data.

Step 3: Searching and creating patterns or themes.

Step 4: Review of identified patterns or themes.

Step 5: Defining and naming patterns or themes.

Step 6: Writing analysis report.

#### **4.7 Anonymity**

When the respondents completed the questionnaires, they were not required to reveal their names or identities. According to Davis (2017: 1) anonymity means the researcher will not reveal participant identities. The participants were informed by the researcher not to write or sign their names to ensure anonymity.

#### **4.8 Confidentiality**

Confidentiality is the most important aspect as some information is not allowed to be communicated by anyone not authorised. Personal participant information must always be treated by the researcher as confidential. Confidentiality was guaranteed by the researcher to participants. Davis (2017: 1) posits confidentiality means the participating individual's identity is known to the investigator but protected from public exposure. The researcher thus eliminates any identifying information out of published reports. The researcher will maintain confidentiality, because it is impossible to predict how respondent answers might be interpreted.

#### **4.9 Ethical considerations**

A requirement in conducting a research study, is to obtain ethical clearance. The ethical clearance letter contains the protocol reference number, project title, and the level of approval granted for the research (Coughlan and Brannick 2014: 89). The letter further states any alterations must be reviewed and approved through a modification letter (Babbie 2014: 152). An ethical clearance letter was obtained from the Durban University of Technology (DUT), Institutional Research Ethics Committee (IREC).

Confidentiality regarding participant information was always rendered; no participant names will be provided. The study was confined to the regulations and principles of the DUT research ethics policy guidelines (Durban University of Technology, Research Ethics Policy, 2013).

According to Dhurup et al. (2015: 66), Hussey and Hussey (1997: 37-38) and Wilson (2010: 85-98), the following research guidelines will assist the researcher on the principles that must be followed:

- Informed consent: Respondents consent for their participation in the study was solicited by providing them with full details of the study and its outcomes and they were assured such participation was voluntary and harm-free (Fox and Bayat 2017: 137).
- The subject firm: A good relationship was developed as well as trust. The researcher made the organisation aware of what the research is based on and how respondents from the organisation would be protected during and after the study.
- Permission to conduct the study was obtained in writing from the Head of Department, DoE, prior to the commencement thereof.
- Privacy: In handling the data collected and reporting thereon, the study participants were assured of their rights to privacy, anonymity and confidentiality.
- Free from harm or risk: The researcher ensured that participants were not harmed or exposed to danger because of questions that were posed both questionnaire and interview questions. Babbie (1999) mentioned the investigator should never ask questions that might embarrass or endanger their home life, friendship, job and so forth. Everything was done to the best ability of the researcher's experience to avoid danger arising from questionnaire and interview questions.

#### **4.10 Conclusion**

This chapter presented the research processes, as well as the steps involved in the research methodology. The four types of studies were explained, as well as the reasoning why the researcher selected a descriptive study. The various data collection methods were presented, together with the pros and cons of the different data collection methods. The chapter also documented how ethical standards were adhered to as part of the research process. In addition, it provided insight on the ethical clearance letter itself. The next chapter presents the results of the surveys, which are analysed and interpreted.



## **CHAPTER 5**

### **DATA PRESENTATION AND ANALYSIS**

#### **5.1 Introduction**

The explanation of the data analysis processes is followed by an overview of the sample in this chapter, which concentrates on the presentation, interpretation, and examination of the findings. The data collected were both qualitative (four out-of-service employees were interviewed of the five participants selected and seven in-service managers were interviewed of the originally intended 10) and quantitative data (238 respondents of 285 selected). A test of measurements and accuracy analysis of data are supplied after a sample description. T-statistics and ANOVA were used to compare the means of the various groups, which primarily tests the validity and reliability of the measures, using various techniques to establish the accuracy of the research that forms the thesis. Data analysis was accomplished through Windows and SPSS version 28. In addition, a normative test, descriptive statistics, ANOVA, and regression mode, as well as exploratory factor analysis and correlation coefficients were used. The analyses include content analysis from interviews, which entails seven interviews from DOE in-service managers and four out-of-service employees.

This Chapter is divided into two parts, Section A - demographic information of the respondents, as well as employee JS, loyalty and JP, and Section B - thematic analysis of interviews for seven in-service managers and four out-of-service employees.

#### **5.2 Data analytical procedures**

Data analysis procedure is the most important aspect of any study (Durdella 2018: 135). The analysis condenses gathered information, which Ekinici (2015: 59) explained, entails analysis of acquired data using logical and analytical reasoning to spot trends, correlations, or patterns.

##### **5.2.1 Section A**

###### **5.2.1.1 Demographic and general profile of respondents**

Demographic properties of participants and their general information are examined in this part of the chapter. The demographic properties of employees who participated in this

study are grouped and examined according to gender, educational level, and number of years within the organisation, in accordance with Fox and Bayat (2017: 231). Section A reports on the general demographic information of employees and their background, information collected in relation to their gender, race, level of education and working experience within their organisation.

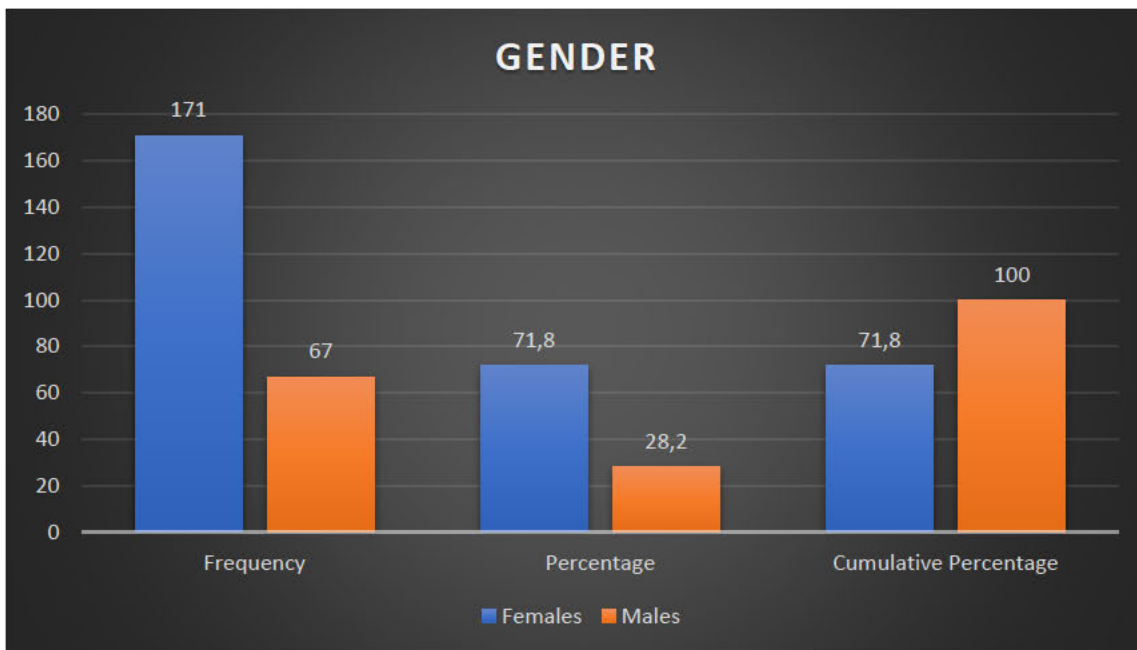
- Gender could be considered an important independent variable, men and women could be affected differently in terms of JS.
- Race could be viewed an important variable in relation to respondents' being affected by jobs differently, which determines their lifestyles and settings.
- The educational level of employees, such as attaining a master's degree, is another important parameter for JS, which resulting in differing JS according to the educational level.
- The number of years within the organisation is also an important independent variable that can change the perception of employees regarding JS.

#### **5.2.1.2 Demographic Profile based on gender.**

The tabled results (Table 5.1) and the graph (Figure 5.1), illustrate 238 respondents from the districts were surveyed for quantitative data. The respondent analysis for gender indicates 171 female respondents and 67 males. This shows 71.8 percent respondents were female and the majority, with participating male employees less than female employees, at 28.2 percent of the population of 238 respondents. In the Department of Education, the majority of the head count is females which offsets the ratio of the selected sample.

**Table 5.1: A1 Demographic Profile based on Gender.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Females	171	71.8	71.8	71.8
	Males	67	28.2	28.2	100.0
	Total	238	100.0	100.0	



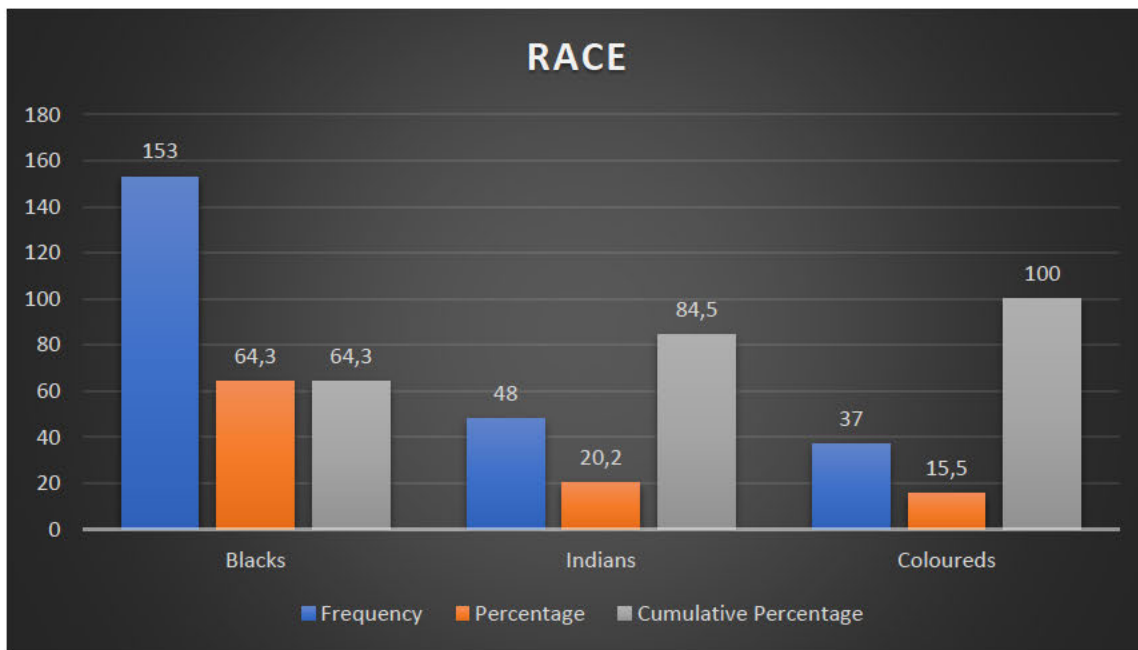
**Figure 5.1: Respondents' gender**

### 5.2.1.3 Demographic Profile based on race.

Based on analysis of respondent race, Table 5.2 and Figure 5.2 illustrate respondents are African, Coloured and Indian. Based on the responses illustrated below, it shows Africans as the highest race group represented with 153 respondents (64.3 percent), followed by respondents who are Indian with 48 responses (20.2 percent) and respondents indicating their race as Coloured, with 37 respondents (15.5 percent). Therefore, this shows the organisation is mostly dominated by Africans, followed by Indians, in terms of race, with the minority found to be Coloureds. There were no White participants.

**Table 5.2: A2 Demographic Profile based on race.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Africans	153	64.3	64.3	64.3
	Indians	48	20.2	20.2	84.5
	Coloureds	37	15.5	15.5	100.0
	Total	238	100.0	100.0	



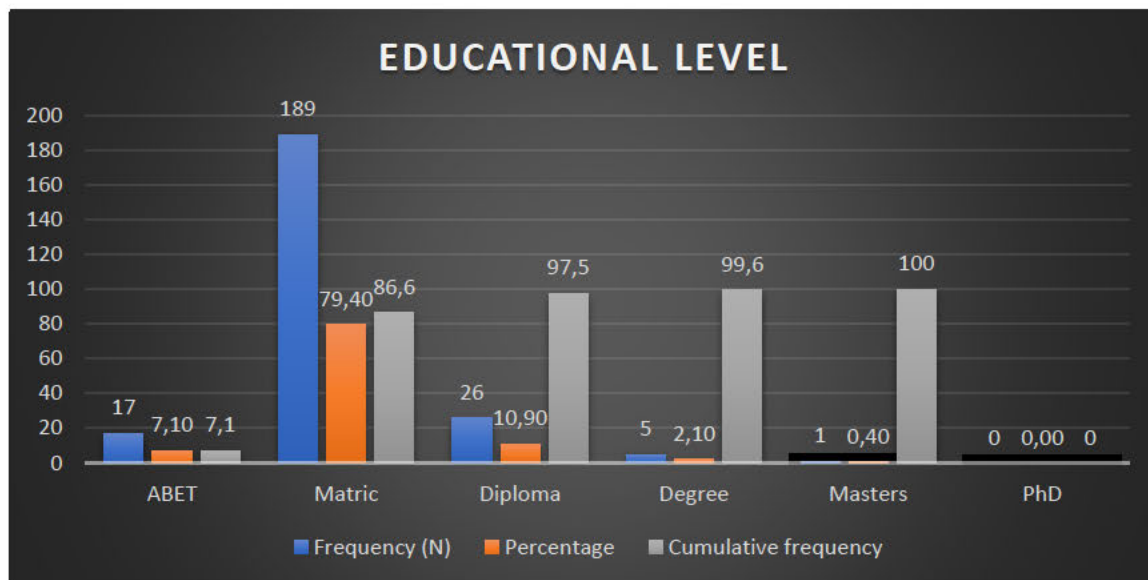
**Figure 5.2: Respondents' race**

#### **5.2.1.4 Demographic profile based on educational level.**

All respondents (238) participated in relation to their educational level. The educational level of respondents ranges from ABET- to degree-level. Based on educational level Table 5.3 and Figure 5.3), most of employees are found to have attained matriculation (79.4 percent), which shows 189 employees within the organisation hold a matric. The number seems to be very high within the organisation. This may result from the previous minimum requirement for employment, which required matric (grade 12) entry level. This is followed by employees who attained a diploma qualification (10.9 percent), which comprised 26 employees. Employees with ABET qualification made up the next category (7.1 percent), which is 17 employees. A further five employees have degrees (2.1 percent) and one employee who has a master's degree (0.4 percent). The responses indicate most jobs performed in the organisation does not require the highest qualifications, as the majority employees have matric, whereas only four percent employees indicated their highest qualifications as master's and makes up only 0.4 percent of the population. However, it shows none of the respondents in the organisation had a PhD qualification.

**Table 5.3: A3 Demographic profile based on educational level.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ABET	17	7.1	7.1	7.1
	Matric	189	79.4	79.4	86.6
	Diploma	26	10.9	10.9	97.5
	Degree	5	2.1	2.1	99.6
	Masters	1	.4	.4	100.0
	PhD	0	0	0	0
	Total	238	100.0	100.0	



**Figure 5.3: Respondents' educational level**

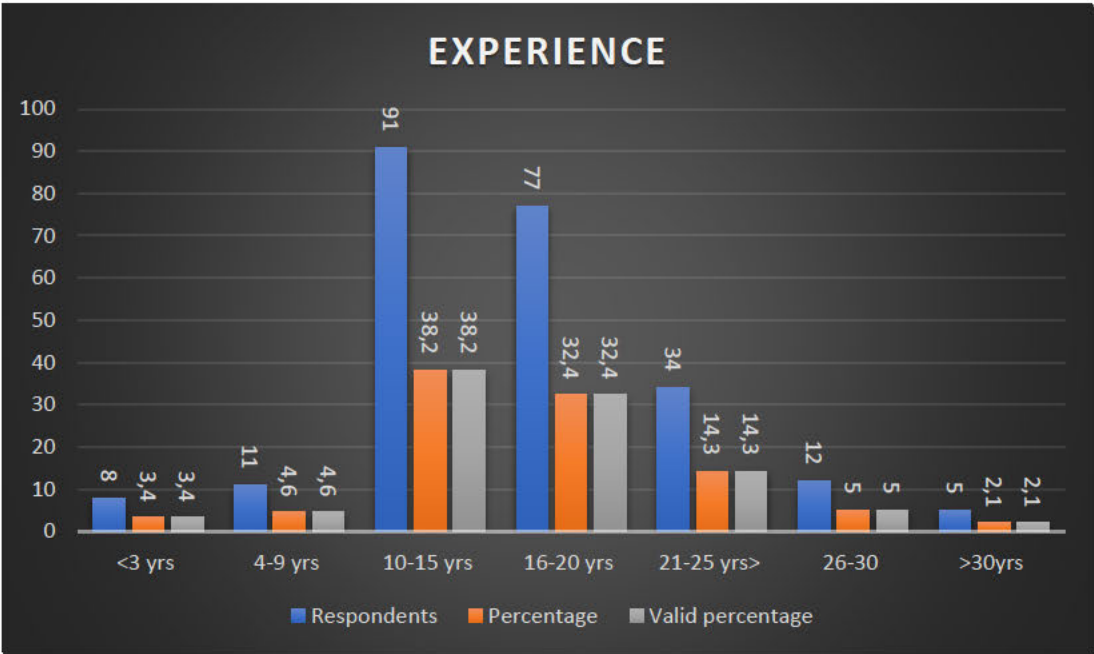
### 5.2.1.5 Demographic Profile based on experience.

The final demographic statistic established from the responses is employees' number of years/experience worked within the organisation. It is important to assess employee JS based on their experience, as the number of years employees worked within the organisation indicates their satisfaction with their jobs: the longer employees work in the company, the more satisfied they are with their jobs. The table below (Table 5.4) explains the categories determined of employee experience. Most of the experience found within the organisation is with employees who have worked between 10 to 15 years. These employees' number 91 (38.2 percent). The second highest category comprises

employees who have worked for the company between 16-20 years, who number 77 (32.4 percent), followed by 34 employees who have worked for 21-25 years (14.3 percent). The next category is made up of five employees with 26-30 years' experience (2.1 percent). This is followed by 11 employees who have 4-9 years working experience within the organisation (4.6 percent) and last, employees who have been working for 21 and more years, as well as those who have worked for less than three years. These employees are found to be the very least in number.

**Table 5.4: A4 Demographic Profile based on experience.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<3 Yrs	8	3.4	3.4	3.4
	4-9 Yrs	11	4.6	4.6	8.0
	10-15 Yrs	91	38.2	38.2	46.2
	16-20 Yrs	77	32.4	32.4	78.6
	21-25 Yrs	34	14.3	14.3	92.9
	26-30 Yrs	12	5.0	5.0	97.9
	>30 Yrs	5	2.1	2.1	100.0
	Total	238	100.0	100.0	



**Figure 5.4: Respondents' experience**

## 5.2.2 Employee Job Satisfaction, Loyalty (ESL) and Job Performance (JP)

The following section consists of responses related to the study objectives, the IMF, Extrinsic Motivational Factors (EMF), ESL and JP.

### 5.2.2.1 Descriptive diagrams

Of the 238 respondents, only one could not answer the statement regarding “My current role challenges me” (IMF3). The following tables and figures illustrate responses to statements IMF1-7:

**Table 5.5: Statistics summary IMF1-IMF7**

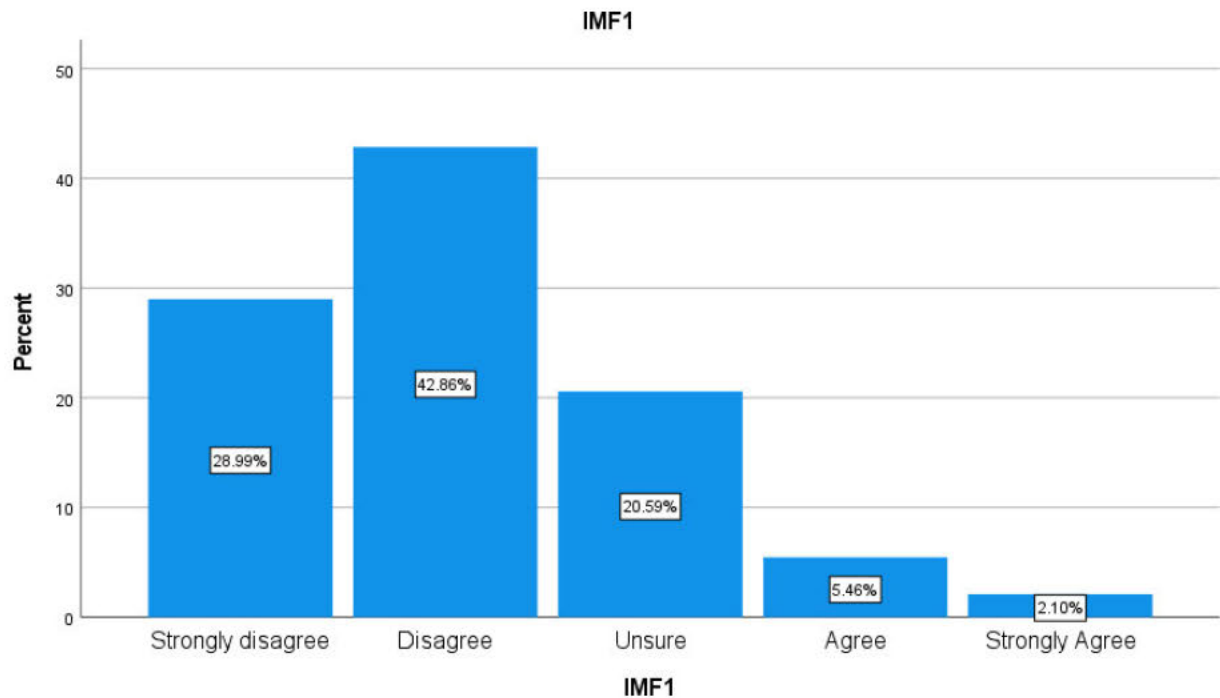
		IMF1	IMF2	IMF3	IMF4	IMF5	IMF6	IMF7
N	Valid	238	238	237	238	238	238	238
	Missing	0	0	1	0	0	0	0

- **Intrinsic Motivational Factors (IMF)**

**Statement 1:** “The organisation makes me feel like an important member of the workforce”. Most respondents (42.9 percent) disagreed the organisation makes them feel they are important members of the workforce. A total of 29 percent strongly disagreed, 20.6 percent were unsure, whereas 5.5 percent agreed and only 2.1 percent strongly agreed.

**Table 5.6: IMF1**

	N	%
Strongly disagree	69	29.0%
Disagree	102	42.9%
Unsure	49	20.6%
Agree	13	5.5%
Strongly Agree	5	2.1%



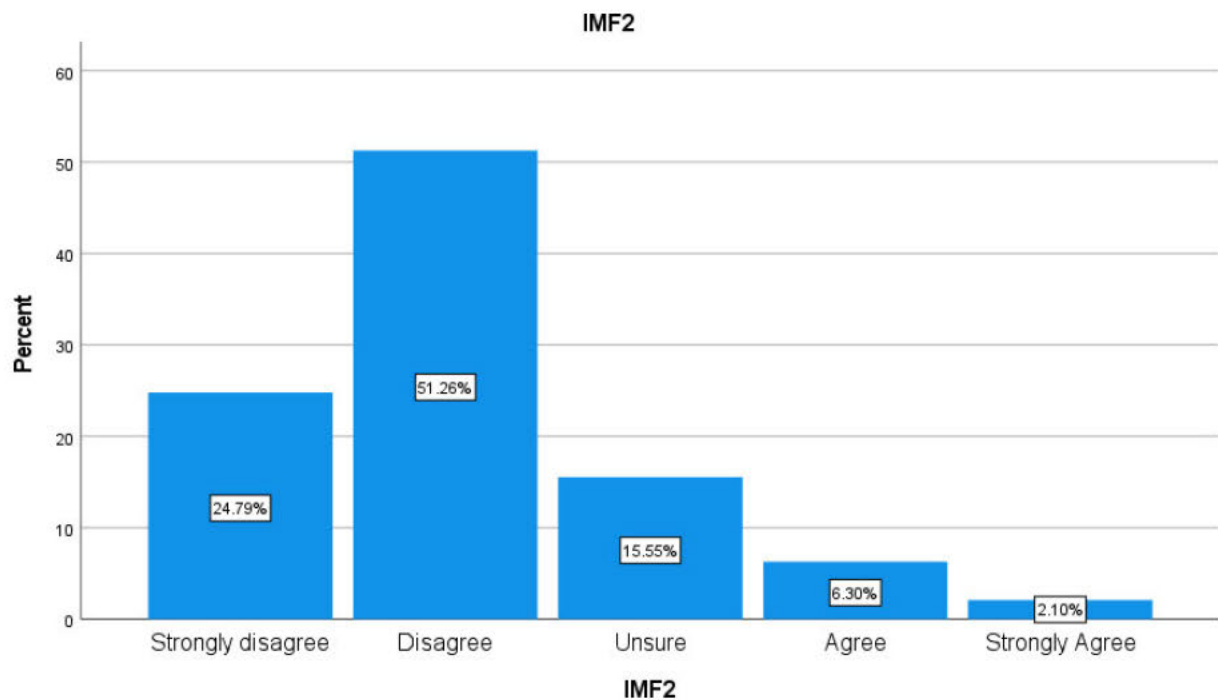
**Figure 5.5: IMF1**

**Statement 2:** “The organisation provides me with opportunities for added responsibility”. Only 6.3 percent respondents agreed, whereas 51.3 percent disagreed the organisation provides them with opportunities for added responsibility. A total of 24.8 percent strongly disagreed, 15.5 percent were unsure, 6.3 percent agreed and 2.1 percent strongly agreed.

**Table 5.7: IMF2**

**IMF2**

	N	%
Strongly disagree	59	24.8%
Disagree	122	51.3%
Unsure	37	15.5%
Agree	15	6.3%
Strongly Agree	5	2.1%



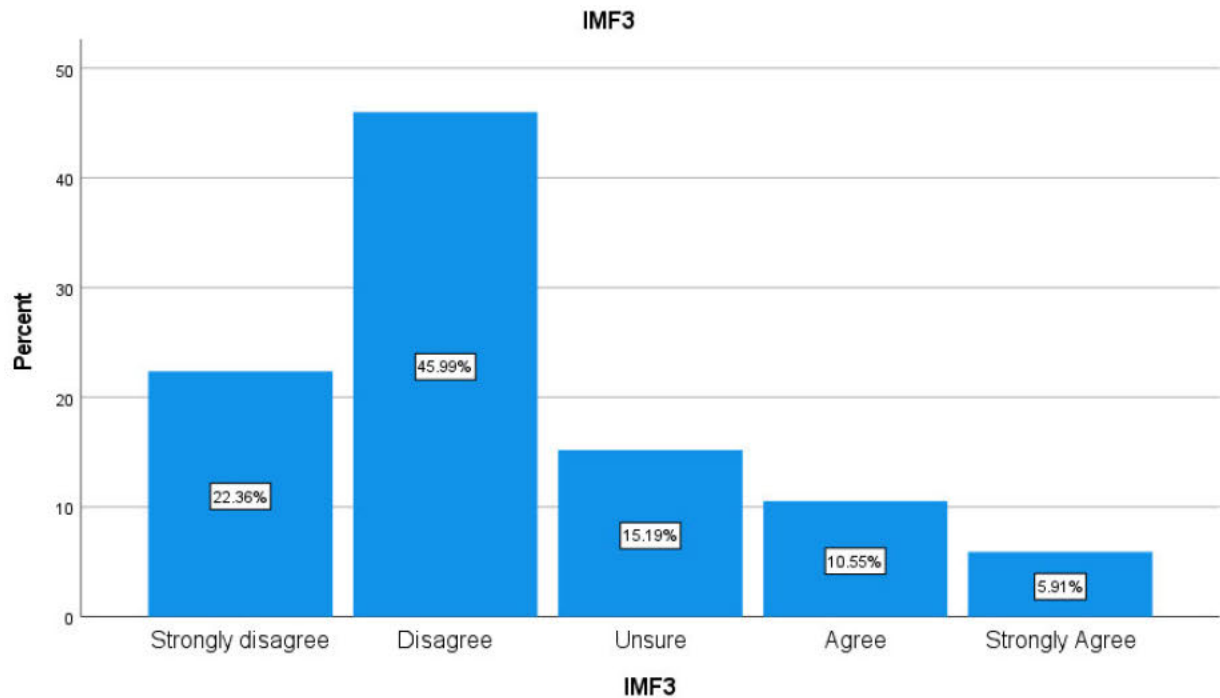
**Figure 5.6: IMF2**

**Statement 3:** “My current role challenges me”. Disagreement was indicated by 45.9 percent, which is the majority of respondents, that their current roles challenge them. A further 15.1 percent respondents were unsure, 10.5 percent agreed, 5.9 percent strongly agreed, and one respondent did not answer this question, which represents four percent of respondents.

**Table 5.8: IMF3**

**IMF3**

	N	%
Strongly disagree	53	22.3%
Disagree	109	45.8%
Unsure	36	15.1%
Agree	25	10.5%
Strongly Agree	14	5.9%
Missing System	1	0.4%



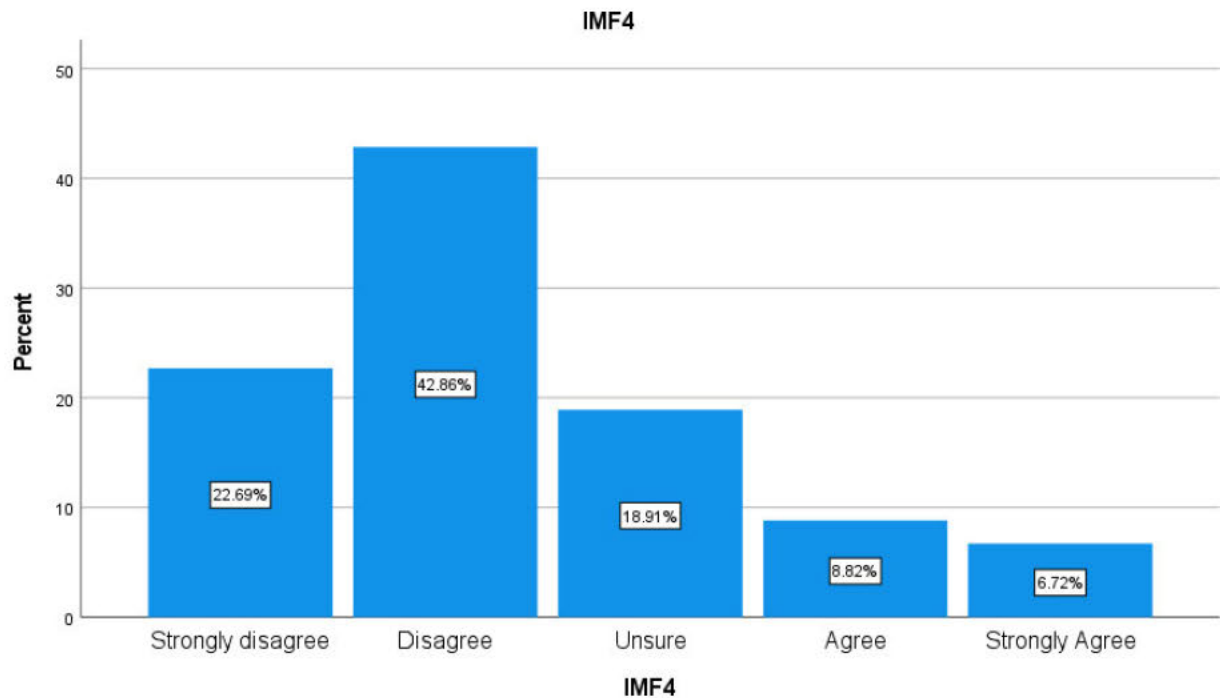
**Figure 5.7: IMF3**

**Statement 4:** “My current supervisor allows me to display my best attributes as an employee.” Most respondents (42.9 percent) disagreed their current supervisors allow them to display their best attributes as employees, while 22.7 percent strongly disagreed. In addition, 18.9 percent respondents were unsure about this question, with a further 8.8 percent that agreed and 6.7 percent strongly agreed.

**Table 5.9: IMF4**

**IMF4**

	N	%
Strongly disagree	54	22.7%
Disagree	102	42.9%
Unsure	45	18.9%
Agree	21	8.8%
Strongly Agree	16	6.7%



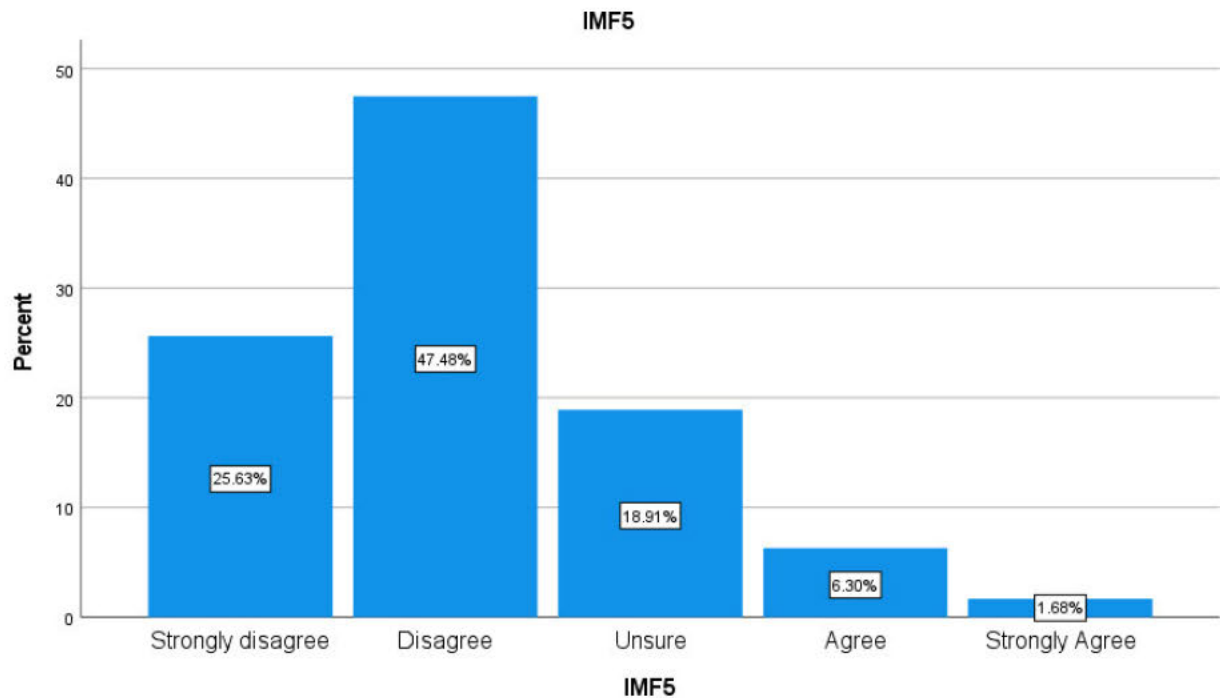
**Figure 5.8: IMF4**

**Statement 5:** “The organisation believes in a perfect work-life balance to help employees cope with their workload.” The majority respondents (47.5 percent) disagreed their organisation believes in a perfect work-life balance to help employees cope with their workload. A further 25.6 percent strongly disagreed, 18,9 percent were unsure, 6.3 percent agreed and 1.7 percent strongly agreed.

**Table 5.10: IMF5**

**IMF5**

	N	%
Strongly disagree	61	25.6%
Disagree	113	47.5%
Unsure	45	18.9%
Agree	15	6.3%
Strongly Agree	4	1.7%



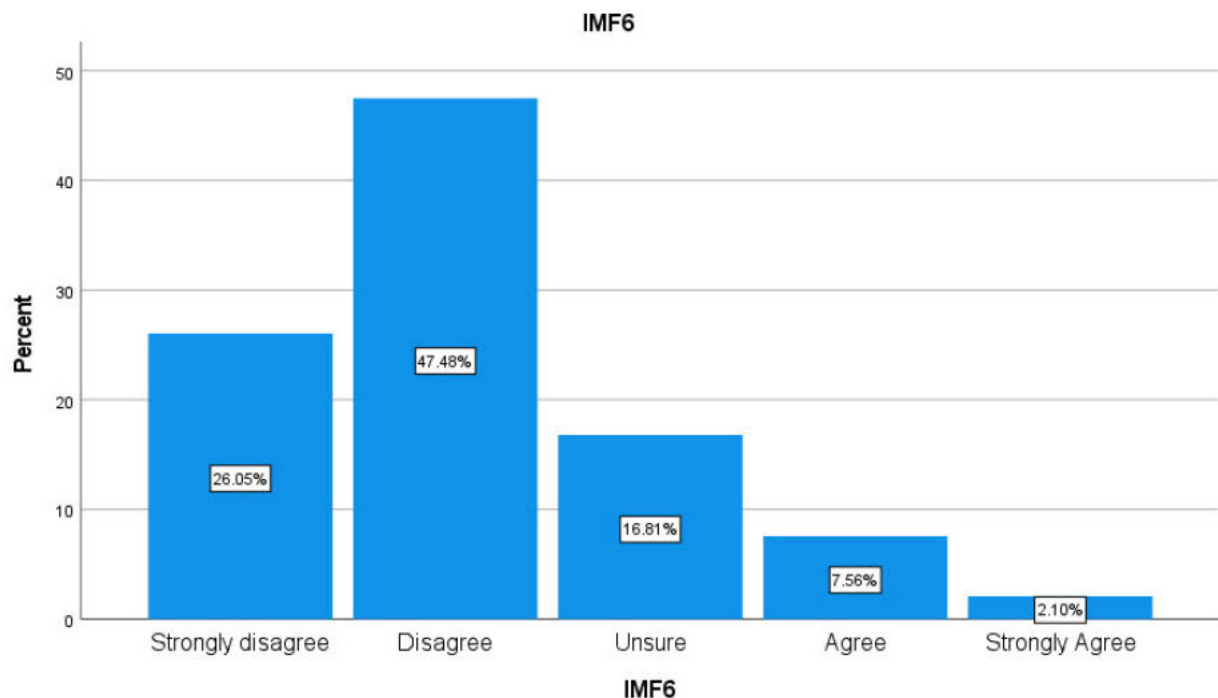
**Figure 5.9: IMF5**

**Statement 6:** “I am happy and satisfied with my organisation and my current role in the organization”. Most respondents (47.5 percent) disagreed they are happy and satisfied with their organisation. Furthermore, strong disagreement was indicated by 26.1 percent strongly disagreed, 16.8 percent were unsure, 7.6 percent agreed and 2.1 percent strongly agreed with the question.

**Table 5.11: IMF6**

**IMF6**

	N	%
Strongly disagree	62	26.1%
Disagree	113	47.5%
Unsure	40	16.8%
Agree	18	7.6%
Strongly Agree	5	2.1%



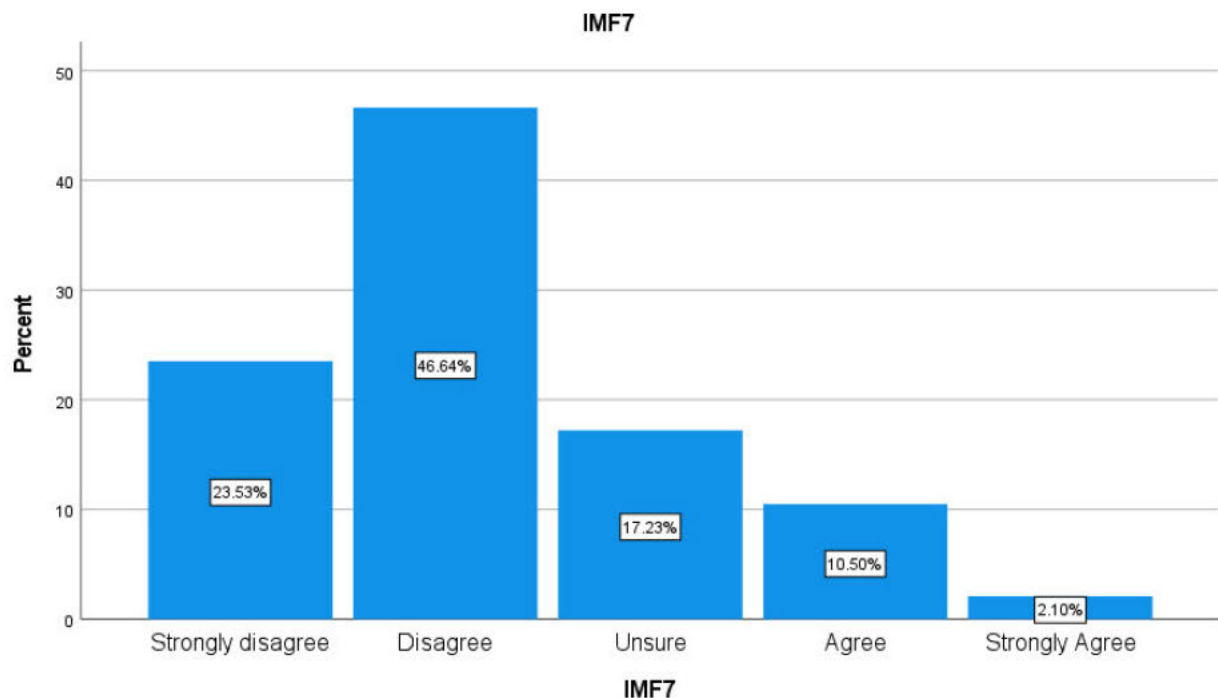
**Figure 5.10: IMF6**

**Statement 7:** “I am happy with my current role in the organisation”. The majority respondents (46.6 percent) disagreed they are happy with their current role in the organisation. A further 23.5 percent strongly disagreed, 17.2 percent were unsure, 10.5 percent agreed and only 2.1 percent strongly agreed.

**Table 5.12: IMF7**

**IMF7**

	N	%
Strongly disagree	56	23.5%
Disagree	111	46.6%
Unsure	41	17.2%
Agree	25	10.5%
Strongly Agree	5	2.1%



**Figure 5.11: IMF7**

**Extrinsic Motivational Factors (EMF)**

All responses were accounted for, as per the summary of statistics (Table 5.13) for statements CDO1-6

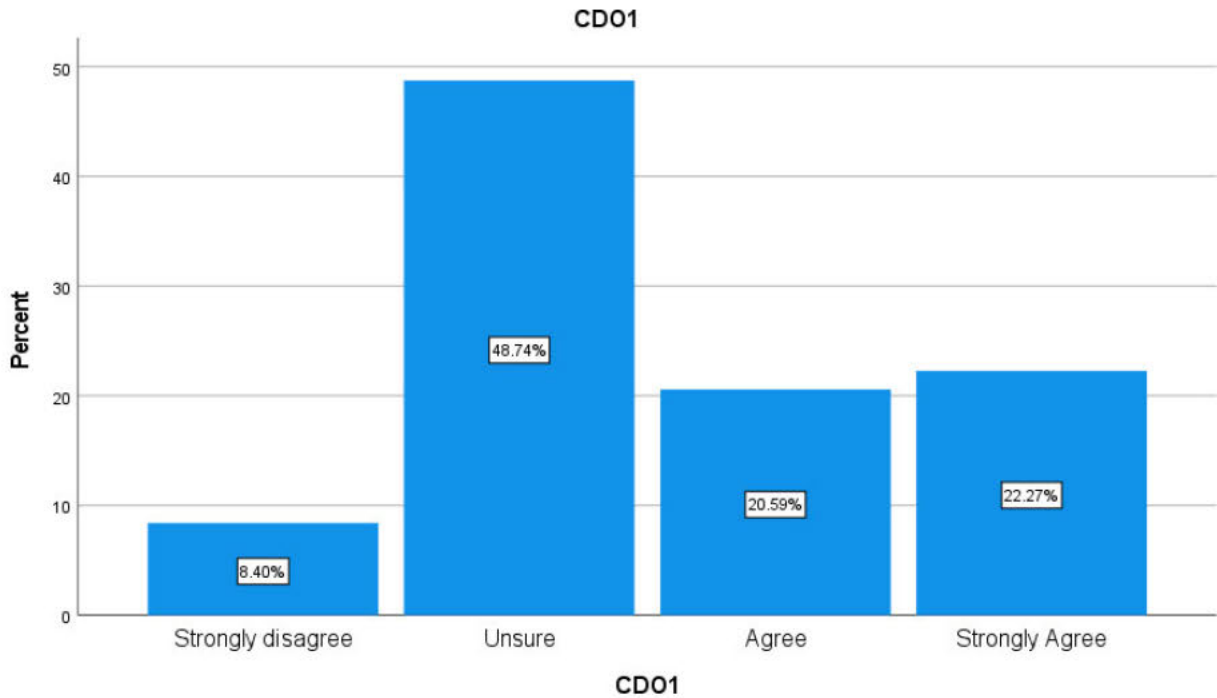
**Table 5.13: Career development and opportunities (CDO) statistics summary (CDO1-6)**

		Statistics					
		CDO1	CDO2	CDO3	CDO4	CDO5	CDO6
N	Valid	238	238	238	238	238	238
	Missing	0	0	0	0	0	0

**Statement 1:** “Promotions are unfairly offered in my department”. It shows from responses that 48.7 percent respondents were unsure promotions are unfairly offered in the department. A further 20.6 percent respondents agreed, 22.3 percent strongly agreed and 8.4 percent strongly disagreed.

**Table 5.14: CDO1**

<b>CDO1</b>		
	N	%
Strongly disagree	20	8.4%
Unsure	116	48.7%
Agree	49	20.6%
Strongly Agree	53	22.3%



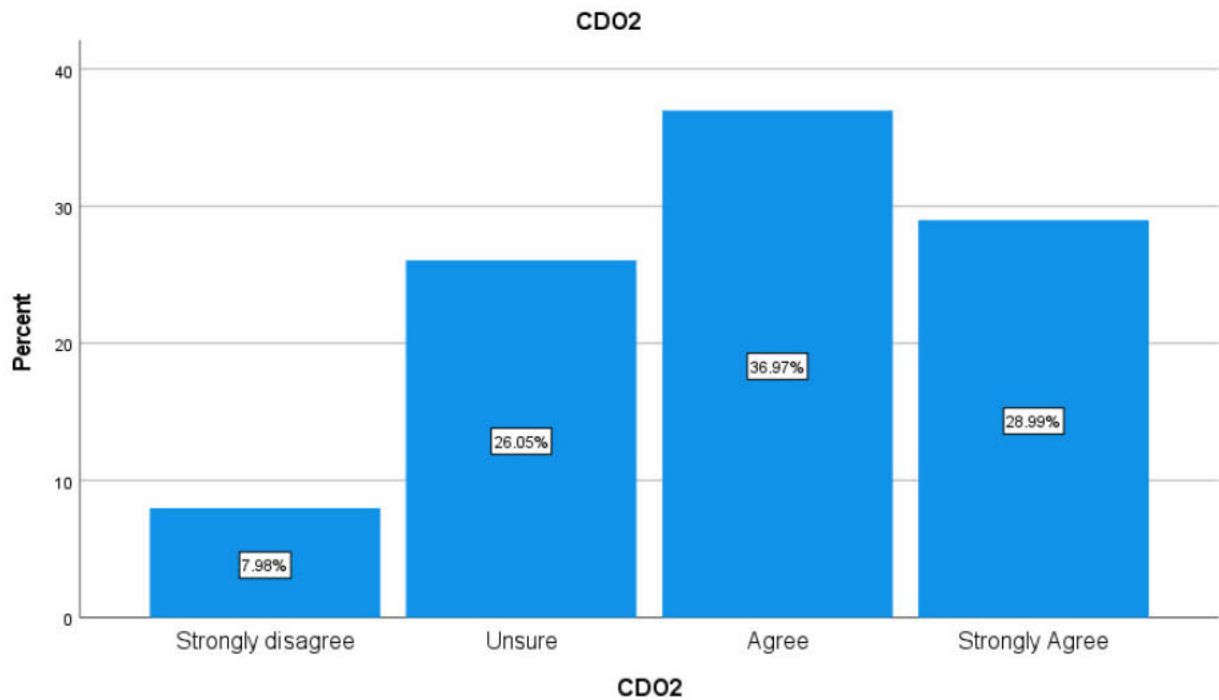
**Figure 5.12: CDO1**

**Statement 2:** “My role in the organisation has grown since I have been employed”. The largest percentage respondents (37 percent) agreed their role in the organisation has grown since they have been employed. A further 29 percent strongly agreed, 37 percent were unsure, and eight percent strongly disagreed.

**Table 5.15: CDO2**

<b>CDO2</b>		
	N	%
Strongly disagree	19	8.0%

Unsure	62	26.1%
Agree	88	37.0%
Strongly Agree	69	29.0%

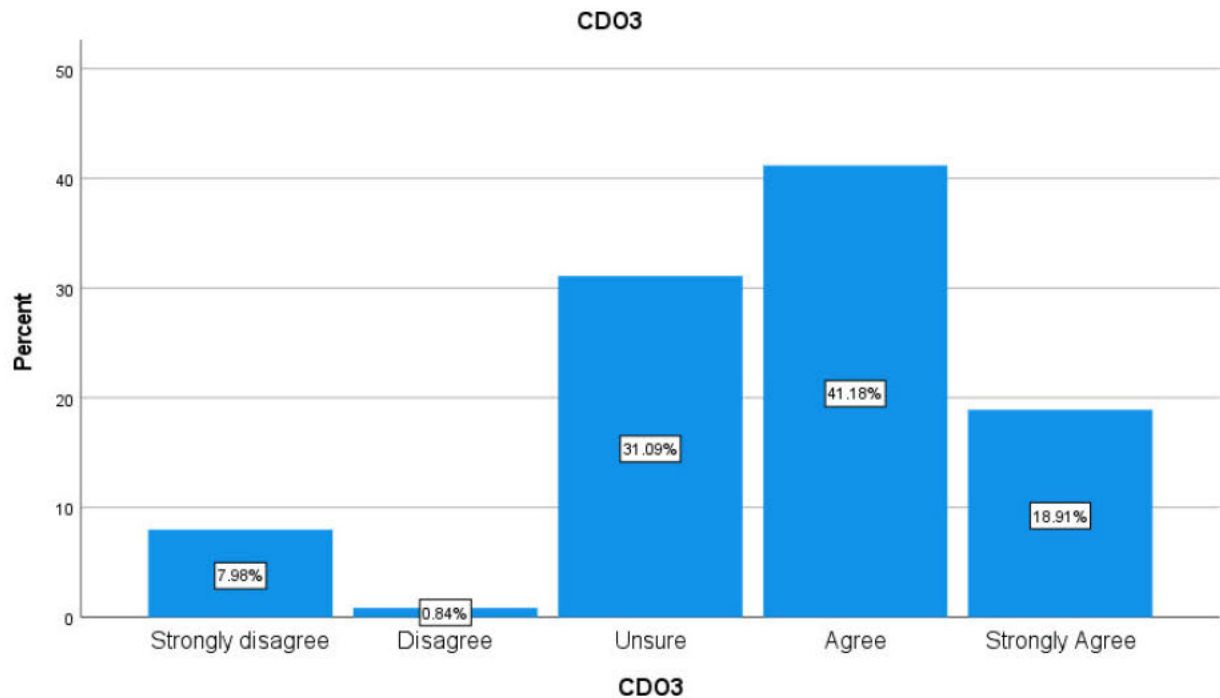


**Figure 5.13: CDO2**

**Statement 3:** “There are policies and procedures regarding career development.” The majority respondents (41.2 percent) agreed there are policies and procedures regarding career development. There were 31.1 percent respondents that were unsure, 18.9 percent strongly agreed, 0.8 percent disagreed and 18.9 percent respondents strongly disagreed.

**Table 5.16: CDO3**

	N	%
Strongly disagree	19	8.0%
Disagree	2	0.8%
Unsure	74	31.1%
Agree	98	41.2%
Strongly Agree	45	18.9%

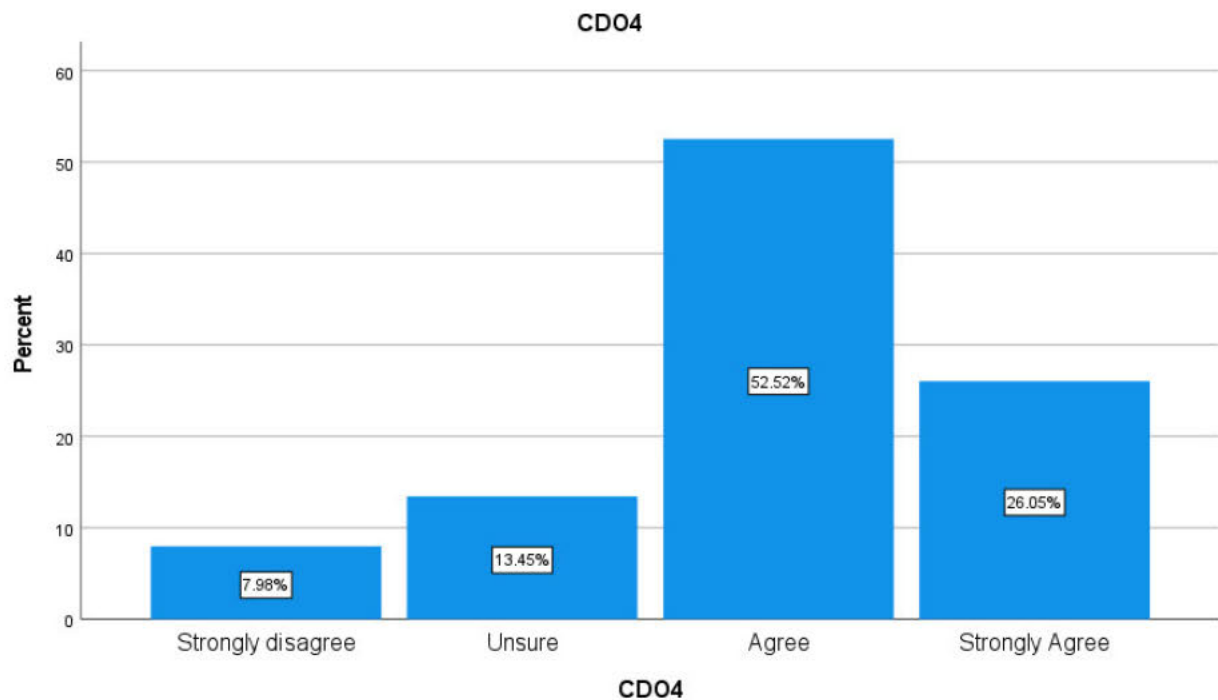


**Figure 5.14: CDO3**

**Statement 4:** “Career opportunities are not offered to everyone”. The majority respondents (52.5 percent) agreed career opportunities are not offered to everyone, followed by 26.1 percent that strongly agreed, 13.4 percent were unsure and the least (eight percent) strongly disagreed.

**Table 5.17: CDO4**

<b>CDO4</b>		
	N	%
Strongly disagree	19	8.0%
Unsure	32	13.4%
Agree	125	52.5%
Strongly Agree	62	26.1%



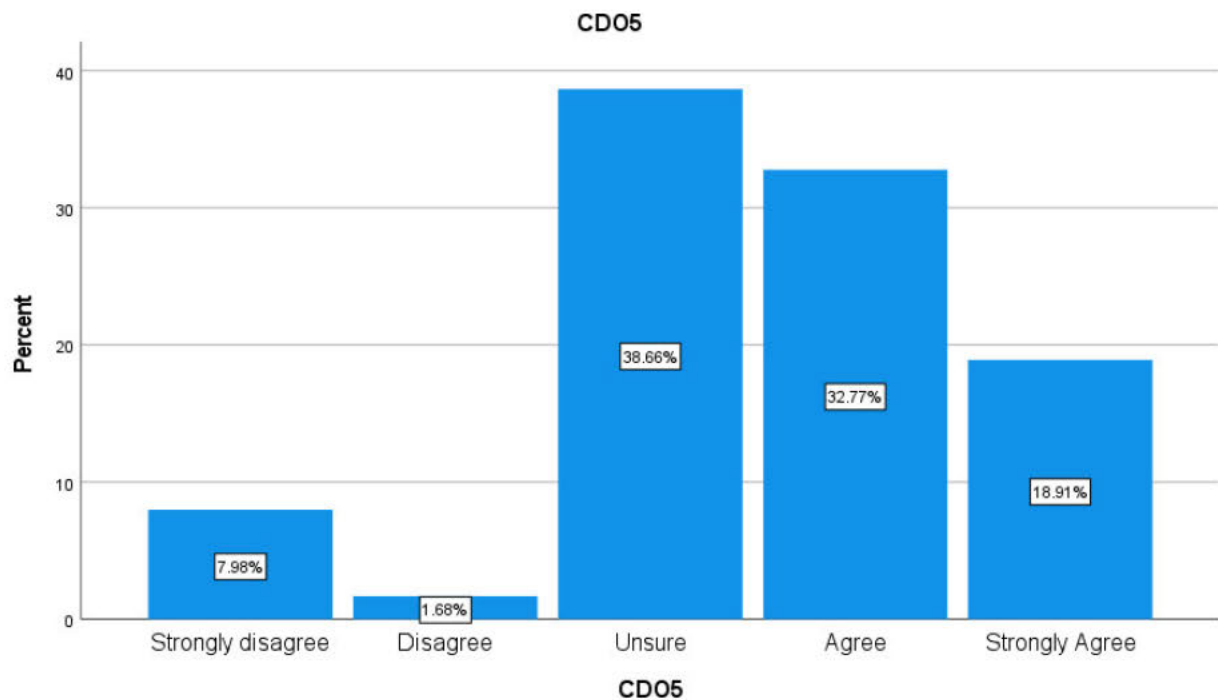
**Figure 5.15: CDO4**

**Statement 5:** “The organisation provides me with opportunities to utilise my skills and to show leadership qualities”. The majority respondents (38.7 percent) were unsure whether the organisation provides them with opportunities to utilise their skills and show leadership qualities, followed by 32.8 percent that agreed with the statement. A further 18.9 percent strongly agreed, 1.7percent disagreed and only eight percent strongly disagreed.

**Table 5.18: CDO5**

**CDO5**

	N	%
Strongly disagree	19	8.0%
Disagree	4	1.7%
Unsure	92	38.7%
Agree	78	32.8%
Strongly Agree	45	18.9%

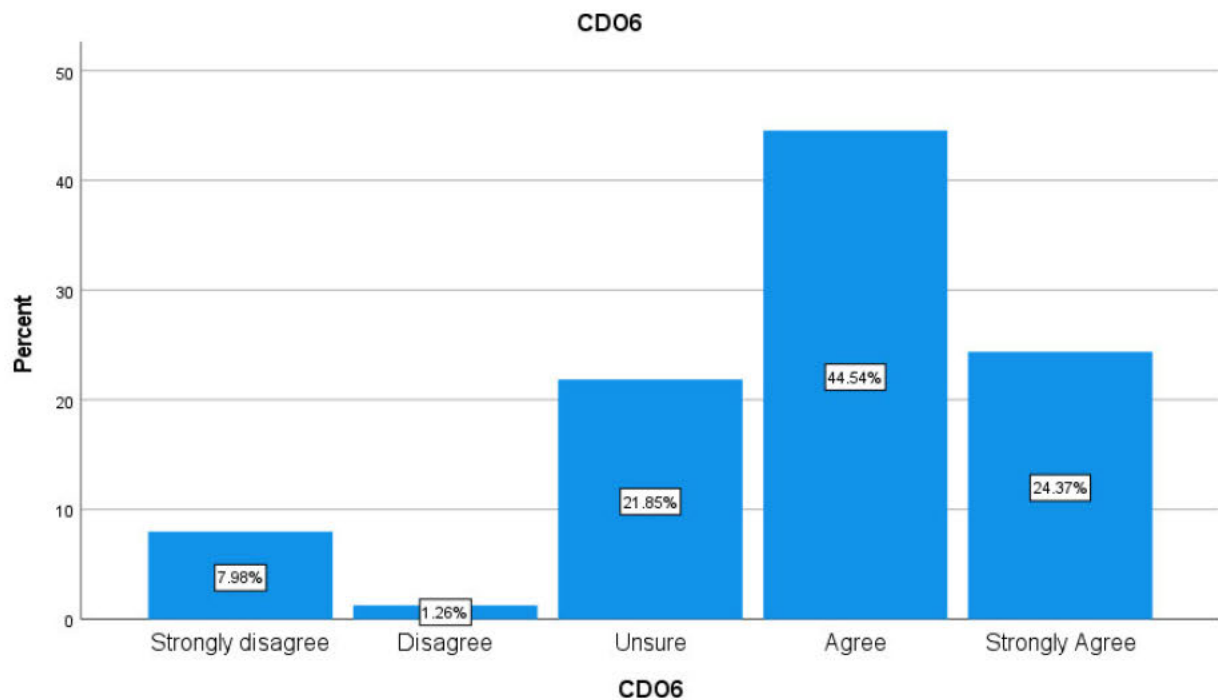


**Figure 5.16: CDO6**

**Statement 6:** “The organisation provides everyone with study opportunities in order to enhance knowledge”. The majority respondents (44.5 percent) agreed their organisation provides everyone with study opportunities to enhance knowledge. This is followed by those who strongly agreed at 24.4 percent, with a further 21.8 percent that was unsure, while 1.3 percent disagreed and eight percent strongly disagreed.

**Table 5.19: CDO6**

CDO6		
	N	%
Strongly disagree	19	8.0%
Disagree	3	1.3%
Unsure	52	21.8%
Agree	106	44.5%
Strongly Agree	58	24.4%



**Figure 5.17: CDO6**

- **Remuneration statistics summary for statements RMT1-RMT5**

**Table 5.20: Statistics summary RMT1-5**

**Statistics**

		RMT1	RMT2	RMT3	RMT4	RMT5
N	Valid	238	238	238	238	238
	Missing	0	0	0	0	0

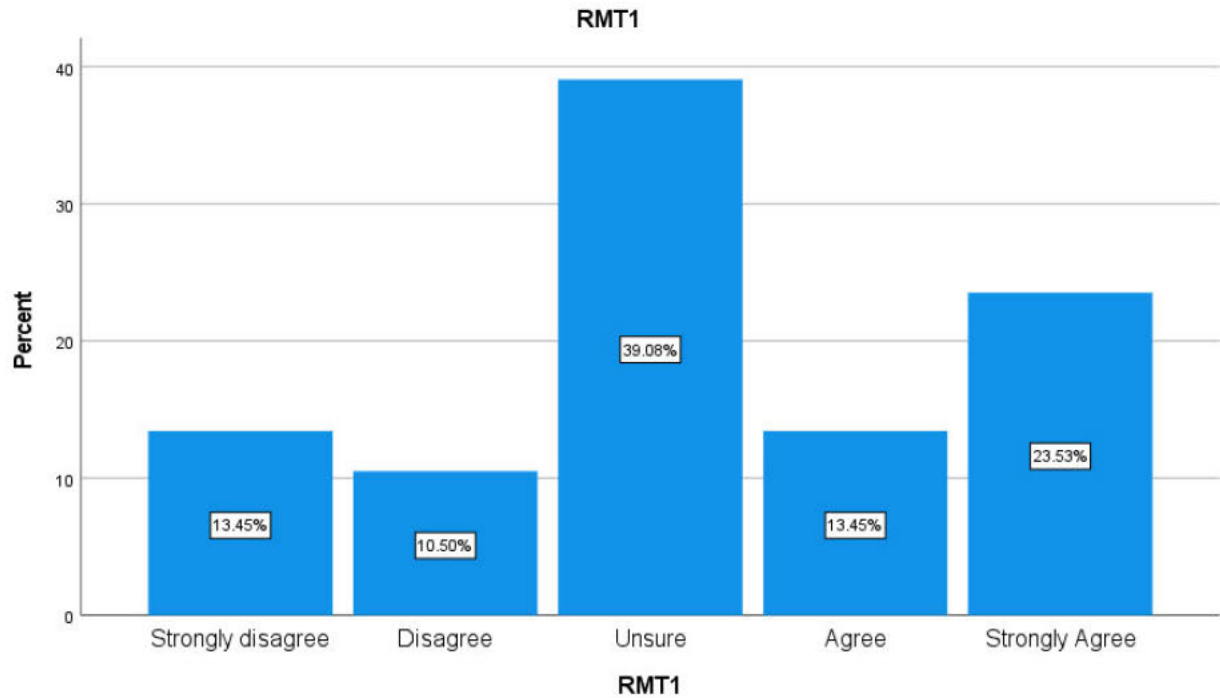
**Statement 1:** “The organisation pays me adequately for my role.” The majority respondents (39.1 percent) were unsure the organisation pays them adequately for their roles, while 10.5 percent disagreed, 13.4 percent agreed, and 23.5 percent strongly agreed.

**Table 5.21: RMT1**

**RMT1**

	N	%
Strongly disagree	32	13.4%
Disagree	25	10.5%

Unsure	93	39.1%
Agree	32	13.4%
Strongly Agree	56	23.5%

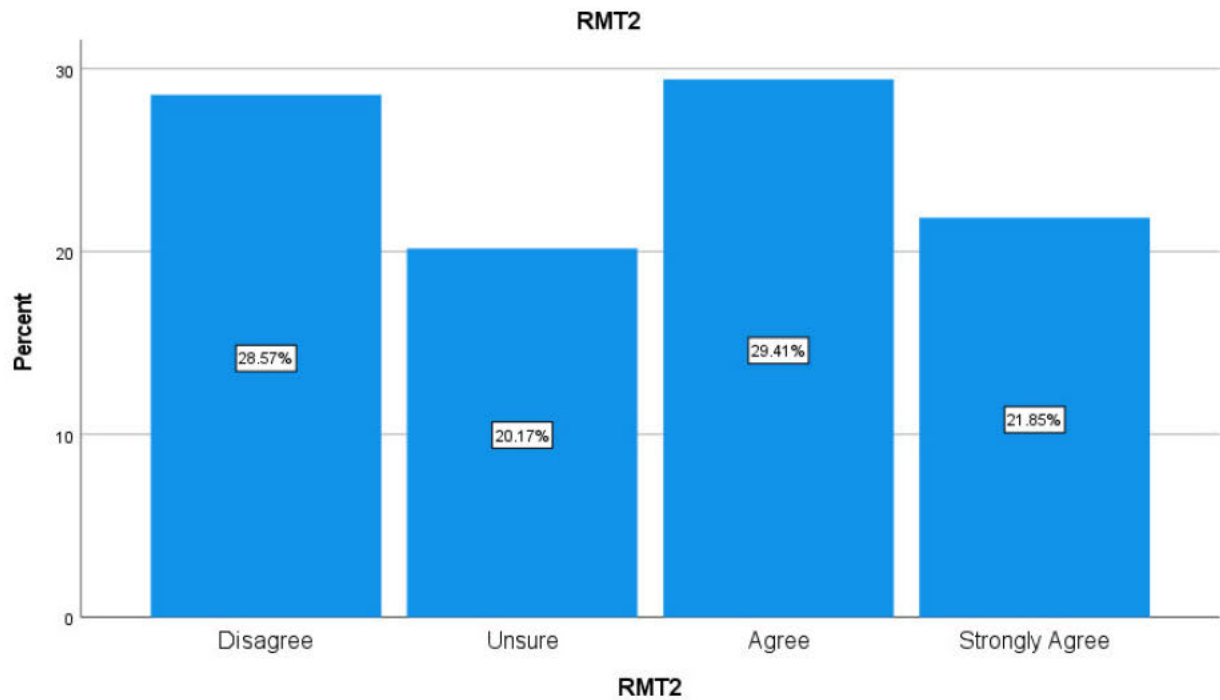


**Figure 5.18: RMT1**

**Statement 2:** “I am sufficiently rewarded for exceptional performance.” The majority respondents (29.4 percent) agreed they are sufficiently rewarded for exceptional performance. However, 28.6 percent disagreed, 20.2 percent were unsure and 21.8 percent strongly agreed.

**Table 5.22: RMT2**

	N	%
Disagree	68	28.6%
Unsure	48	20.2%
Agree	70	29.4%
Strongly Agree	52	21.8%

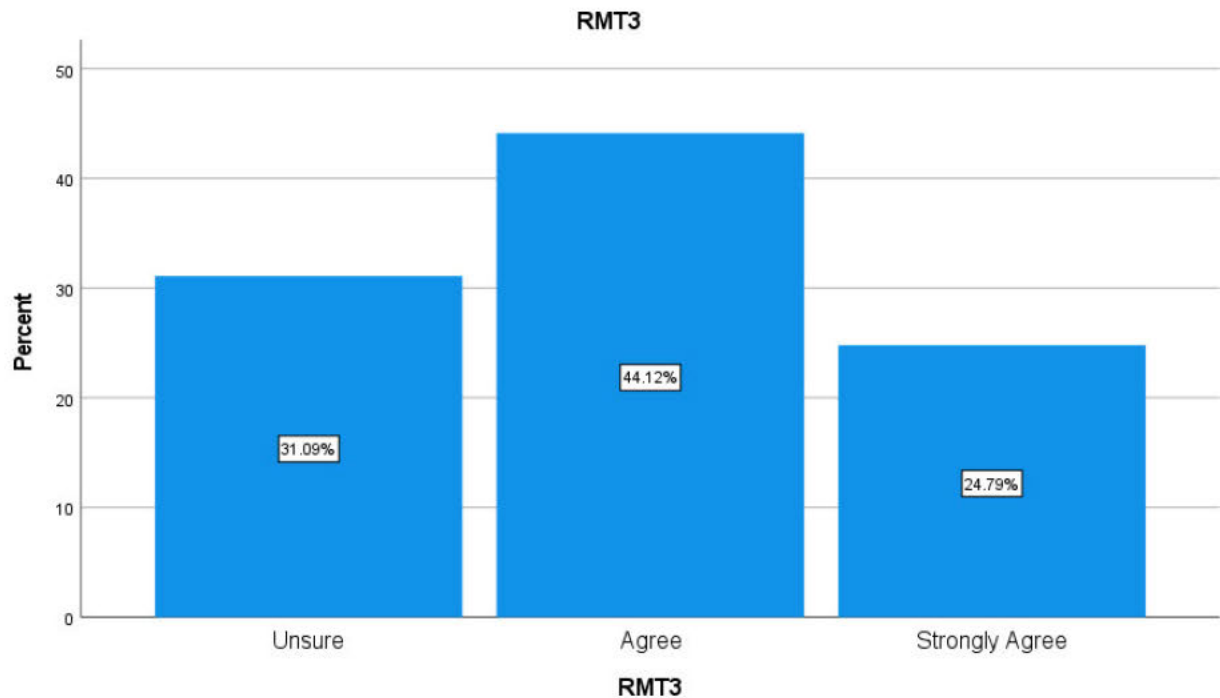


**Figure 5.19: RMT2**

**Statement 3:** “Our salary increments are not enough”. The majority respondents (44.1 percent) agreed, followed by 24.8 percent who strongly agreed their salary increments are not enough. A further 31.1 percent respondents were unsure.

**Table 5.23: RMT3**

RMT3		
	N	%
Unsure	74	31.1%
Agree	105	44.1%
Strongly Agree	59	24.8%



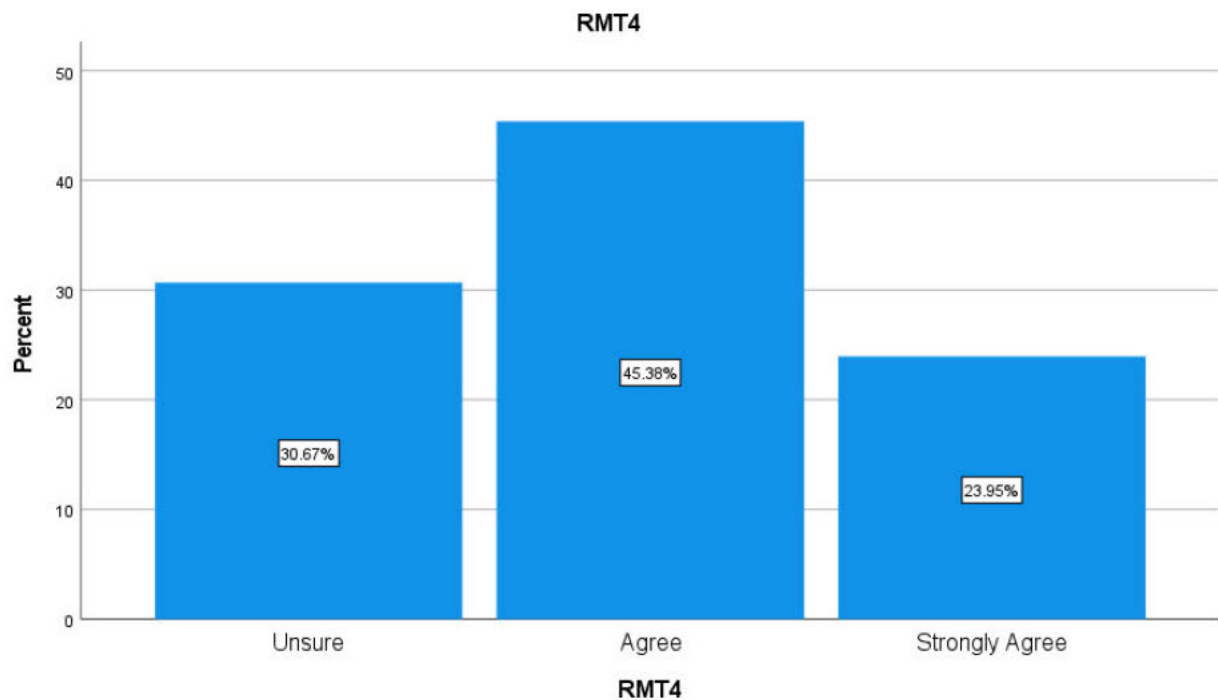
**Figure 5.20: RMT3**

**Statement 4:** “The organisation has clear policies related to salaries, performance bonuses, salary increases and bonuses.” The majority respondents (45.4 percent) agreed their organisation has clear policies related to salaries, performance bonuses, salary increases and bonuses. While 30.7 percent were unsure, 23.9 percent respondents strongly agreed.

**Table 5.24: RMT4**

**RMT4**

	N	%
Unsure	73	30.7%
Agree	108	45.4%
Strongly Agree	57	23.9%

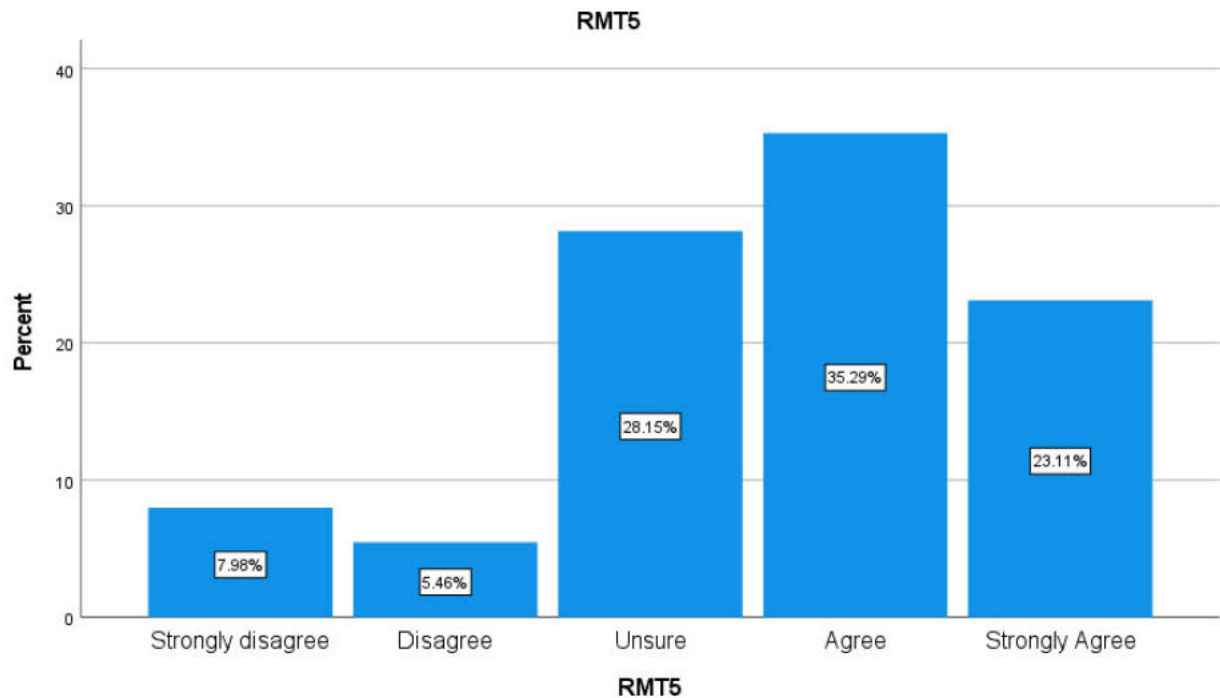


**Figure 5.21: RMT4**

**Statement 5:** “Compared to other organisations, I believe that we are paid less.” The majority respondents (35.3 percent) agreed, followed by 28.2 percent that was unsure that compared to other organisations, they believe they are paid less. A further 23.1 percent respondents strongly agreed, eight percent strongly disagreed and 5.5 percent disagreed.

**Table 5.25: RMT5**

RMT5		
	N	%
Strongly disagree	19	8.0%
Disagree	13	5.5%
Unsure	67	28.2%
Agree	84	35.3%
Strongly Agree	55	23.1%



**Figure 5.22: RMT5**

- **Supervision**

**NB:** Based on the following EMF(SPV3), one of the respondents from the 238 was unable to answer the statement “My supervisor possesses leadership qualities.”

**Table 5.26: Supervision statistics summary for statements SPV1-5**

**Statistics**

SPV1	SPV2	SPV3	SPV4	SPV5
238	238	237	238	238
0	0	1	0	0

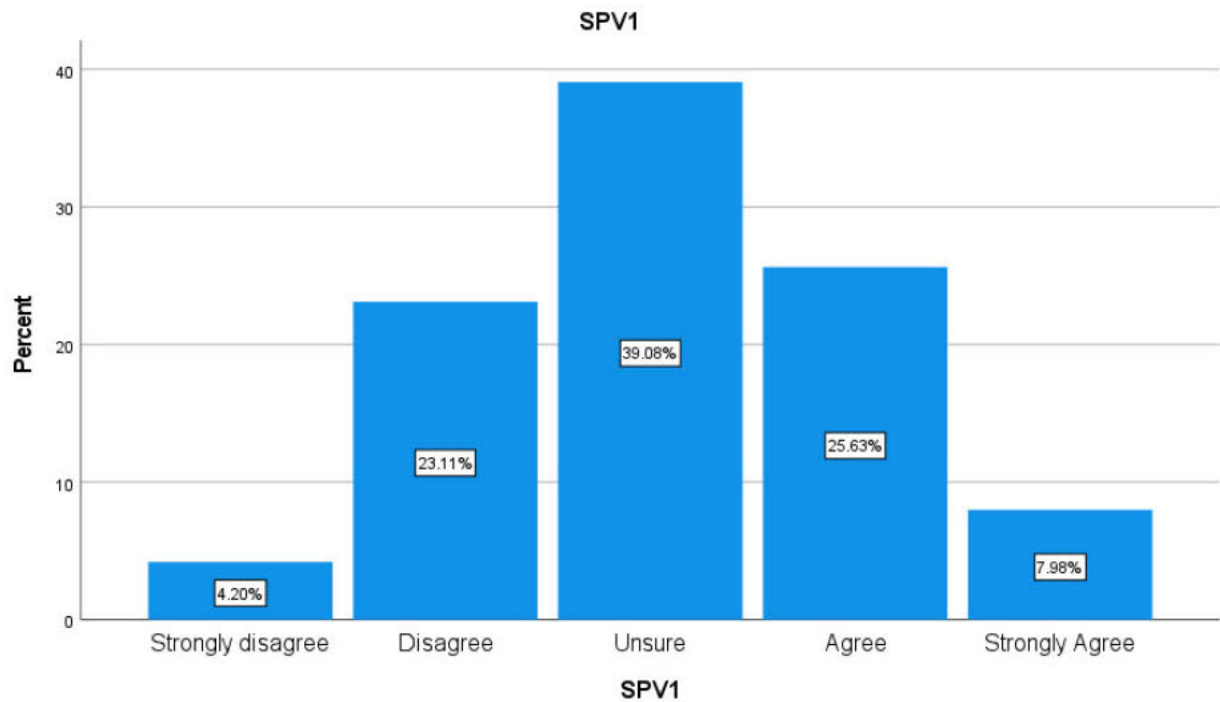
**Statement 1:** “My supervisor is fair.” The majority respondents (39.1 percent) indicated they were unsure their supervisor is fair. A further 25.6 percent agreed, 23.1percent disagreed, eight percent strongly agreed and 4.2percent strongly disagreed.

**Table 5.27: SPV1**

**SPV1**

	N	%
Strongly disagree	10	4.2%

Disagree	55	23.1%
Unsure	93	39.1%
Agree	61	25.6%
Strongly Agree	19	8.0%

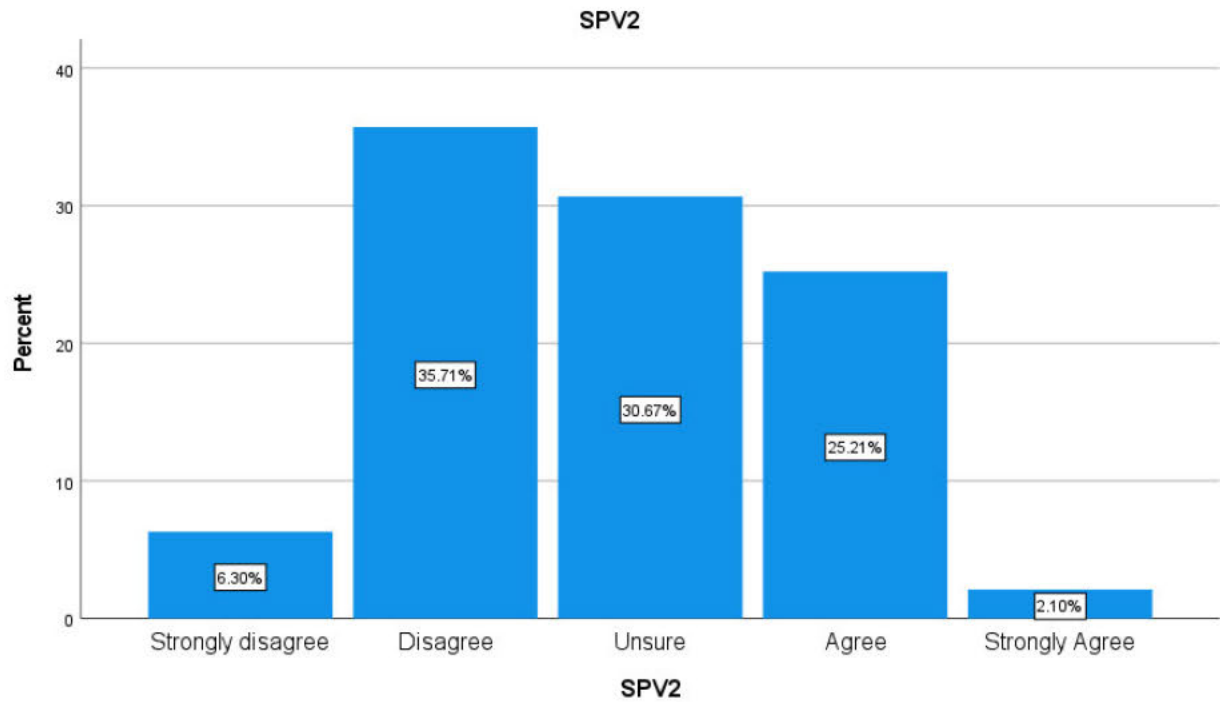


**Figure 5.23: SPV1**

**Statement 2:** “I normally have disagreements with my supervisor.” The majority respondents (35.7 percent) disagreed they normally have disagreements with their supervisors. A further 30.7percent were unsure, 25.2 percent agreed, 6.3 percent strongly disagreed and 2.1 percent strongly agreed.

**Table 5.28: SPV2**

	N	%
Strongly disagree	15	6.3%
Disagree	85	35.7%
Unsure	73	30.7%
Agree	60	25.2%
Strongly Agree	5	2.1%

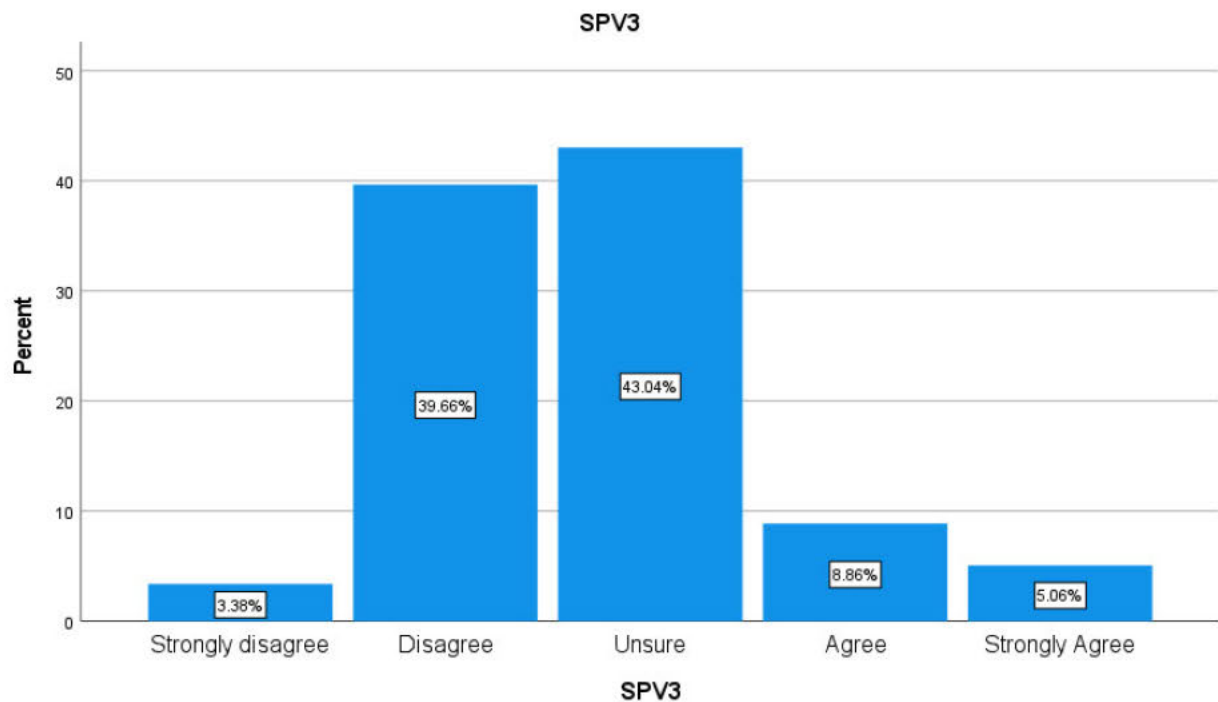


**Figure 5.24: SPV2**

**Statement 3:** “My supervisor possesses leadership qualities.” The majority respondents (42.9 percent) were unsure their supervisors possess leadership qualities. Only 8.8 percent agreed, five percent strongly agreed and 39.5 percent disagreed their supervisors possess leadership qualities. One respondent (0.4 percent) did not answer this statement.

**Table 5.29: SPV3**

<b>SPV3</b>		
	N	%
Strongly disagree	8	3.4%
Disagree	94	39.5%
Unsure	102	42.9%
Agree	21	8.8%
Strongly Agree	12	5.0%
Missing System	1	0.4%

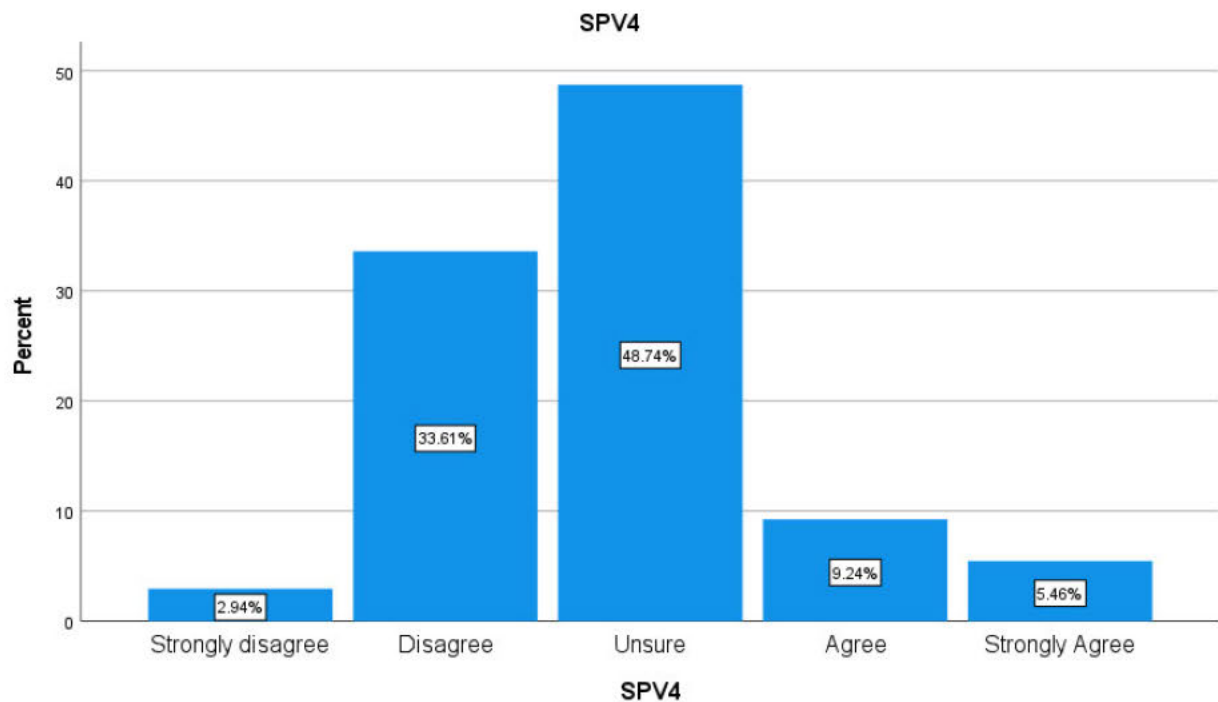


**Figure 5.25: SPV3**

**Statement 4:** “My supervisor provides support on my personal growth.” The majority respondents (48.7 percent) were unsure their supervisor provides support on their personal growth. A further 33.6 percent disagreed, 2.9 percent strongly disagreed, with only 9.2 percent that agreed and 5.5 percent strongly agreed.

**Table 5.30: SPV4**

SPV4		
	N	%
Strongly disagree	7	2.9%
Disagree	80	33.6%
Unsure	116	48.7%
Agree	22	9.2%
Strongly Agree	13	5.5%

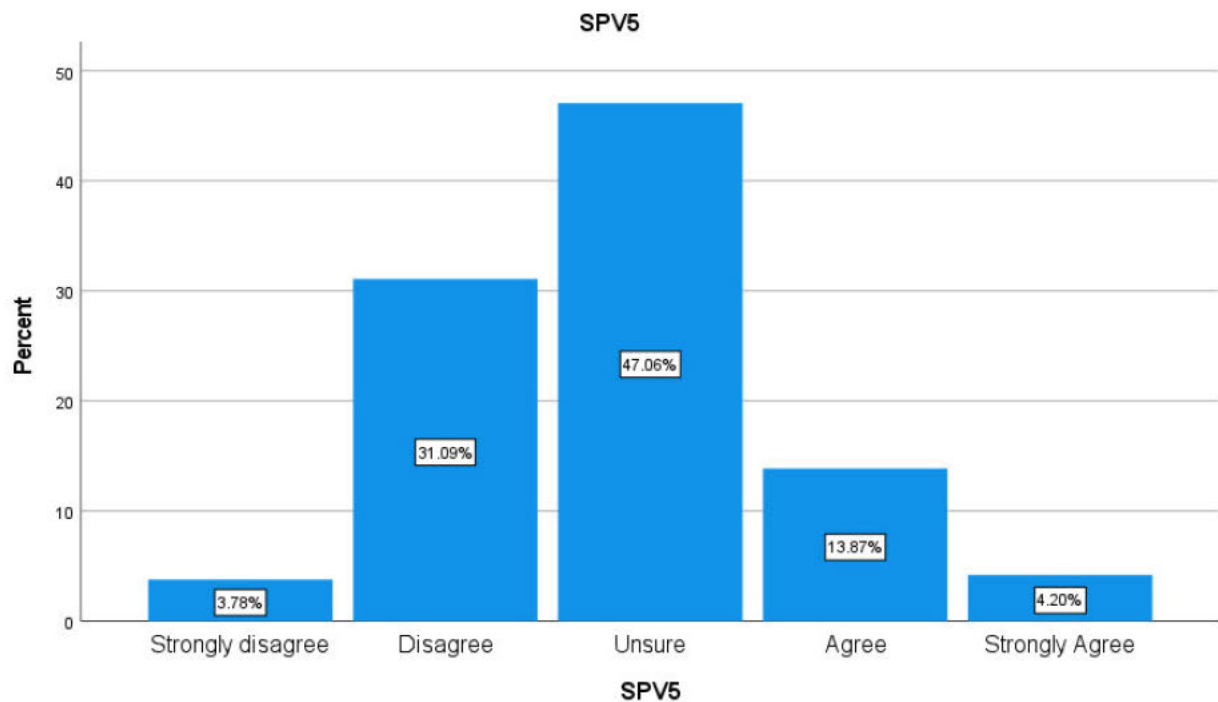


**Figure 5.26: SPV4**

**Statement 5:** “My supervisor implements positive feedback with employees.” The majority respondents (47.1 percent) were unsure their supervisor implements positive feedback with employees. In addition, 31.1 percent disagreed, 3.8 percent strongly disagreed, 13.9 percent agreed and only 4.2 percent strongly agreed.

**Table 5.31: SPV5**

SPV5	N	%
Strongly disagree	9	3.8%
Disagree	74	31.1%
Unsure	112	47.1%
Agree	33	13.9%
Strongly Agree	10	4.2%



**Figure 5.27: SPV5**

- **Working conditions**

The summary of statistics (Table 5.32) for statements WRC1-WRC6 is illustrated below:

**Table 5.32: Statistics summary WRC1-6**

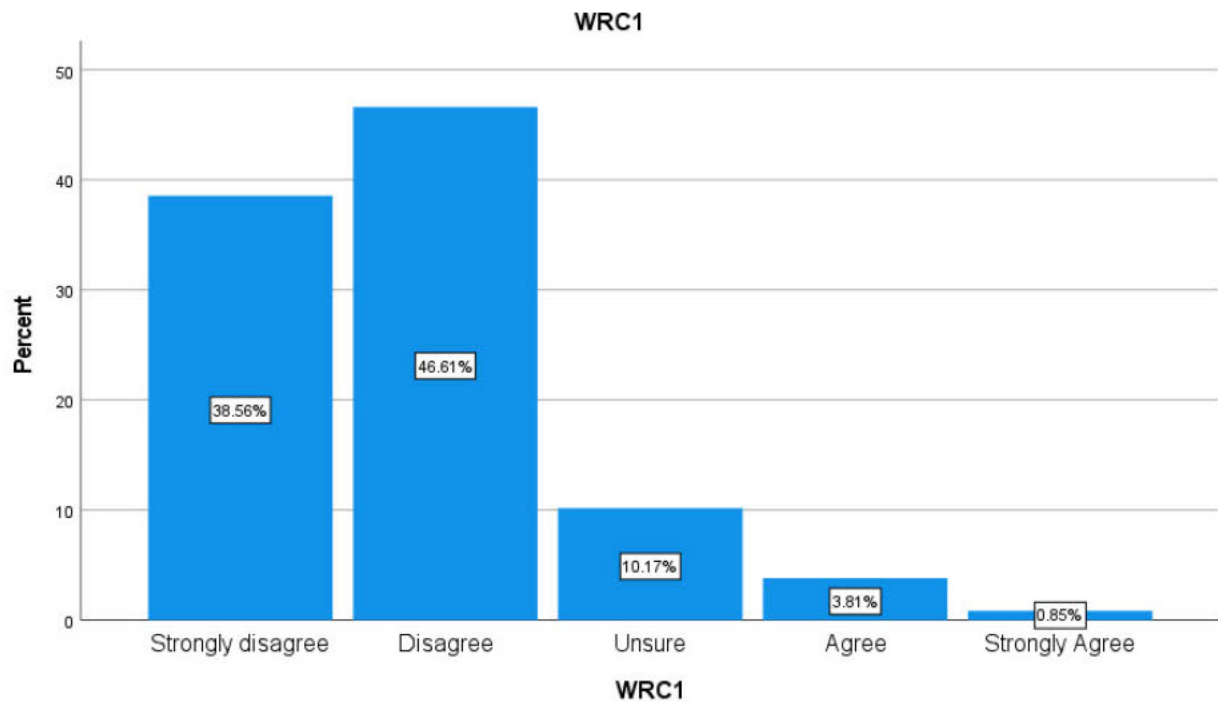
Statistics		WRC1	WRC2	WRC3	WRC4	WRC5	WRC6
N	Valid	236	238	238	238	238	238
	Missing	2	0	0	0	0	0

**Statement 1:** “My employer is concerned with the impact of our workplace on our life.” Most respondents (46.2 percent) disagreed their employer is concerned with the impact of their workplace on their life. A further 38.2 percent respondents strongly disagreed, 10.1 percent were unsure and only 3.8 percent agreed and 0.8 percent respondents never answered this statement.

**Table 5.33: WRC1**

**WRC1**

	N	%
Strongly disagree	91	38.2%
Disagree	110	46.2%
Unsure	24	10.1%
Agree	9	3.8%
Strongly Agree	2	0.8%
Missing System	2	0.8%



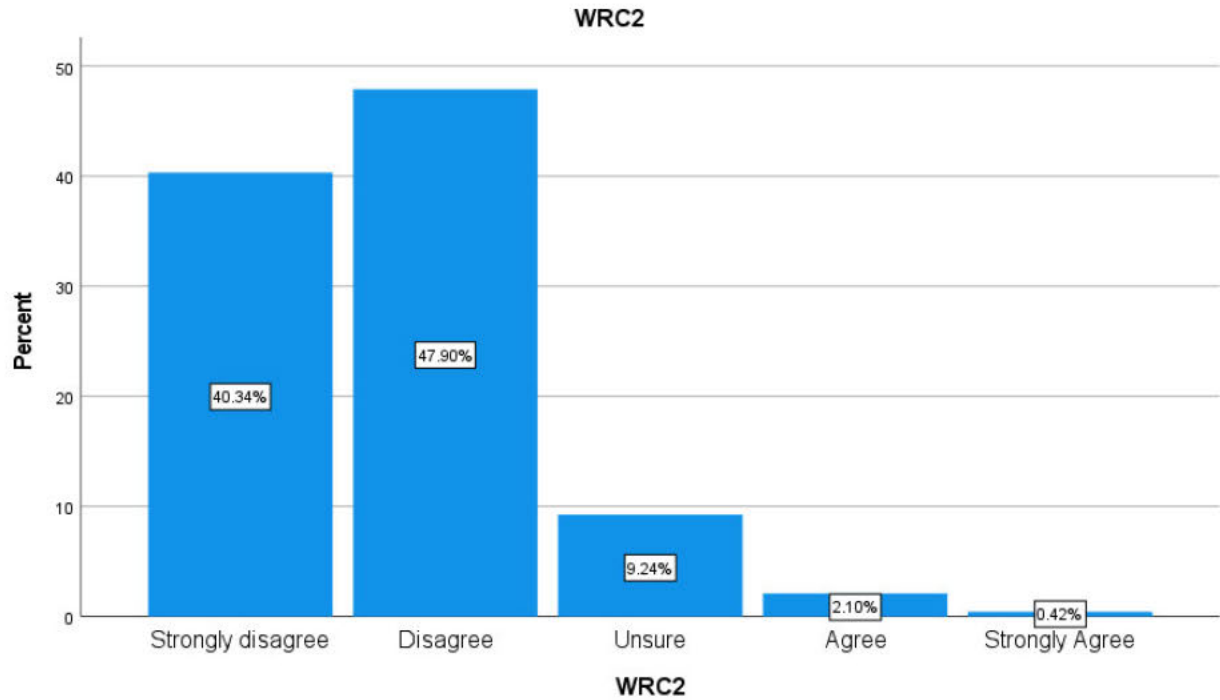
**Figure 5.28: WRC1**

**Statement 2:** “My employer is vigilant in hygiene and compliant to safety standards.” Most of the respondents (47.9 percent) disagreed their employer is vigilant in hygiene and compliant with safety standards. A further 40.3 percent respondents strongly disagreed, 9.2 percent were unsure, 2.1 percent agreed and 0.4 percent strongly agreed.

**Table 5.34: WRC2**

	N	%
Strongly disagree	96	40.3%
Disagree	114	47.9%
Unsure	22	9.2%
Agree	5	2.1%

Strongly Agree	1	0.4%
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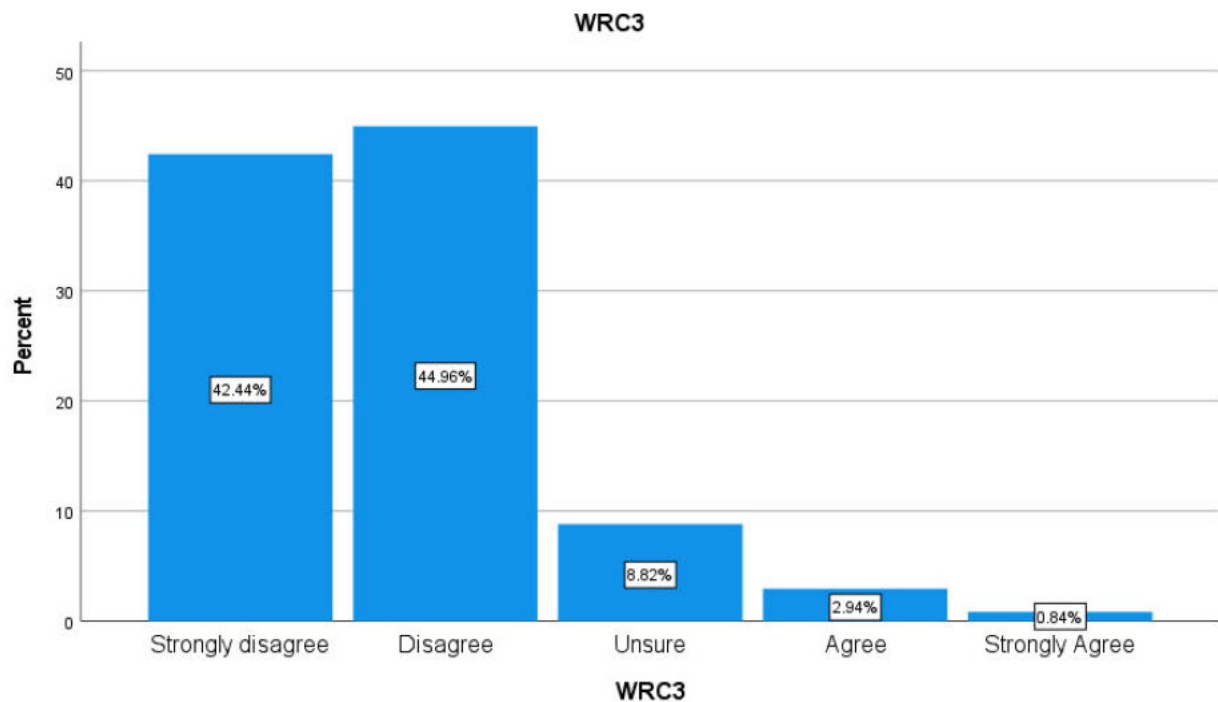


**Figure 5.29: WRC2**

**Statement 3:** “I am working in a conducive environment.” Most respondents (45 percent) disagreed, followed by 42.4 percent that strongly disagreed they are working in a conducive environment. A further 8.8 percent were unsure, with 2.9 percent that agreed and 0.8 percent strongly agreed.

**Table 5.35: WRC3**

WRC3		
	N	%
Strongly disagree	101	42.4%
Disagree	107	45.0%
Unsure	21	8.8%
Agree	7	2.9%
Strongly Agree	2	0.8%



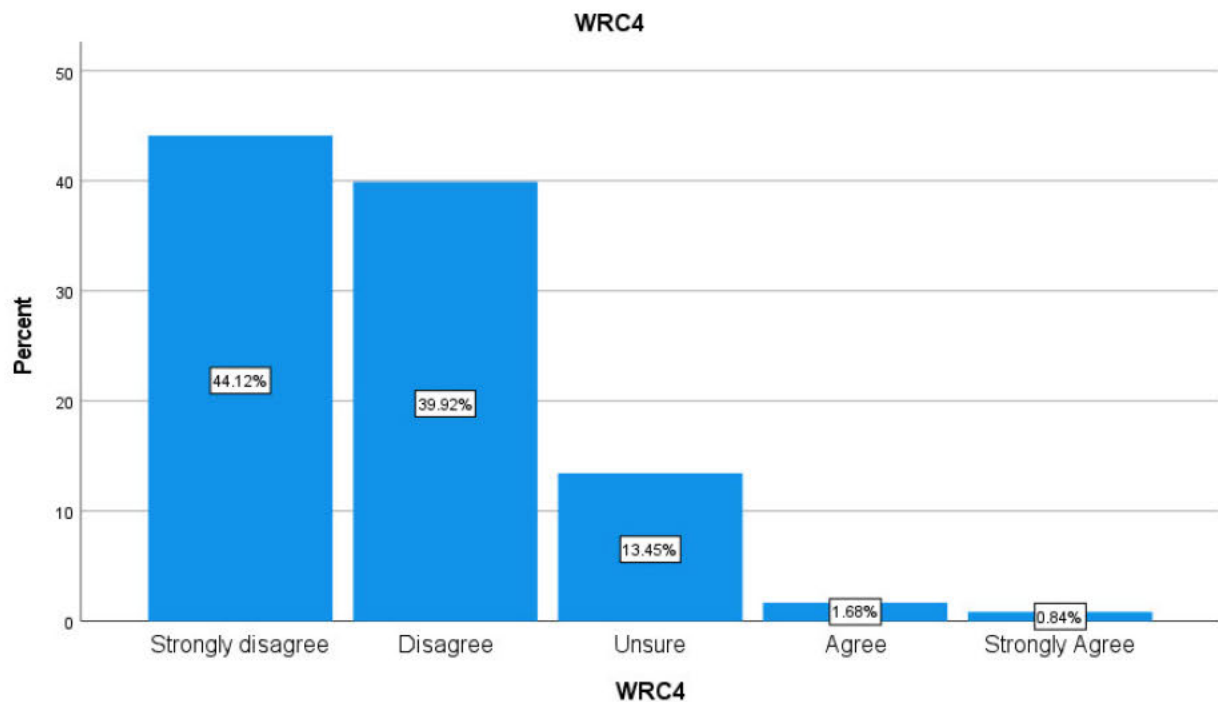
**Figure 5.30: WRC3**

**Statement 4:** “My employer attends to all aspects that may be harmful to the human environment.” The majority respondents (44.1 percent) strongly disagreed, followed by 39.9 percent that disagreed their employer attends to all aspects that may be harmful to the human environment. A further 13.4 percent were unsure, 1.7 percent agreed and 0.8 percent strongly agreed.

**Table 5.36: WRC4**

**WRC4**

	N	%
Strongly disagree	105	44.1%
Disagree	95	39.9%
Unsure	32	13.4%
Agree	4	1.7%
Strongly Agree	2	0.8%

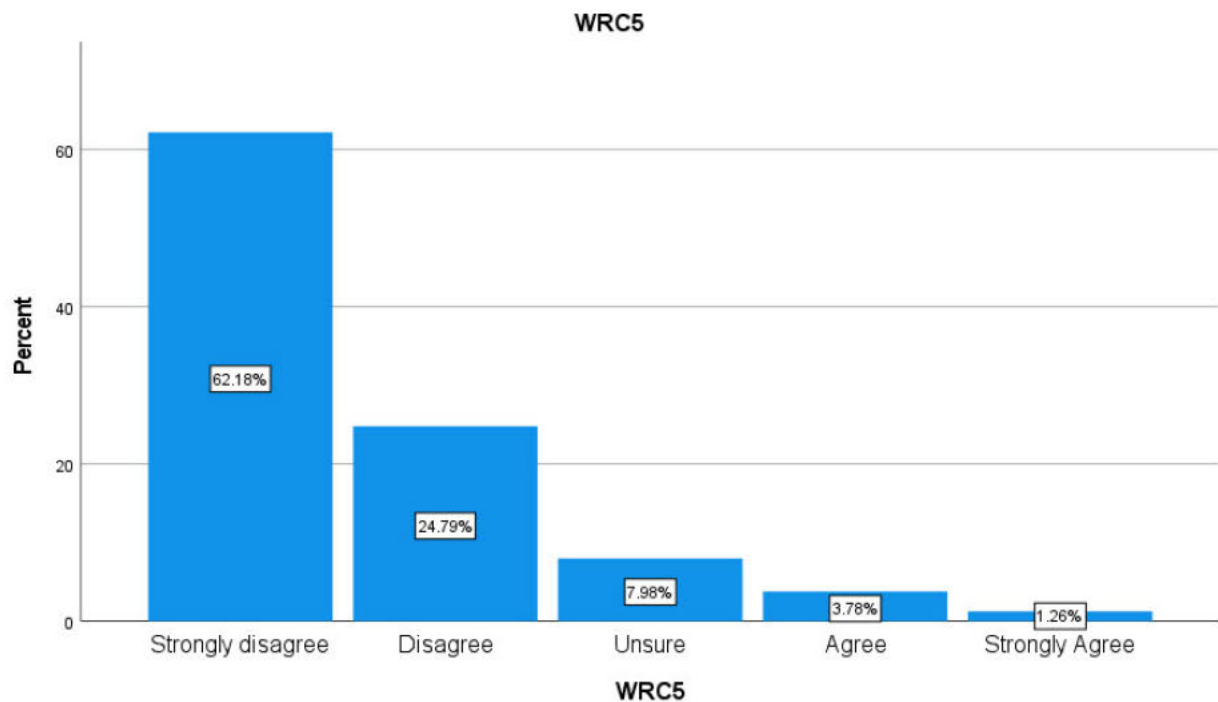


**Figure 5.31: WRC4**

**Statement 5:** “I have all the necessary resources that are in line with today’s technology to execute my duties.” Most respondents (62.2 percent) strongly disagreed they have all the necessary resources in line with today’s technology to execute their duties. A further 24.8 percent disagreed and eight percent were unsure, with only 3.8 percent that agreed, followed by 1.3 percent that strongly agreed.

**Table 5.37: WRC5**

<b>WRC5</b>		
	N	%
Strongly disagree	148	62.2%
Disagree	59	24.8%
Unsure	19	8.0%
Agree	9	3.8%
Strongly Agree	3	1.3%

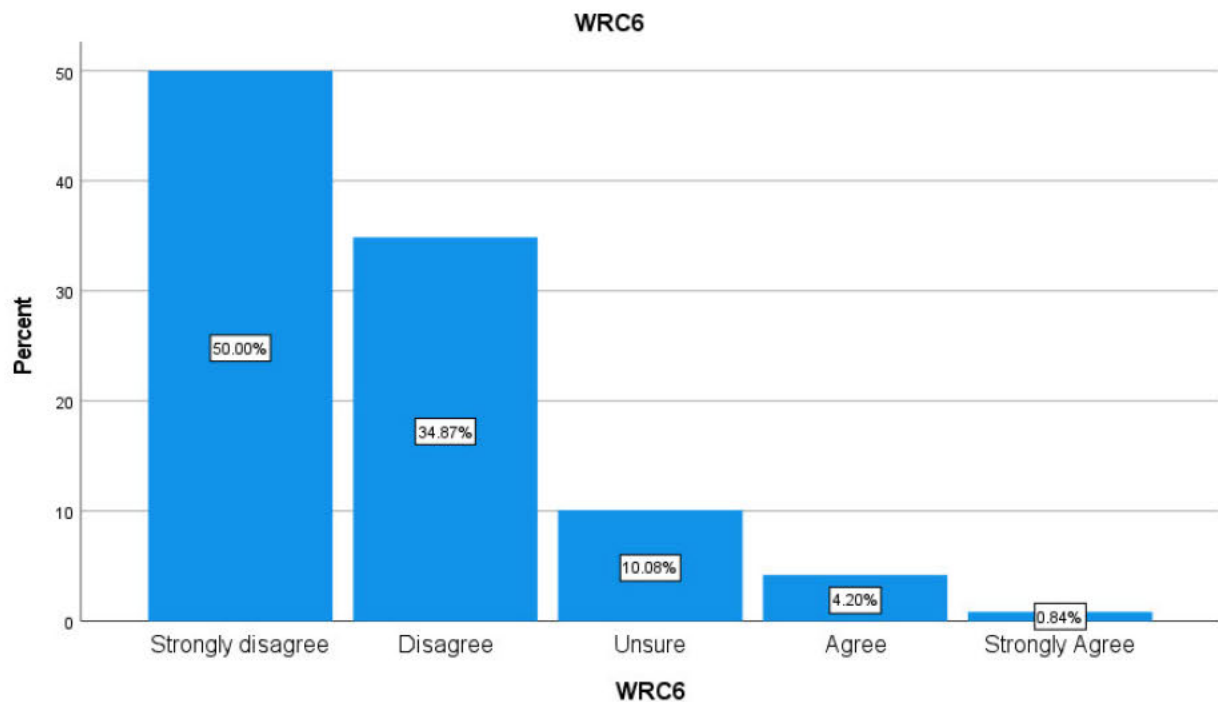


**Figure 5.32: WRC5**

**Statement 6:** “I am satisfied with hygiene standard at my workplace.” The majority respondents (50 percent) strongly disagreed they are satisfied with the hygiene standard at their workplace, followed by 34.9 percent that disagreed. A further 10.1 percent respondents were unsure, 4.2 percent agreed and the least (0.8 percent) strongly agreed.

**Table 5.38: WRC6**

	N	%
Strongly disagree	119	50.0%
Disagree	83	34.9%
Unsure	24	10.1%
Agree	10	4.2%
Strongly Agree	2	0.8%



**Figure 5.33: WRC6**

- **Employee Satisfaction and Loyalty (ESL)**

The statistics summary for statements ESL1-ESL6 (Table 5.39) are shown below.

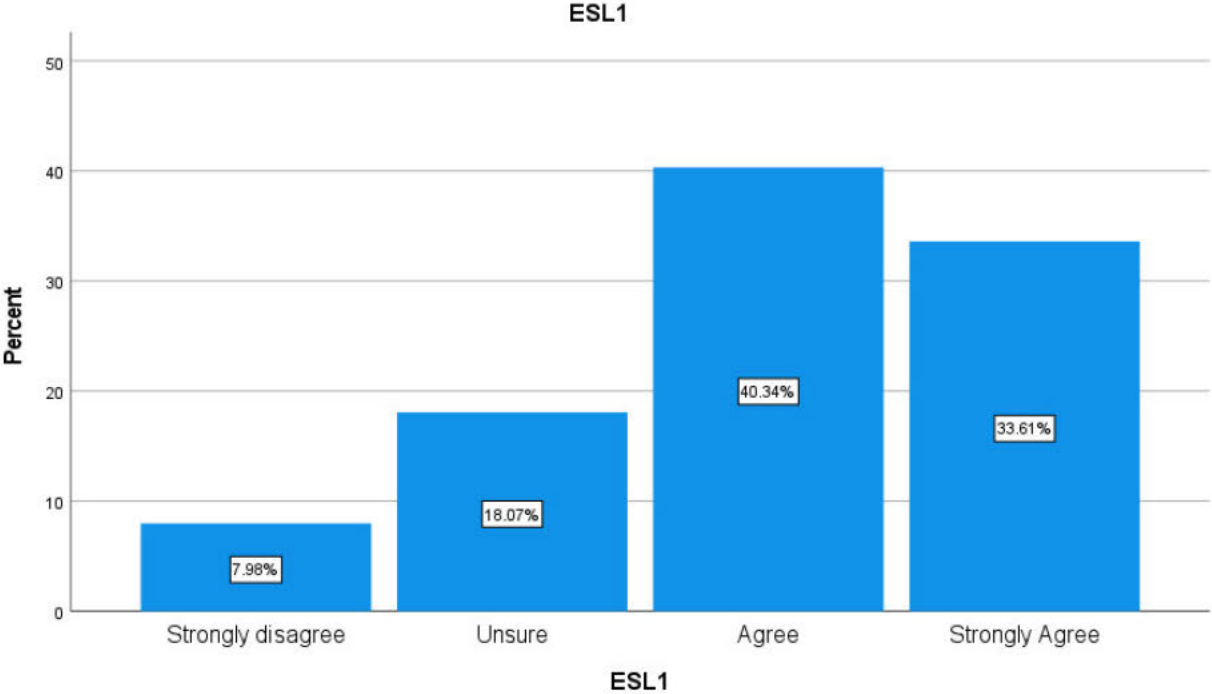
**Table 5.39: Statistics summary for statements ESL1-6**

Statistics		ESL1	ESL2	ESL3	ESL4	ESL5	ESL6
N	Valid	238	238	238	238	238	238
	Missing	0	0	0	0	0	0

**Statement 1:** “My benefits enhance my loyalty to my organisation.” The majority respondents (40.3 percent) agreed their benefits enhance their loyalty to their organisation. Furthermore, 33.6 percent strongly agreed, 18.1 percent were unsure and eight percent strongly agreed.

**Table: 5.40: ESL1**

ESL1		
	N	%
Strongly disagree	19	8.0%
Unsure	43	18.1%
Agree	96	40.3%
Strongly Agree	80	33.6%

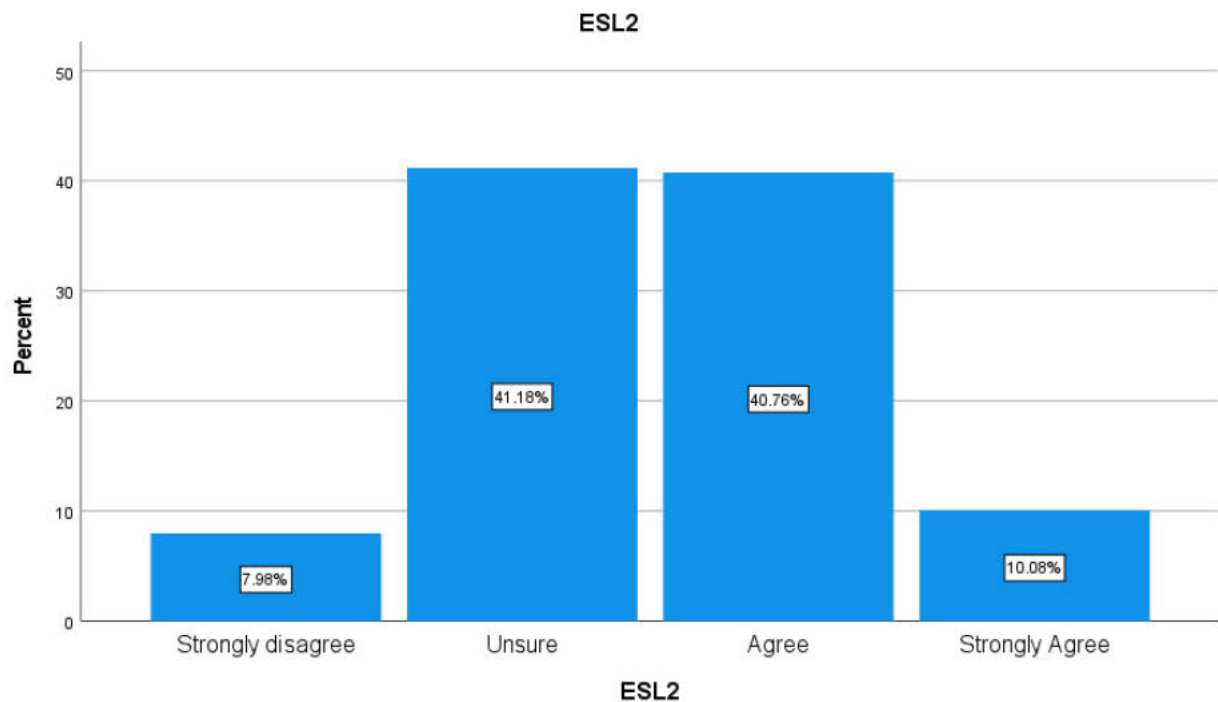


**Figure 5.34: ESL1**

**Statement 2:** “I am not interested on any aspect of our organisation.” Most respondents (40.8 percent) agreed they are not interested in any aspect of their organisation. A further 10.1 percent strongly agreed, 41.2 percent was unsure and eight percent strongly disagreed.

**Table 5.41: ESL2**

ESL2		
	N	%
Strongly disagree	19	8.0%
Unsure	98	41.2%
Agree	97	40.8%
Strongly Agree	24	10.1%

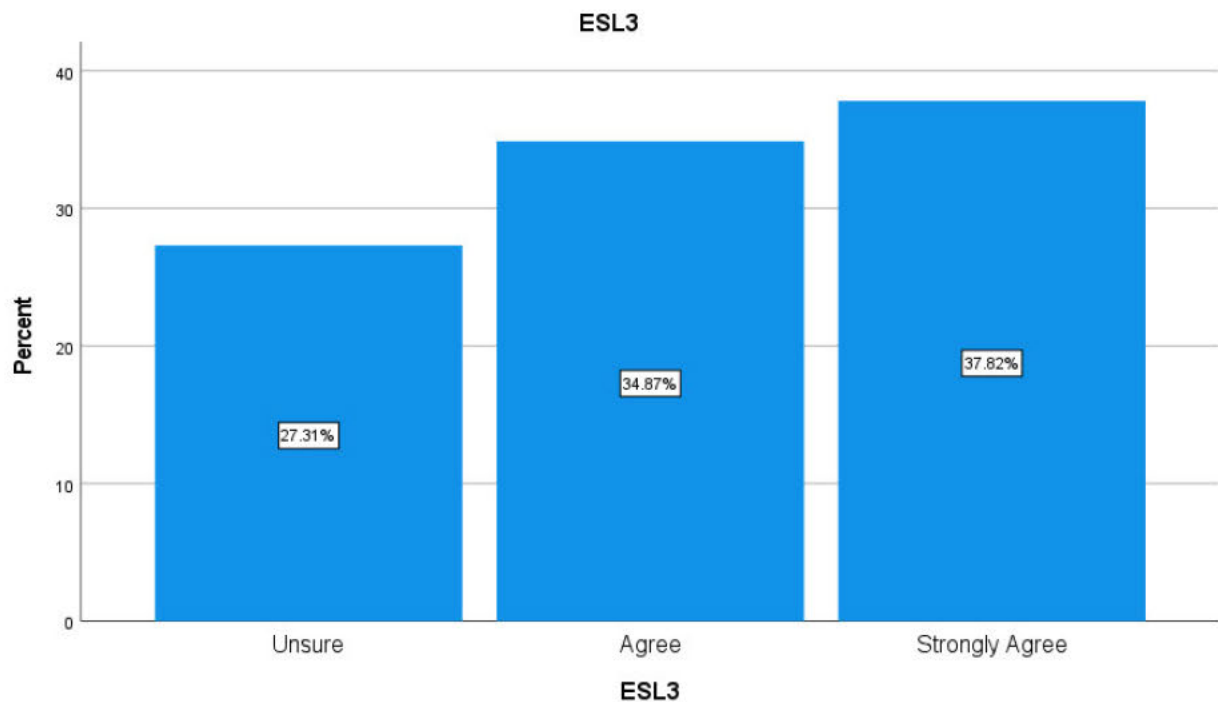


**Figure 5.35: ESL2**

**Statement 3:** “Management treatments of employee affect their loyalty.” Most respondents (37.8 percent) strongly agreed, followed by those who agreed (34.9 percent) management treatment of employees affect their loyalty. A further 27.3 percent were unsure.

**Table 5.42: ESL3**

ESL3	N	%
Unsure	65	27.3%
Agree	83	34.9%
Strongly Agree	90	37.8%

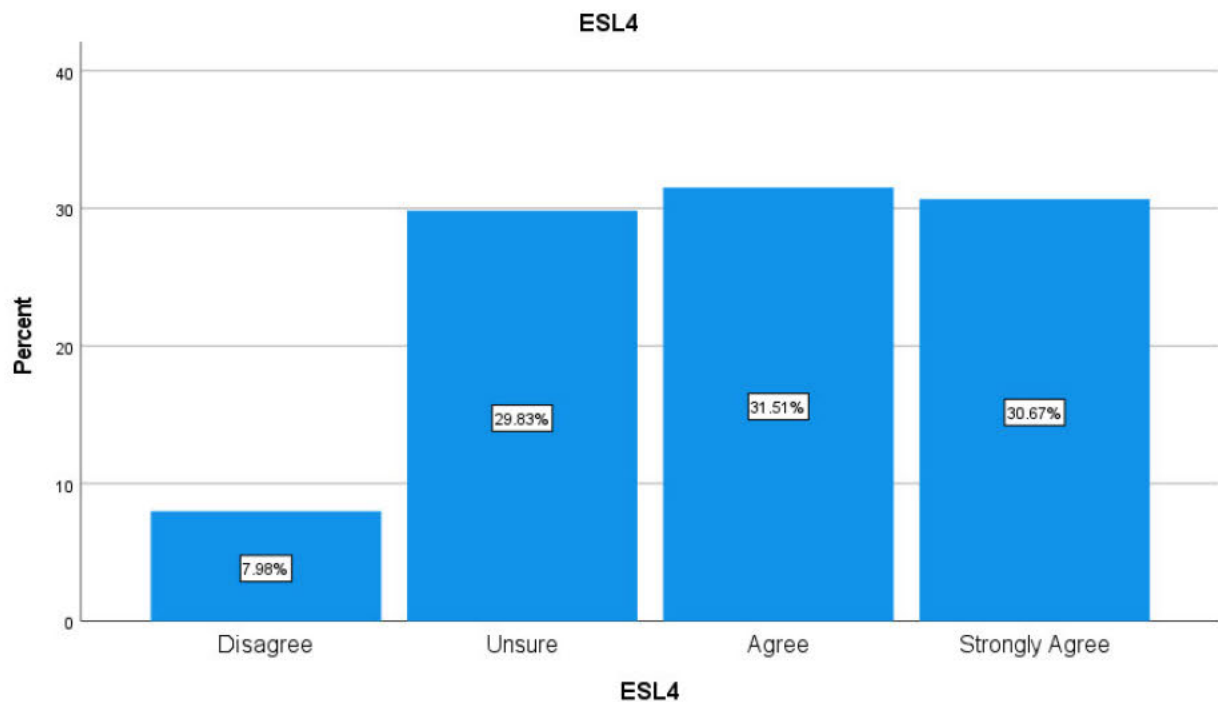


**Figure 5.36: ESL3**

**Statement 4:** “I am willing to stay in my organisation regardless how I feel about my job.” Most respondents (31.5 percent) agreed, followed by those who strongly agreed (30.7 percent) they are willing to stay in their organisation, notwithstanding how they feel about their job. A further 29.8 percent respondents was unsure and eight percent disagreed.

**Table: 5.43: ESL4**

ESL4	N	%
Disagree	19	8.0%
Unsure	71	29.8%
Agree	75	31.5%
Strongly Agree	73	30.7%



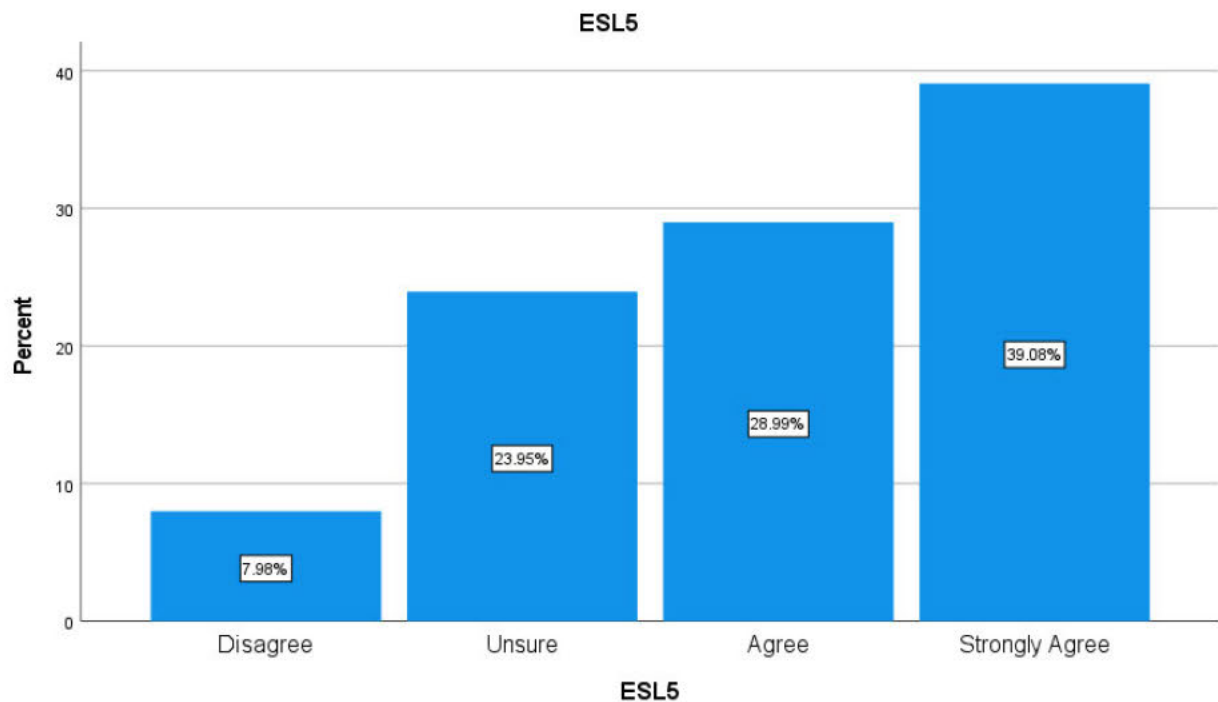
**Figure 5.37: ESL4**

**Statement 5:** “I am willing to invest all my time and effort to my organisation.” Most respondents (39.1 percent) strongly agreed, followed by those who agreed (29 percent) they are willing to invest all their time and effort in their organisation. A further 23.9 percent was unsure, followed by eight percent that disagreed.

**Table 5.44: ESL5**

**ESL5**

	N	%
Disagree	19	8.0%
Unsure	57	23.9%
Agree	69	29.0%
Strongly Agree	93	39.1%

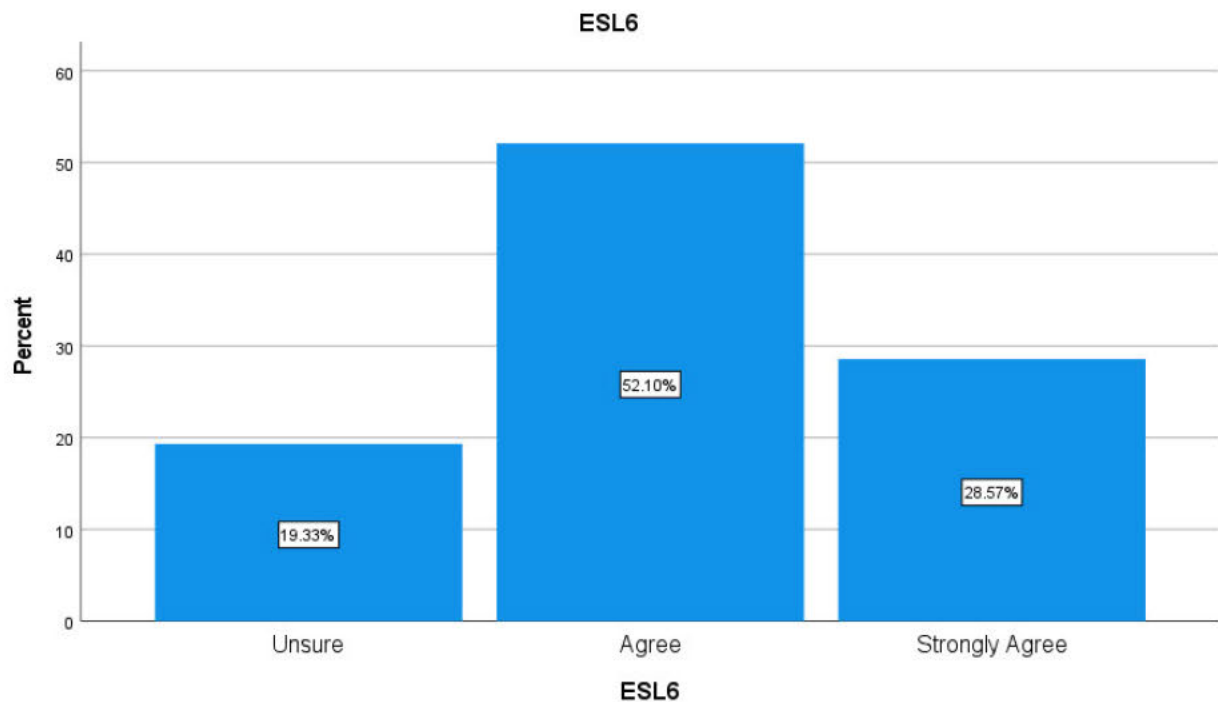


**Figure 5.38: ESL5**

**Statement 6:** “I am willing to move to another organisation at any time.” The majority respondents (52.1 percent) agreed, followed by 28.6 percent that strongly agreed they are willing to move to another organisation at any time. A further 19.3 percent were unsure.

**Table 5.45: ESL6**

ESL6		
	N	%
Unsure	46	19.3%
Agree	124	52.1%
Strongly Agree	68	28.6%



**Figure 5.39: ESL6**

- **Job Performance (JOP)**

The statistics for statements JOP1-JOP6 (Table are summarised below):

**Table 5.46: Summary of statistics for statements JOP1-6**

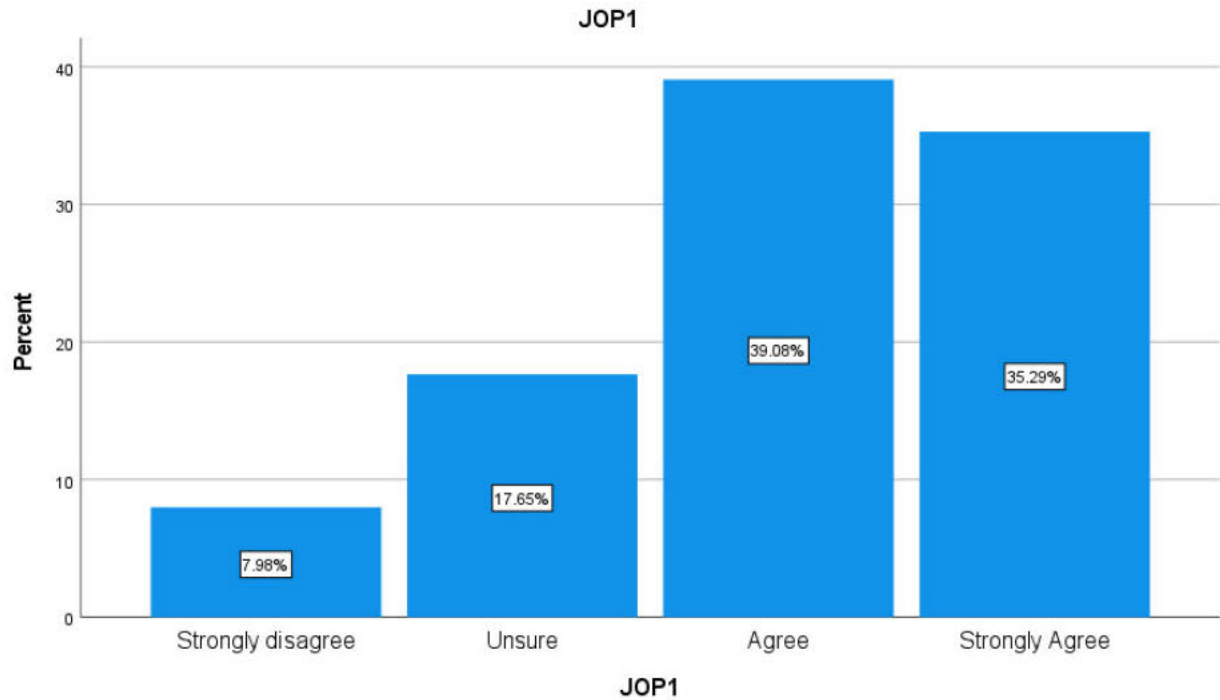
Statistics		JOP1	JOP2	JOP3	JOP4	JOP5	JOP6
N	Valid	238	238	238	238	238	238
	Missing	0	0	0	0	0	0

**Statement 1:** “High performance is my priority within my department.” Most respondents (39.1 percent) agreed, followed by those who strongly agreed (35.3 percent) high performance is their priority within their departments. In addition, 17.6 percent respondents were unsure and eight percent strongly disagreed.

**Table 5.47: JOP1**

JOP1	N	%
Strongly disagree	19	8.0%

Unsure	42	17.6%
Agree	93	39.1%
Strongly Agree	84	35.3%

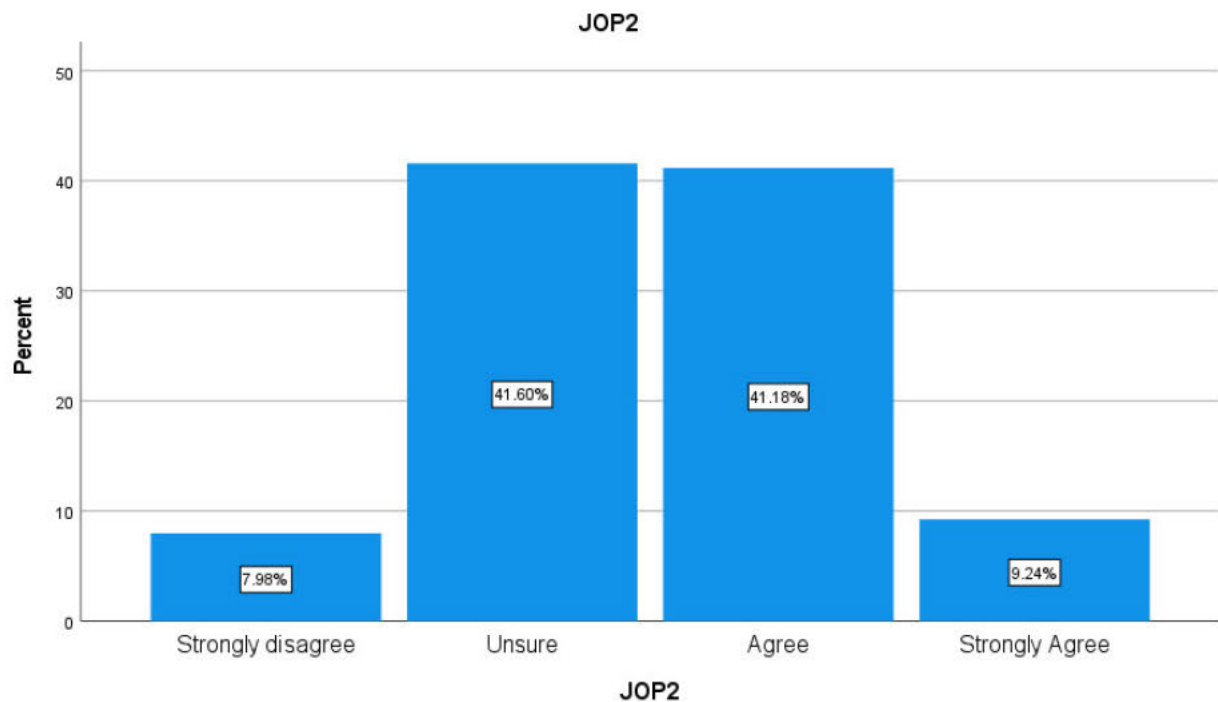


**Figure 5.40: JOP1**

**Statement 2:** “I can clearly define quality goals in my work.” Most respondents (41.6 percent) were unsure, followed by 41.2 percent that agreed they can clearly define quality goals in their work. A further 9.2 percent strongly agreed and eight percent strongly disagreed.

**Table 5.48: JOP2**

	N	%
Strongly disagree	19	8.0%
Unsure	99	41.6%
Agree	98	41.2%
Strongly Agree	22	9.2%

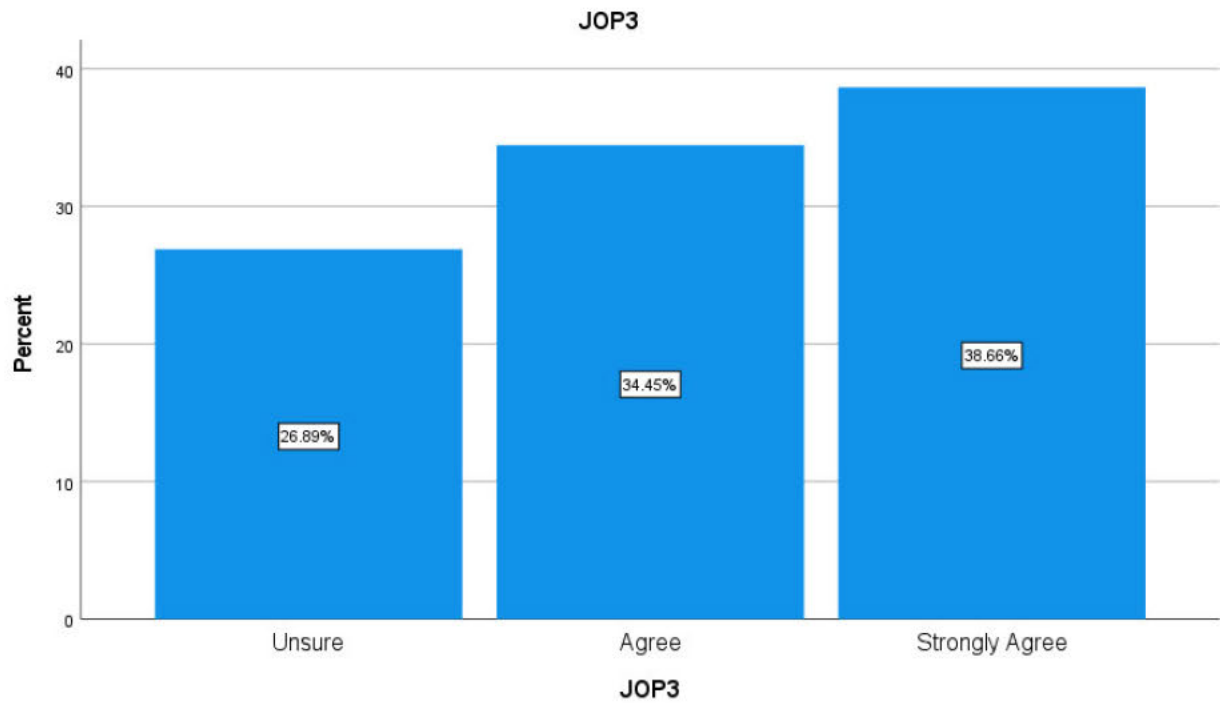


**Figure 5.41: JOP2**

**Statement 3:** “Supervisors inspire us to do well in our work.” Most respondents (38.7 percent) strongly agreed supervisors inspire them to do well in their work. Another 26.9 percent respondents strongly agreed and 26.9 percent was unsure.

**Table 5.49: JOP3**

JOP3		
	N	%
Unsure	64	26.9%
Agree	82	34.5%
Strongly Agree	92	38.7%

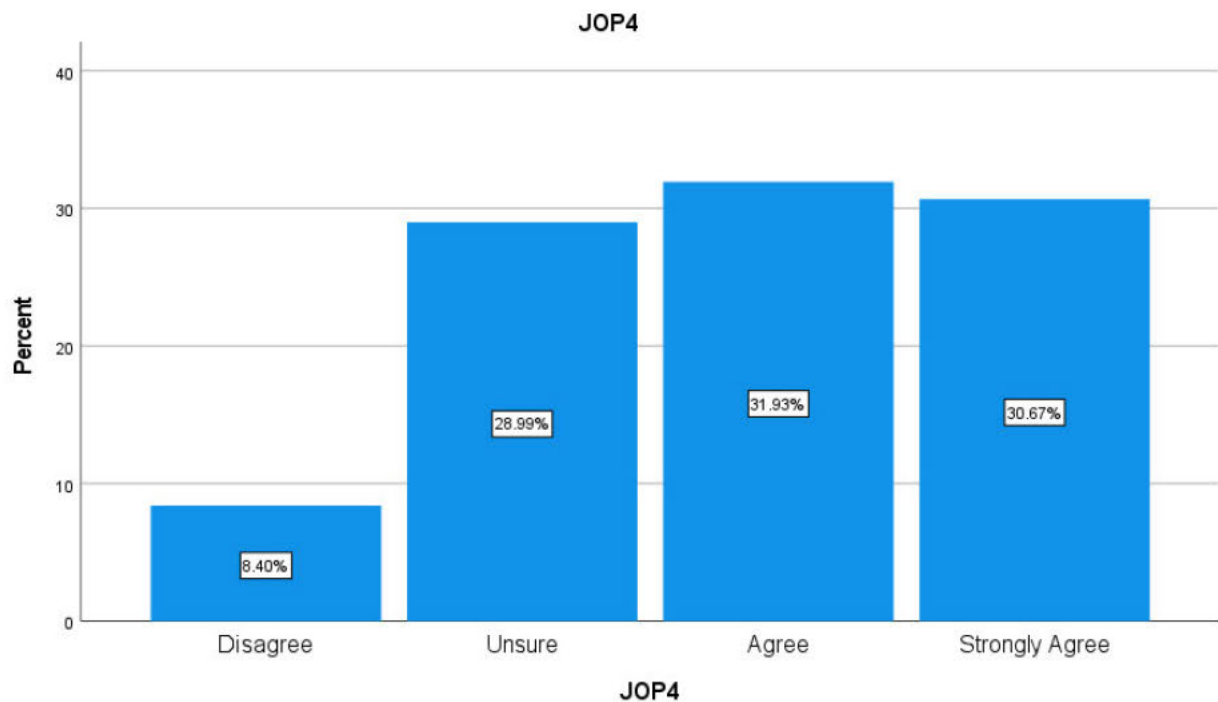


**Figure 5.42: JOP3**

**Statement 4:** “I am well trained to do my work.” The majority respondents (31.9 percent) agreed they are well trained to do their work. A further 30.7 percent strongly agreed, 29 percent was unsure, and 8.4 percent disagreed.

**Table 5.50: JOP4**

JOP4		
	N	%
Disagree	20	8.4%
Unsure	69	29.0%
Agree	76	31.9%
Strongly Agree	73	30.7%

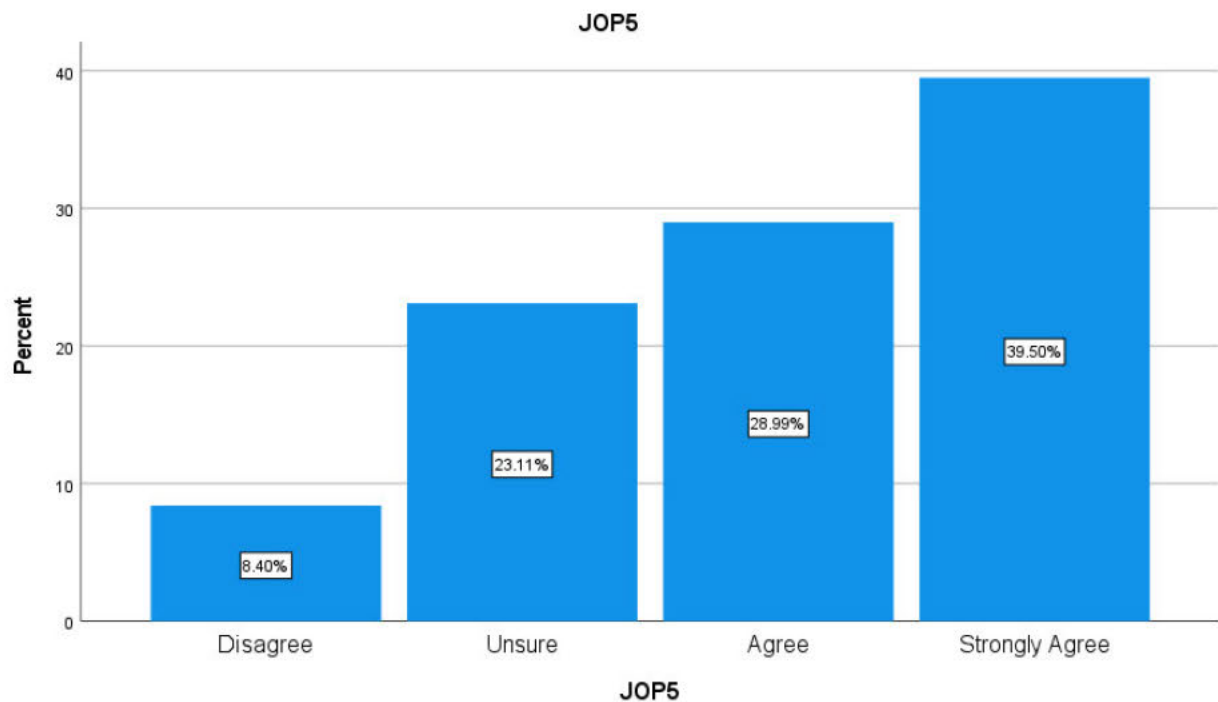


**Figure 5.43: JOP4**

**Statement 5:** “Our organisation compensates us for high performance.” The majority (39.5 percent) strongly agreed their organisation compensates them for high performance. A further 29 percent respondents agreed, 23.1 percent was unsure and 8.4 percent disagreed.

**Table 5.51: JOP5**

JOP5		
	N	%
Disagree	20	8.4%
Unsure	55	23.1%
Agree	69	29.0%
Strongly Agree	94	39.5%

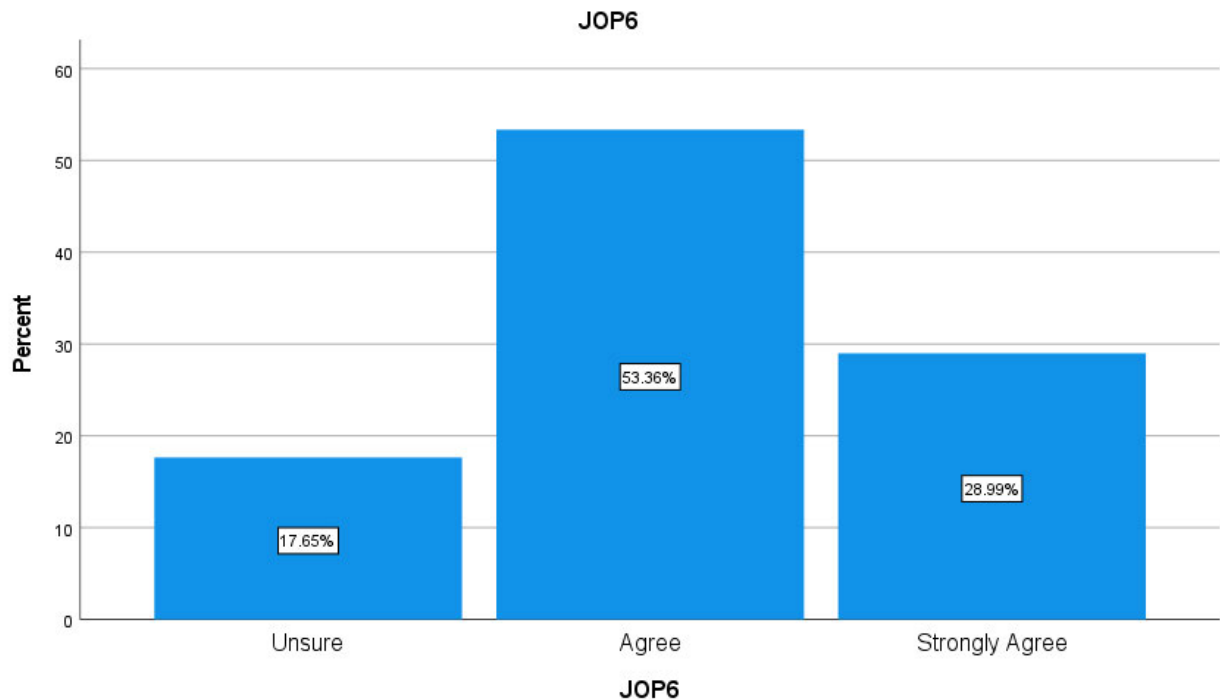


**Figure 5.44: JOP5**

**Statement 6:** “I always complete the duties specified in my job description.” The majority (53.4 percent) agreed they always complete their duties specified in their job description. A further 29 percent strongly agreed and 17.6 percent was unsure.

**Table 5.52: JOP6**

JOP6		
	N	%
Unsure	42	17.6%
Agree	127	53.4%
Strongly Agree	69	29.0%



**Figure 5.45: JOP6**

### 5.2.3 Analysis of variance (ANOVA)

Variance analysis (One Way ANOVA) is performed by comparing all groups of demographic characteristics, including seniority, educational attainment, and gender, for the overall satisfaction level, in accordance with Oakeshott (2016: 42). Analysing normally distributed data with an ANOVA is a parametric test. ANOVA is employed in this section of the study since all data groups in each independent variable have total satisfaction distributions that are normally distributed. Furthermore, it is assumed all analyses in this thesis would use a p-value based on a significance level of five percent. Strong evidence against the null hypothesis is indicated by a small p-value ( $p < 0.05$ ), whereas weak evidence is indicated by a big p-value ( $p > 0.05$ ) (Liddle, 2013).

The p-value is set at 0.05 to create a strong presumption against the null hypothesis. An ANOVA is efficient when evaluating three or more variables. It resembles numerous two-sample t-tests. However, it produces fewer type errors and is suitable for a variety of problems (Oakeshott, 2016). ANOVA entails dispersing the variation among many sources and group variations, by comparing the means of each group (Oakeshott, 2016). The following variables are analysed through the ANOVA test. Intrinsic Motivation

Factors=IMF; Career Development Opportunity= CDO; Remuneration= RMT; Supervision= SPV; Working Conditions=WRC, Employee Satisfaction and Loyalty= ESL and Job Performance=JP.

**Table 5.53: ANOVA test for race**

	A1	N	Mean	Std. Deviation	Std. Error Mean
IMF	1	171	14.3567	5.33757	.40817
	2	67	17.6119	6.15446	.75189
CDO	1	171	22.2164	5.37259	.41085
	2	67	21.7015	4.94826	.60453
RMT	1	171	18.2105	4.19973	.32116
	2	67	17.9851	4.03204	.49259
SPV	1	171	11.2807	2.56277	.19598
	2	67	11.9104	3.34271	.40838
WRC	1	171	9.7602	3.28917	.25153
	2	67	11.7761	4.83303	.59045
ESL	1	171	23.3684	3.65239	.27931
	2	67	23.4925	3.85484	.47094
JOP	1	171	23.4444	3.64629	.27884
	2	67	23.4627	3.88988	.47522

*Intrinsic Motivation Factors=IMF; Career Development Opportunity= CDO; Remuneration= RMT; Supervision= SPV; Working Conditions=WRC, Employee Satisfaction and Loyalty= ESL and Job Performance=JP. \* Significant at  $p < 0.05$  level. Note: 1. \*\*\* $p$ -value $<0.001$ , \*\* $p$ -value $<0.05$ , \* $p$ -value $<0.1$*

**Table 5.54: ANOVA test for experience**

		Sum of Squares	Df	Mean Square	F	Sig.
IMF	Between Groups	428.263	6	71.377	2.221	.042
	Within Groups	7424.985	231	32.143		
	Total	7853.248	237			
CDO	Between Groups	222.316	6	37.053	1.356	.234
	Within Groups	6313.470	231	27.331		
	Total	6535.786	237			
RMT	Between Groups	71.644	6	11.941	.689	.659
	Within Groups	4002.209	231	17.326		
	Total	4073.853	237			
SPV	Between Groups	60.306	6	10.051	1.281	.267
	Within Groups	1812.774	231	7.848		
	Total	1873.080	237			
WRC	Between Groups	174.232	6	29.039	1.972	.071
	Within Groups	3402.205	231	14.728		
	Total	3576.437	237			
ESL	Between Groups	37.410	6	6.235	.448	.846
	Within Groups	3211.867	231	13.904		

	Total	3249.277	237			
JOP	Between Groups	101.536	6	16.923	1.238	.288
	Within Groups	3157.359	231	13.668		
	Total	3258.895	237			

*Intrinsic Motivation Factors=IMF; Career Development Opportunity= CDO; Remuneration= RMT; Supervision= SPV; Working Conditions=WRC, Employee Satisfaction and Loyalty= ESL and Job Performance=JP. \* Significant at p<0.05 level. Note: 1. \*\*\*p-value<0.001, \*\*p-value<0.05, \*p-value<0.1*

**Table 5.55: ANOVA test for educational level**

		Sum of Squares	Df	Mean Square	F	Sig.
IMF	Between Groups	240.094	4	60.024	1.837	.123
	Within Groups	7613.154	233	32.674		
	Total	7853.248	237			
CDO	Between Groups	57.192	4	14.298	.514	.725
	Within Groups	6478.594	233	27.805		
	Total	6535.786	237			
RMT	Between Groups	12.011	4	3.003	.172	.952
	Within Groups	4061.842	233	17.433		
	Total	4073.853	237			
SPV	Between Groups	21.323	4	5.331	.671	.613
	Within Groups	1851.757	233	7.947		
	Total	1873.080	237			
WRC	Between Groups	12.593	4	3.148	.206	.935
	Within Groups	3563.844	233	15.295		
	Total	3576.437	237			
ESL	Between Groups	32.877	4	8.219	.595	.666
	Within Groups	3216.401	233	13.804		
	Total	3249.277	237			
JOP	Between Groups	28.938	4	7.234	.522	.720
	Within Groups	3229.957	233	13.862		
	Total	3258.895	237			

*Intrinsic Motivation Factors=IMF; Career Development Opportunity= CDO; Remuneration= RMT; Supervision= SPV; Working Conditions=WRC, Employee Satisfaction and Loyalty= ESL and Job Performance=JP. \* Significant at p<0.05 level. Note: 1. \*\*\*p-value<0.001, \*\*p-value<0.05, \*p-value<0.1*

According to the results of ANOVA, as seen in Table 5.56 below, any significant difference in terms of the six variances was identified among employees in the groups of races, educational level, and experience, where their significant values are higher than 0.05. This thus excludes the gender of respondents.

**Table 5.56: Independent Samples Test**

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Significance		Mean Difference	Std. Error	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
IMF	Equal variances assumed	2.051	.153	-4.049	236	<.001	<.001	-3.25522	.80397	-4.83908	-1.67135
	Equal variances not assumed			-3.805	107.024	<.001	<.001	-3.25522	.85554	-4.95121	-1.55922
CDO	Equal variances assumed	.193	.661	.679	236	.249	.497	.51488	.75774	-.97792	2.00768
	Equal variances not assumed			.704	130.261	.241	.482	.51488	.73093	-.93114	1.96090
RMT	Equal variances assumed	.665	.415	.377	236	.353	.707	.22545	.59864	-.95392	1.40482
	Equal variances not assumed			.383	125.250	.351	.702	.22545	.58804	-.93833	1.38923
SPV	Equal variances assumed	4.288	.039	-1.559	236	.060	.120	-.62975	.40397	-1.42560	.16610
	Equal variances not assumed			-1.390	97.885	.084	.168	-.62975	.45297	-1.52866	.26917
WRC	Equal variances assumed	12.618	<.001	-3.695	236	<.001	<.001	-2.01589	.54552	-3.09059	-.94118
	Equal variances not assumed			-3.141	90.965	.001	.002	-2.01589	.64179	-3.29073	-.74104
ESL	Equal variances assumed	.220	.639	-.232	236	.408	.817	-.12412	.53474	-1.17759	.92935
	Equal variances not assumed			-.227	115.068	.411	.821	-.12412	.54754	-1.20868	.96045
JOP	Equal variances assumed	.216	.643	-.034	236	.486	.973	-.01824	.53559	-1.07339	1.03690
	Equal variances not assumed			-.033	114.021	.487	.974	-.01824	.55099	-1.10975	1.07326

**5.2.4 Exploratory factor analysis**

Exploratory factor analysis is a statistical method for condensing data to a smaller collection of summary variables and investigating the theoretical underpinnings of the

phenomenon. It is employed to determine the nature of the link between the respondent and the variable. The process entails the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity Approx. The measurement will include Total Variance, Communalities and Correlation Matrix.

**Table 5.57: KMO and Bartlett's Test**

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.422
Bartlett's Test of Sphericity	Approx. Chi-Square	594.092
	Df	15
	Sig.	<,001

**Table 5.58: Communalities**

**Communalities**

	Initial	Extraction
JOP1	1.000	.771
JOP2	1.000	.812
JOP3	1.000	.772
JOP4	1.000	.825
JOP5	1.000	.884
JOP6	1.000	.956

Extraction Method: Principal Component Analysis.

**Table 5.59: Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.730	45.507	45.507	2.730	45.507	45.507	2.165	36.088	36.088
2	1.212	20.208	65.715	1.212	20.208	65.715	1.555	25.925	62.013
3	1.077	17.956	83.671	1.077	17.956	83.671	1.300	21.658	83.671
4	.495	8.253	91.924						
5	.360	6.003	97.928						
6	.124	2.072	100.000						

*Extraction Method: Principal Component Analysis.*

**Table 5.60: Correlation Matrix<sup>a</sup>**

		IMF1	IMF2	IMF3	IMF4	IMF5	IMF6	IMF7
Correlation	IMF1	1.000	.742	.662	.545	.641	.682	.641
	IMF2	.742	1.000	.679	.570	.587	.623	.596
	IMF3	.662	.679	1.000	.650	.543	.596	.603
	IMF4	.545	.570	.650	1.000	.591	.657	.630
	IMF5	.641	.587	.543	.591	1.000	.657	.609
	IMF6	.682	.623	.596	.657	.657	1.000	.827
	IMF7	.641	.596	.603	.630	.609	.827	1.000
Sig. (1-tailed)	IMF1		<.001	<.001	<.001	<.001	<.001	<.001
	IMF2	.000		.000	.000	.000	.000	.000
	IMF3	.000	.000		.000	.000	.000	.000

IMF4	.000	.000	.000		.000	.000	.000
IMF5	.000	.000	.000	.000		.000	.000
IMF6	.000	.000	.000	.000	.000		.000
IMF7	.000	.000	.000	.000	.000	.000	

a. Determinant = .007

**Table 5.61: Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.814	68.769	68.769	4.814	68.769	68.769
2	.578	8.264	77.033			
3	.493	7.039	84.072			
4	.427	6.094	90.167			
5	.285	4.076	94.243			
6	.239	3.414	97.656			
7	.164	2.344	100.000			

Extraction Method: Principal Component Analysis.

### 5.2.5 Normative test

The normality test was used for total satisfaction, based on the main and sub-factors in each group of independent variables by using a reliability test. The threshold significance value is taken as the level of five percent because a small p-value ( $p \leq 0.05$ ) indicates strong evidence. A normality test in each group of independent variables is applied, with reliability constructed such that group data are normally distributed. This means the considered data is normally distributed. Statistics are based on all cases with valid data for all variables in the procedure. The item-total correlation is a metric evaluating multi-item scales' dependability and a tool to enhance them. It is the relationship between a single item and the overall score when that item is removed (Taber, 2018).

#### Scale: Intrinsic Motivation Factors (IMF)

**Table: 5.62: Case Processing Summary**

		N	%
Cases	Valid	237	99.6
	Excluded <sup>a</sup>	1	.4
	Total	238	100.0

**Table 5.63: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.922	.924	7

**Table: 5.64: Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Total Correlation	Item-Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
IMF1	13.18	24.963	.781	.668	.908
IMF2	13.17	25.423	.758	.629	.911
IMF3	12.95	23.930	.745	.598	.912
IMF4	12.93	23.999	.725	.562	.915
IMF5	13.16	25.726	.718	.535	.914

IMF6	13.15	24.643	.814	.750	.905
IMF7	13.06	24.607	.783	.711	.908

**Scale: CDO (Extrinsic Motivational Factor)**

**Table 5.65: Case Processing Summary**

		N	%
Cases	Valid	238	100.0
	Excluded <sup>a</sup>	0	.0
	Total	238	100.0

**Table 5.66: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.896	.898	6

**Table 5.67: Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
CDO1	18.59	22.513	.371	.212	.930
CDO2	18.28	18.414	.833	.803	.860
CDO3	18.45	18.949	.818	.846	.863
CDO4	18.18	18.286	.910	.916	.849
CDO5	18.54	18.891	.811	.770	.864
CDO6	18.31	20.232	.631	.420	.892

**Scale: RMT (Extrinsic Motivational Factor)**

**Table 5.68: Case Processing Summary**

		N	%
Cases	Valid	238	100.0
	Excluded <sup>a</sup>	0	.0

Total	238	100.0
-------	-----	-------

**Table 5.69: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.862	.882	5

**Table 5.70: Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Total Correlation	Item-Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
RMT1	14.92	9.360	.778	.855	.812
RMT2	14.70	10.328	.776	.931	.808
RMT3	14.21	12.842	.708	.915	.838
RMT4	14.21	12.633	.765	.754	.828
RMT5	14.55	11.734	.533	.715	.875

**Scale: SPV**

**Table 5.71: Case Processing Summary**

		N	%
Cases	Valid	237	99.6
	Excluded <sup>a</sup>	1	.4
	Total	238	100.0

**Table 5.72: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.604	.625	5

**Table 5.73: Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Total Correlation	Item-Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SPV1	11.17	5.161	.406	.283	.523
SPV2	11.45	7.927	-.170	.069	.799
SPV3	11.54	4.936	.581	.480	.431
SPV4	11.46	4.945	.594	.484	.426
SPV5	11.43	4.899	.598	.414	.422

**Scale: SPV****Table 5.74: Case Processing Summary**

		N	%
Cases	Valid	237	99.6
	Excluded <sup>a</sup>	1	.4
	Total	238	100.0

**Table 5.75: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.799	.803	4

**Table 5.76: Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Total Correlation	Item-Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SPV1	8.36	4.799	.506	.271	.806
SPV3	8.73	4.632	.682	.473	.714
SPV4	8.65	4.712	.672	.481	.720

SPV5	8.62	4.889	.602	.401	.753
------	------	-------	------	------	------

**scale: WRC (Extrinsic Motivational Factor)**

**Table 5.77: Case Processing Summary**

		N	%
Cases	Valid	236	99.2
	Excluded <sup>a</sup>	2	.8
	Total	238	100.0

**Table 5.78: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.876	.878	6

**Table 5.79: Item-Total Statistics**

	Scale Mean if Deleted	Scale Variance if Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
WRC1	8.51	11.221	.597	.403	.869
WRC2	8.59	11.035	.730	.611	.848
WRC	8.58	10.729	.727	.576	.847
WRC4	8.58	10.815	.697	.501	.852
WRC5	8.77	10.750	.635	.490	.863
WRC6	8.62	10.433	.710	.562	.850

**Scale: ESL (Extrinsic Motivational Factor)**

**Table 5.80: Case Processing Summary**

		N	%
Cases	Valid	238	100.0
	Excluded <sup>a</sup>	0	.0
	Total	238	100.0

**Table 5.81: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.750	.744	6

**Table 5.82: Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ESL1	19.49	8.074	.698	.663	.645
ESL2	19.95	9.791	.494	.473	.713
ESL3	19.30	9.999	.605	.605	.688
ESL4	19.55	10.037	.459	.543	.723
ESL5	19.41	10.235	.404	.546	.739
ESL6	19.31	11.844	.295	.593	.757

**Scale: JOP (Extrinsic Motivational Factor)**

**Table 5.83: Case Processing Summary**

		N	%
Cases	Valid	238	100.0
	Excluded <sup>a</sup>	0	.0
	Total	238	100.0

**Table 5.84: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.751	.745	6

**Table 5.85: Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
JOP1	19.51	8.074	.697	.678	.647
JOP2	20.01	9.886	.491	.479	.715
JOP3	19.33	9.995	.613	.635	.687
JOP4	19.60	9.962	.476	.554	.719
JOP5	19.45	10.274	.398	.570	.742
JOP6	19.34	11.954	.287	.619	.760

**5.2.6 Descriptive statistics****Table 5.86: Descriptive Statistics**

	Mean	Std. Deviation	N
ESL	23.4034	3.70271	238
IMF	15.2731	5.75639	238
CDO	22.0714	5.25140	238
RMT	18.1471	4.14599	238
SPV	11.4580	2.81128	238
WRC	10.3277	3.88464	238

**5.2.7 Regression model**

**Table 5.87: Correlations**

		ESL	IMF	CDO	RMT	SPV	WRC
Pearson Correlation	ESL	1.000	.113	.216	.102	.056	.072
	IMF	.113	1.000	-.004	-.066	.355	.617
	CDO	.216	-.004	1.000	.117	.002	.040
	RMT	.102	-.066	.117	1.000	-.062	-.023
	SPV	.056	.355	.002	-.062	1.000	.358
	WRC	.072	.617	.040	-.023	.358	1.000
	Sig. (1-tailed)	ESL	.	.041	<.001	.057	.193
IMF		.041	.	.476	.157	.000	.000
CDO		.000	.476	.	.036	.486	.268
RMT		.057	.157	.036	.	.169	.364
SPV		.193	.000	.486	.169	.	.000
WRC		.134	.000	.268	.364	.000	.
N		ESL	238	238	238	238	238
	IMF	238	238	238	238	238	238
	CDO	238	238	238	238	238	238
	RMT	238	238	238	238	238	238
	SPV	238	238	238	238	238	238
	WRC	238	238	238	238	238	238

**Table 5.88: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.260 <sup>a</sup>	.067	.047	3.61396	.067	3.357	5	232	.006

a. Predictors: (Constant), WRC, RMT, CDO, SPV, IMF

**Table 5.89: ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2072.316	5	414.463	81.036	<,001 <sup>b</sup>
	Residual	1186.579	232	5.115		
	Total	3258.895	237			

a. Dependent Variable: JOP

b. Predictors: (Constant), WRC, RMT, CDO, SPV, IMF

### 5.2.8 Correlation coefficient

According to Saunders, Lewis and Thornhill (2018: 157), a correlation coefficient is a metric that expresses a correlation, or a statistical link between two variables, in numerical terms. Two columns of a given data set of observations, also known as a sample, or two parts of a multivariate random variable with a known distribution may serve as the variables.

**Table 5.90: Correlation**

		IMF	CDO	RMT	SPV	WRC	ESL	JOP
IMF	Pearson Correlation	1	-.004	-.066	.355**	.617**	.113	-.061
	Sig. (2-tailed)		.951	.314	<,001	<,001	.082	.346
	N	238	238	238	238	238	238	238
CDO	Pearson Correlation	-.004	1	.117	.002	.040	.216**	.523**
	Sig. (2-tailed)	.951		.072	.971	.537	<,001	<,001
	N	238	238	238	238	238	238	238
RMT	Pearson Correlation	-.066	.117	1	-.062	-.023	.102	.652**
	Sig. (2-tailed)	.314	.072		.339	.728	.115	<,001
	N	238	238	238	238	238	238	238
SPV	Pearson Correlation	.355**	.002	-.062	1	.358**	.056	-.050
	Sig. (2-tailed)	<,001	.971	.339		<,001	.387	.445

	N	238	238	238	238	238	238	238
WRC	Pearson Correlation	.617**	.040	-.023	.358**	1	.072	-.078
	Sig. (2-tailed)	<.001	.537	.728	<.001		.268	.229
	N	238	238	238	238	238	238	238
ESL	Pearson Correlation	.113	.216**	.102	.056	.072	1	.211**
	Sig. (2-tailed)	.082	<.001	.115	.387	.268		.001
	N	238	238	238	238	238	238	238
JOP	Pearson Correlation	-.061	.523**	.652**	-.050	-.078	.211**	1
	Sig. (2-tailed)	.346	<.001	<.001	.445	.229	.001	
	N	238	238	238	238	238	238	238

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

*Intrinsic Motivation Factors=IMF; Career Development Opportunity= CDO; Remuneration= RMT; Supervision= SPV; Working Conditions=WRC, Employee Satisfaction and Loyalty= ESL and Job Performance=JP. \* Significant at  $p < 0.05$  level. Note: 1. \*\*\* $p$ -value $<0.001$ , \*\* $p$ -value $<0.05$ , \* $p$ -value $<0.1$*

### 5.3 Section B: Thematic analysis

#### 5.3.1 Interviews with in-service managers and out-of-service employees

After creating transcripts from in-depth interviews, and throughout the interview analysis process, the researcher evaluated the data set, and created patterns in meaning to extract themes. The process was conducted by coding the themes created from transcripts. According to Gray (2017: 97), thematic analysis involves an active reflexive process in which the researcher's personal experience is crucial to extracting meaning from the data. Interviews were conducted with two different groups of employees. Interviews comprised four of the five out-of-service employees and seven of the 10 in-service managers.

### 5.3.2 Interview Keywords and Coding

**Table 5.9.1: Interview Keywords and Coding**

CODE	M J	M C	MS O	H D	T B	MS O	M C	HT S	NA D	X U	NM A	TOTA L	AV R	MA X	MI N
Turnover	2	1	0	0	1	2	0	0	1	1	1	9	0.9	2	0
Job satisfaction	1	0	1	0	0	0	1	2	1	0	0	6	0.6	2	0
Performance	0	1	1	2	1	2	0	0	1	0	1	9	0.9	2	0
IQMS	0	0	1	1	0	0	0	0	1	0	0	3	0.3	1	0
Career	0	0	0	1	1	0	1	0	1	1	0	5	0.5	1	0
Opportunities	0	0	1	0	1	1	0	2	0	0	0	5	0.5	2	0
Roles	0	1	0	1	0	0	0	0	0	0	1	3	0.3	1	0
Improvement s	1	1	2	1	2	2	1	1	1	1	1	14	1.1	2	1
Resignation	2	1	0	0	1	1	2	1	0	0	1	9	0.9	2	0
Burnout	1	1	1	0	0	0	0	0	0	0	0	3	0.3	1	0
Management	0	1	0	1	1	0	0	0	0	0	1	4	0.4	1	0
Loyalty	1	1	0	1	2	1	0	1	1	0	0	8	0.8	2	0
Motivation	0	0	0	1	0	1	0	0	0	0	0	2	0.2	1	0
Compensation	1	1	1	1	1	1	1	1	1	1	1	11	1.1	1	1
EPMDS	0	0	1	0	1	1	0	1	0	1	1	6	0.6	1	0
Skills	1	1	1	1	1	1	1	1	1	1	1	11	1.1	1	1
Work-Life- Balance	0	0	0	1	1	0	1	0	0	0	1	4	0.4	1	0
Bonus	1	2	1	0	0	0	1	0	1	1	0	7	0.7	2	1
Pay progression	0	0	0	1	2	1	0	0	0	1	0	5	0.5	2	1
Hygiene	0	0	0	1	1	1	2	1	0	1	0	7	0.7	2	0

**Table 5.9.2: Summary of themes and subthemes**

Themes	Working environment of the department of Education		Enhance employee performance					loyalty of employees	antecedents of job satisfaction that determines loyalty	
Subthemes	Health and Safety	Hygiene	EPMDS	IQMS	Motivation	Pay progression	Burnout	Resignation	Bonus	Compensation
MJ					X			X	X	X
MC					X			X		
MSO			X	X		X			X	X
HD	X		X	X		X	X		X	
TB		X			X			X	X	X
MSO	X				X			X	X	X
MC			X			X			X	
HTS		X	X		X		X	X		X
NAD			X	X	X			X		X
XU	X		X	X			X		X	
NMA	X	X	X	X	X			X	X	X

### 5.3.2.1 Themes

The following themes are detailed according to respondent views regarding EJS, loyalty and JP:

### 5.3.2.2 Employee job satisfaction

Of the seven managers, five indicated their employees are not 100 percent satisfied with their jobs, whereas one of the five managers indicated most employees are merely working to get paid, two indicated they are under the impression employees are satisfied with their jobs, although they cannot give assurance.

Response rendered by MSO, *"I can say, most of them are not satisfied with their job, I don't know if I should state the reason in this first question."*

This was furthermore supported by NMA by elaborating thus,

*"At this stage, I can confidently say, some of our employees, or most of them, are not satisfied with their jobs for different reasons, since after the cost-cutting measures that were implemented about 5 or more years ago, there has been a lot of things that changed in the in the department, that has also impacted or affected the working environment, and as result we see a lot of people leaving the department for different reasons, but most of them is the working environment, so at this stage I can confidently say, we do have people who are not happy with their work or job, they are just satisfied that they are getting salaries".*

MC said, *"I suppose not exactly"*.

XU said, *"They are not 100% satisfied with their jobs, employees are just working because of salary"*.

NAD said, *"For those who are satisfied with their job, it will be things like fringe benefits, job security, the friendships that they are forged over the years; those who are not, it will be things like stress, insufficient resources, inadequate salary structures and there is no room for upward mobility"*.

However, two respondents disagreed regarding employees being dissatisfied with their jobs.

TB responded, *“My understanding is that they are satisfied but I can’t speak on their behalf”*.

Whereas HD shared the same opinion as TB, *“I would like to think so. Although, it is not very easy to outright say that they are”*.

In connection with how employee JS relates to their loyalty, it is imperative to consider the responses of participants in relation to out-of-service employees. According to Mbah and Ikemefuna (2012: 278), employees who lack loyalty towards the organisation can easily leave the organisation and this is influenced by several factors impacting their JS.

On the question regarding regrets of leaving the former employer.

The response from MSO was, *“Not really. It was a planned decision”*.

MC posit by indicating that, *“No, I don’t regret it because when I left, it was a decision for me, which was the target for me so that I can leave space for others to grow”*.

MJ said, *“Not at all”*.

HTS said, *“Absolutely not”*.

This shows employees who have left their former employers already lacked loyalty, as they were not satisfied with their job. All four out-of-service respondents intentionally left their employer for other organisations. Therefore, being dissatisfied caused them to leave their former employers due to lack of loyalty and join other organisations where they believe their new jobs would satisfy them.

### **5.3.2.3 Factors affecting job satisfaction.**

Respondents have various responses to factors that affect employee JS.

MSO said, *“I would say it is employee motivation, as well as the issue of being understaffed and being expected to do everything without the necessary support”*.

HD said, *“In this district in particular, I would say an important thing is the conditions of work, and the load of work, which is mainly based on work- overload. The department has not reviewed the organogram in a while”*.

TB said, *“Maybe, I won’t speak on behalf of the district but on behalf of HRSS, I can safely say that the issue of location. The fact that Pinetown HRSS is located within*

*Umlazi district affects the service delivery, as we are affected by whatever affects Umlazi.”*

MC elaborated thus,

*“To me is just one or two , the lack of job satisfaction in employees, more especially the junior ones, is the lack of incentives , in the form of motivational incentives that encourages them to work optimally, second main one I should think , chances of upward mobility, the chances are very, very slow in terms of promotions because there is no more appointments which create more opportunities for lower levels employees to go up the ladder, so for me, so far those are the main demotivational factors as far as I’m concerned.*

NAD supported MC response by saying,

*“For those who are satisfied with their job, it will be things like fringe benefits, job security, the friendships and relationships that they are forged over the years, and for those who are not, it will be things like heavy work- loads, stress, insufficient resources, inadequate salary structures, and there is no room for upward mobility.”*

XU shared the same opinion as NDA and MC and presented an elaborate explanation thus,

*“Salaries, upward mobility, promotions and progression, like in terms of the HR function, HR positions, there is not that much that you can move, you will be in the same level, the next level, there is a limitation, I think the HR levels here is like 5’s, there is no level 6’s, is very few level 7’s, there is no level 8’s, there is only 2 level 9’s, so definitely, you getting to the next level through the promotional posts, there is no development, people write on development plans, that they want to be trained, no training causes, it’s been years, the department not sending people for trainings, so no-one will go for any course, no-one will be developed for anything, so even if you do, you will never be considered, I am now even speaking on behalf of my section, and, even I, we have never been considered, I came in 2019 but I’m still sitting with my PDP, Personal Development Plan.”*

The last respondent from the management was NMA who contributed to the environmental factor and elaborated thus,

*“it is the work environment, those are the factors that are currently affecting job satisfaction for our people, I would take for instance, the issue of maintenance of the building, that in itself, it has got a dire consequences, in well-being of employees and its environment, where you find out, aircons are not working, they don’t get new furniture, they don’t get new equipment for working, and whenever one is leaving, they are not replacing, so all that, it brings more stress to employees, so you find out that they are not happy, if everything was flowing smoothly, I think people would be much happier, yes there is an issue of salaries that in accordance with the work one is doing, but mostly it is the work environment”.*

#### **5.3.2.4 Organisation’s measures on employee JS**

All responses from the management indicated no measures in place regarding employee JS.

MSO said, *“At the moment, I would say we do not have”.*

HD said, *“I actually think about that often as I don’t think we have a tool to measure job satisfaction in place.*

TB said, *“I will say that there are no clear tools for such as I have yet to see them. However, I joined recently.”*

NAD said, *“As far as I know there is no tool in place to measure this, job satisfaction as such.*

XU said, *I don’t think they measure it, [very long pause] or the tools? not that I know.*

Some of the managers such as MC believe that the department does not have a system in place in relation to measuring employee JS.

NMA elaborated thus,

*“At the present moment, I can say, yes, there is policy in black and white, but implementation because of the job cutting measures, is not up to the tee, employees are overstretched, if you can address those issues, it will make thing easier for everyone, and employees can be much happier, yes there is*

*an issue of salaries which are not in accordance with ones work, so at the moment we are, neither here or there when it comes to ensuring that our employees are satisfied with their jobs, so, there is lot of challenges”.*

#### **5.3.2.5 Measures that enhance employee JS.**

Of seven respondents from management, five indicated there are no measures in place to enhance JS. NMA and XU differ from the five. It is important employers put measures in place in relation to enhancing employee JS, as it is one of the elements that retains employees within the organisation, as well as their loyalty.

MSO said, *“We do not have. I’m sorry, we do not have”.*

HD agreed, *“Departmentally, I don’t think there are any tools in place to measure and enhance job satisfaction as such.”*

TB reiterated, *“With that one, also, I will say there are no measures in place.”*

MC concurred, *“As far as I’m concerned, there is none.”* NAD *“I think is just by treating all employees with dignity and respect, regardless of rank, also by showing praise and encouragement, making lines of communication open.”*

XU elaborated thus,

*“That enhance? I mean obviously, for, for, or before budget limitations, if you perform to a certain level, obviously you will get the incentives or performance bonus, or if you perform satisfactorily, you will get grade progression in terms of, progress to the next salary level”.*

NMA further elaborated thus,

*“At this present time, we are allowing, staff members ,[to, to, to], to actually find time to enjoy their birthdays, we are allowing them for end of year parties, we releasing them early so that they can go and enjoy at their leisure, that is also part of team-building, but unfortunately, is at their own expense, so we try to be fair, in terms of understanding where they come from, that they have got challenges, instead of being too strict when it comes to policies, even if one needs time off, then give them that kind of allowance so that at least they can feel that we are there for them, to support them, to listen to their cries, even*

*though, we may not be able to assist them all the time, but we try our level best”.*

The out-of-service respondents contributed to **“Measures to enhance job satisfaction factor”**. They shared different views and suggestions on how the organization can enhance employee JS.

MJ is of the view, *“The employees should be given merit awards if they have perf, [stutters], performed well in their duties.”*

MC agreed, *“I think it would have to be incentives. [Yah], there should be incentives for the deserving personnel.*

MSO concurred, saying, *“I would say, employees must be given a space to be innovative, or creative to make their job more interesting. Maybe, job rotation”.*

HTS further elaborated thus,

*“Actually, I would like to see the management of the department, making sure that employees are recognized, who have got, [you know], the expertise, those employees are the asset of the department, but it is like[pausing], they are not even considered, once you have the qualification, the management seem to ignore you, and they start to isolate you, which means you become more of a threat.*

#### **5.3.2.6 Organization’s measures on employee job performance (JP)**

Most management respondents indicated the organisation measures employee JP through an integrated quality management system (IQMS), EPMDS and PMDS. MC had no idea regarding measures in place.

MSO said, *“For job performance, we have three assessment tools. We have EPMDS for employees employed under the public service act and we have IQMS for educators, as well as PMDS for office-based educators.”*

HD said, *“We have a tool to measure job performance, which is EPMDS.”*

TB said, *“With performance, we have systems in place. For example, our employees are employed under the public service, which allows us to use EPMDS to measure performance.”*

MC said, "I actually don't have an idea with regards to measures that are in place to measure job satisfaction as a result you will find out that there is no tool [ interview interrupted] to measure job satisfaction, as far as I can see, except for the tools that are there to measure the work performance."

NAD said, "This is done for the EPMDS, Employee Performance Management and Development system, with the KRA'S, the key result areas, are agreed upon to ensure effective output of duties and task performed."

XU said, "It is done through EPMDS."

NMA elaborated thus,

*"The department has got the employee EPMDS system, that is used as a tool for managing job performance, that is what we are using at the moment, as to its effectiveness, I cannot comment that much, but we do have the system, which allows one to know, what work they are supposed to be doing, that is a standard that they should be performing in line with and if its applied to the tee, applied well, then I cannot comment much on that because is not in my line of work, but, it is also accounted to each and every supervisor, so that people know what they supposed to be doing, you give them work, you monitor them, you give them feedback".*

### **5.3.2.7 Organizational strategies in place to motivate underperforming employees.**

The respondents had different opinions regarding organisations' strategies in place to motivate employees who are underperforming. However, all managers believe underperforming employees undergo training as a form of a strategy for enhancing their performance.

MSO said, "We usually have meetings to discover the cause of their under-performance and also have mechanisms to motivate them, as sometimes personal problems can affect performance."

HD said, "It's mostly training where people are assigned to facilitate one-on-one training sessions and also subjecting people to training."

TB said, "That would be a matter of [pauses] we would have a meeting and discuss the matter with the employee but nothing else".

MC said, "They are referred to that program which is EAP".

NAD said, "Through coaching, working together, problem-solving and one on one training."

XU said, "That's a big question, coaching and mentoring, we coach them and mentor them, through the job training...".

NMA has further indicated that,

*"I think before you can motivate employees, it is to let them know, what is that they are supposed to be doing, we give them a standard, give them work, see how they are doing, support them, if you feel there is a skill shortage, refer them to use the PDP, which is out of the performance tool, where they can actually tabulate what is that they need to be skilled on or what you recommend as well as a supervisor, then in that it will actually assist them to make sure that they are performing in-line and with the standards".*

### **5.3.2.8 Career development system**

The management team had different perceptions regarding the system in place for career development. Of the six respondents, HD indicated there is no system in place.

MSO said,

*"I would say we do have a career development system in place, because, currently, the department offers different careers for its employees as they are guided by personal career development plans. So, currently the department does not advertise bursaries as they use these PDPs to give employees the training they require."*

HD said, "Not that I know of No."

TB said, "The issue of skills lies with the department at the head office. Here, we understand that employees contribute up to 1% in terms of skills levy, but up to now, I haven't seen any development workshops."

MC said, "They are referred to that program which is EAP".

NAD stated, "Our Skills Development and Training division handles this, the courses and training available and conducted."

XU said, *“We have got the HRD, that I am aware of, Human Resource Development unit, I am aware that, you can apply for bursaries, to enhance your studies.”*

NMA indicated,

*“Of course, we do, there is a wing of human resource management, which is called Human Resource Development, that is where every year, they get information from staff officials, on skills that they need or recommended by their supervisors, they also offer bursaries in case one is interested, then they develop staff in that manner”.*

The out-of-service employees were of the same view as NMA and TB on **“Benefits on career advancement factor”**. All respondents attested they benefited from career development programmes.

MJ said, *“I did benefit in having some computer skills, I can say, but having computer skills. So, we were developed because they sent us to some programs for computer skills”.*

MSO said, *“While I was working there, I got my diploma in Human Resources from MUT”.*

MC said, *“Yes, no doubt about that”.*

HTS further elaborated thus,

*“I was lucky enough to get a bursary, because even though some of my colleagues didn’t get it, I mean privileges of getting a bursary, I managed to get one when I did my diploma in Financial Accounting, and that make me to be where I am today, that’s the only thing, that I can say, I am really, really happy about it, because I managed to develop my career”.*

#### **5.3.2.9 Measures in place that support employee career development.**

Employee career development support plays an important role in enhancing employee career advancement. Employees become innovative and more of an asset to the organisation. Thus, lack of employee career development results mostly in burnout. The management felt respondents had different views regarding measures in place to support employee career development. MC, HD and XU differed and indicated there are no measures in place.

MSO said, *"We have the 1% skills funding, [uhm] which we acquire through the ETDPSETA fund. So, that is the only measure we have currently to support employee development."*

HD said, *"No, none."*

TB said, *"The department does not have anything. You will not find any employees moving between departments."*

NAD said, *"Our job descriptions, gives us an indication for employees on what is expected, also when opportunities present itself, tasks are delegated to give the employee an opportunity to show off their skills and we can also nominate officers to attend workshops."*

XU said, *"Again, well that one, I don't know"*.

MC said, *"Nothing that I know"*.

NMA elaborated thus,

*"Besides the system that is there to say, people should, [stutters], take opportunity to take opportunities and indicate on PDP's what they should be developed at, ours as the department is to ensure that they are well supported when they need time in line with the school or what the institution requires, we allow them to go in times of Exams, to give them time off, in line with the policy, they can take from annual leave if they feel they need more time to cope, we support them in that manner"*.

Based on various respondents, most are, therefore, not sure the department has measures in place that support employee career development. The exclusions are the response from NMA, who believes providing employees with support during exams through study leave, and MSO who indicated the department provides one percent skills funding. However, HD, TB, MC and XU disagreed.

#### **5.3.2.10 Measures to support interdepartmental job rotation for career advancement.**

All respondents indicated that there are no measures to support interdepartmental job rotation, for career advancement.

MSO said, *“Currently, I would say that due to the previous reason I stated earlier sometimes it is not easy to release employees to acquire skills in other offices as we have a shortage”.*

HD said, *“There was a policy, but it has not been implemented effectively”.*

MC said, *“No, there is none”.*

NAD said, *“To my knowledge, there is no such measure in place, it appears employees with long service have become expects of a specific field and not given an opportunity to have more varied level of experience.”*

XU said, *“None.”*

NMA said, *“We have absolutely no measures that supports interdepartmental job rotation.”*

TB support the responses from other managers by elaborating thus,

*“There is a policy around that but unfortunately, it’s not much applied, it is only more applied in terms of internships are getting this opportunity, but what affects this more, is because when the staff leave due to certain reasons, there are no replacements, so you find if you want to rotate, there is not even enough complement staff to rotate”.*

#### **5.3.2.11 Measures that offer opportunities for employees to develop employees’ skills and promote leadership qualities.**

Four managers shared the same views on employee opportunities, skills and leadership qualities, except for XU, NAD and NMA.

MSO said, *“It’s only the bursaries that I mentioned earlier. We rely on sponsorship funds to provide career development. I don’t know if I’m responding correctly.”*

HD said, *“Well, it’s basically our HRD because when we do the employee performance management and development, you know, tool, there is a part that indicates what training a person requires. So, we do have those trainings for people if they require them.”*

TB said, *“The department used to have that but now they don’t. I don’t know what happened. A lot of initiatives fell off.”*

MC said, *“We do have short courses that are normally offered, like project management, and some management courses, they are offered in bursaries sometimes.”*

NAD view was of a different view and said, *“The only tool [pause], I can think of, are the acting appointments and the delegation of duties, as the only measures in place.”*

XU shared the same opinion as NAD and elaborated thus, *“Well, it can be offered in acting opportunity, and, prior to be given an opportunity to apply for a post, and should I say, when it opens up, then you are considered to act.”*

Most respondents indicated skills development and promotion of leadership qualities are rendered by providing employees to act on higher positions.

NMA differed by saying that,

*“The PDP in the performance development tool, allows us [to ,to], to offer employees those, those kind of opportunities to up their skills or to promote their leadership qualities, is up to an individual as well as their if they fill those that are needed, then every department we just support and ensuring that a skills needed in the workplace, a skills needed in the upward mobility, because [pause], some you find out that they are in lower levels, but they are able to perform at a supervisory level, so if you feel they really need those skills, then you recommend that they take on short courses that will assist in developing them”.*

The out-of-service respondents supported the management on **“Career advancement and development factor”**. MC, MSO and HTS shared the same views regarding career advancement and opportunities to develop employees’ skills, except for MJ who differed.

MJ said, *“No, I didn’t have opportunities to develop my career. Since the supervisors were very oppressive.”*

MC said, *“Yes, I have to say yes. I managed to qualify for a bursary and get my Masters’ degree while I was still at work.”*

MSO said, *“Yes, the department had a support [inaudible], which I also benefited from.”*

HTS was of a different opinion from MC and MSO by saying, *“I could say, yes and not because most of the time, you will have to use your own time, even though you became more of an asset to the department, but it’s like [pause], they will not even give more days, so that you can have more time to go and study”*.

#### **5.3.2.12 Employees perfect work-life-balance to assist employees to cope with workload.**

Grzywacs and Carlson (2007) indicated the importance of supporting employees’ healthy and successful work-life balance. The authors further state there is a relationship between JS and work-life balance. Thus, it is important to manage conflict between employee work-life balance and non-work-life balance in the organisation.

The management respondents shared different opinions regarding employees’ perfect work-life balance. HD indicated there are no measures in place that assist employees to cope with their workload.

MSO elaborated thus, *“It goes back to the first problem I spoke about, which I spoke about earlier. Normally, the department should have a health and wellness practitioner so that employees can consult if they feel the need to. However, currently, we do not have in the Umlazi district.”*

HD said, “None”.

TB said, *“I can’t be specific regarding that, as I don’t have a specific thing that I’m doing, except to acknowledge that if an employee is not well, they can’t continue to perform.”*

MC said, *“It’s a proper distribution of work among the available employees, it’s like giving someone a certain specialization, and not being generic, just ensure the work is properly distributed.”*

NAD said, *“It is difficult to ensure this due to the demands of workloads and timeframes, however, showing understanding and empathy, when the situation warrants it, it does help, sharing the workload, when the team spirit prevails, it also helps.”*

XU elaborated thus,

*“Well, employees or for every department, I know in our district as well, but in every department, you should also have, EPW, EAP, which is there to assist employees to refer them for counselling, for financial planning, for wellness*

*training, so that they don't get stuck sitting in our chairs when they get stressed."*

NMA further elaborated thus,

*"When it comes to perfect work-balance, this has a lot to do with at work and outside work, as will all know that our employees or staff have got families, it's a matter of being compassionate really, that understanding that we are dealing with, so as much as some are supposed to be working in line with the standards, some may have other effects that are affecting their work, people are ill these days, if they are not ill, they've got challenges at home, so you deal with each case according to its merit, the more important part is that more than the policy, you need to be compassionate first".*

#### **5.3.2.13 Incentives that motivate employees to perform their duties more adequately.**

Five respondents from the management agreed the incentives to motivate employees are through EPMDS, pay progression and performance, in accordance with DPSA policy. TB and NMA were of a different view.

MSO said, *"The only incentives we have are the long service award and performance bonuses that can be accessed through the EPMDS platform if they perform above 120%. Although, if the department is experiencing some financial constraints, people may not be compensated."*

HD said, *"Ah, well, it's just the performance bonuses. Those 1.5% pay progressions, which is not departmental."*

TB said, *"The language of incentives in this department does not exist."*

MC said, *"Its EPMDS incentive of 1,5% that is given to the staff."*

NAD said, *"There is only the performance bonus, but, however, this is very difficult to obtain, due to financial constraints in the department, there's always no funds available."*

XU said elaborated thus,

*"Well, we do have performance bonuses, but due to budget constraints, they are no longer there, however is not monetary, but if they do work, we can give*

*them party days off, we can give them, we can give them time off, and also the... [what you call?], overtime, working overtime for doing additional work."*

NMA further elaborated thus,

*"It is not easy at the moment, because with the getting increment in salaries, they are really struggling really, there is nothing, they are here nor there when it comes to increment, of course we do have our benefits, housing allowance, your normal medical aid, and what? but things have changed drastically due to non-availability of funds, so really to motivate employees is not easy these days, but still it rests on us being humane to each other, it rests on us being attentive to the needs of our supervisees, it rests upon us, being supportive of on what is affecting them on a particular time, because honestly, you can get so much money, but if you are not happy, with the environment and you not supported where you work, money means nothing."*

#### **5.3.2.14 Departmental policies on compensation of salaries, performance bonuses, service bonuses and salary increase.**

The management shared different views on departmental policies regarding the compensation of salaries.

HD said, *"They are not departmental, they are DPSA."*

TB said, *"The department does have. For example, for those employed in terms of ELRC, it has IQMS, where submissions are made after [uhm] being assessed so they can be considered for 1%."*

MC said, *"I don't remember policies by names, but we do have a policy that is with regard to a long service award where a person is being compensated for a certain number of years that he has completed, 10 years, 20 years or 30 years and even up to 40 years long service award."*

NAD said, *"Salaries are within negotiations with relevant different parties, and performance bonus will be EPMDS."*

XU elaborated thus,

*"Performance bonus is regulated by the EPMDS, Performance Management policy, the service bonuses, and all allowances, remunerative, besides HR internal polices, I know, its regulated by the DPSA directorate and also*

*regulated by PSCBC resolutions and also directors that are issued by the DPISA, also..., DPISA Financial members.”*

NMA further elaborated thus,

*“As I indicated, yes, we do have salary, but a lot has changed, you get a salary increase that is far less that you supposed to be getting or far less to meet the needs or your normal needs as you would, because you would remember, everything is increasing, but our salary remains the same, so its honestly not easy at this stage, Yes, we do get service bonuses, but service bonuses come at a time when people are overstretched in their finances, there is a lot that is happening but at people’s homes as well you find that one is leading at home, they are buying food, they are bread winners, so these as much as the department is doing , the problem of non-availability of funds is making things a little bit tight for everyone”.*

#### **5.3.2.15 Working conditions, hygiene compliance and safety standards.**

Most respondents, except MSO, indicated the department fails to reach the expected standards regarding working conditions, hygiene and safety standards. HD and NMA attested to this on the environmental factor.

MSO said, *“Each district has a health and safety officer. Here we have Mr Mzobe to ensure that we are compliant.”*

TB said *“We do have people responsible for cleaning our offices, everything. So, that is how we adhere to this”.*

MC said, *“What I have observed, that especially during this time of covid, they appoint the service providers to fumigate offices as a safety measure.”*

NAD said, *“There is contract with the cleaning company, there is supposed to be a designated health and safety officer in each floor, but there are drills that still need to be put in place and enforced, also aircons not functioning.”*

XU elaborated thus,

*“By ensuring that the building is clean [laughing], by ensuring that we have access to, [laughing], sanitation, by ensuring that sourcing cleaning company, to clean our offices, spray our offices, sanitize our offices or whatever, we supposed to have inspectors, by ensuring that the auxiliary services in our*

*department is a functioning unit, so that we can report any faulty things within the building, so that they can be repaired by public works, by intervention of the Department of Labour, whatever need to come in, Department of Health, etcetera, etcetera.”*

Most respondents indicated the department fails to reach the expected safety standards and compliance in relation to hygiene.

NMA elaborated thus,

*“It has become very difficult for the department to ensure that the working conditions, including our offices are in compliance, as it is there are challenges that we are experiencing, which I cannot [laughing] divulge here, we have our challenges, there is a lot that needs to be done, we are hoping that as the time goes on, things will change, but honestly working conditions are wanting in our department.”*

HD shared the same view as of NMA,

*“The state of this building is a in poor condition, as for yesterday, the Dept of Labour inspectors were here to close registry section due to poor working conditions, air cons not working, there is leakage in some floors in the building, toilets are not in a good condition. So, this tells you that there is non-compliance to hygiene and safety standards”.*

### **5.3.2.16 Organization’s assurance on employee loyalty (EL)**

The respondents were of different views on EL and there are no departmental policies in place. However, numerous respondents indicated salaries or incentives are the only aspects applied by the department in ensuring loyalty from employees. Loyalty is the most important element of employee commitment and performance.

MSO said. *“I will also mention long service awards and 1.5% pay progression based on their performance assessment and bonuses.”*

HD said, *“It’s just on a personal basis. There are no departmental policies or tools in place.”*

TB said, *“The department has policies to regulate the behaviour of employees. One being your public service act as well as your employees’ education.”*

MC said, *“How does the organization ensure loyalty from employees? is just the incentives that are offered to employees, like home- owner allowance, annual leave, sick leave, those basically are the incentives.”*

NAD said, *“It cannot be ensured as it depends on each employee, however, recognizing, and praising employees for jobs and tasks well done, [pause], showing empathy and kindness is somehow the ways of doing this.”*

XU said, *“Everyone should be loyal, because everyone is contractual and is obligated and appointed as per contract of employment, to ensure they are abiding by the contractual, obligations and policies of the department.”*

NMA elaborated thus,

*“Loyalty, to ensure loyalty from our employees at this stage is that the organisation compensates everyone for the work they have done, yes it might to be what they need but at least they are getting something, a lot of people have been affected by covid, the unrest and what not, what have remained constant is our people here at the department have been always getting their salaries, it’s also alleviating stress than people outside our organisation.”*

#### **5.3.2.17 Measures in place to retain experienced, committed, loyal and highly skilled employees.**

Retaining experienced, loyal and highly skilled employees is the most challenging and imperative process for the organisation. Most respondents indicated the department does not have any measures in place for retaining employees.

MSO said, *“We have different measures, like career development and also [pause] when a vacancy is advertised, we consider internal employees first.”*

HD said, *“None! Whatsoever. We lose them every day and there is nothing we can do about it.”*

TB said, *“I would say there are no measures in place. People decide on their own whether they want to leave or stay”.*

MC said, *“We don’t have any specific measure that is utilised in this department.*

*“NAD said, “There are none, which is very disappointing, there seem to be a vast of experienced employees, who left services, and posts have not been filled.”*

XU *"We don't have it, not that I know."*

The out-of-service employees contributed to this factor, **"Measures in place to retain experienced, loyal and highly skilled employees"**. Four respondents indicated they do not regret leaving the department.

MJ said, *"Not at all"*.

Mc said, *"Absolutely not"*.

MSO said, *"No, it was a planned decision"*.

HTS said, *"No"*.

The out-of-service employees further shared their views on **"Employee Loyalty"**. Four respondents indicated they were loyal to the previous employer.

MJ said, *"Yes, I was loyal"*.

MC said, *"I would say, more than anything is motivation. Motivated employees perform better than satisfied employees"*.

HTS said, *"Yes, I was a loyal employee, because I made it sure that I render my services to the best of my ability, I made it sure that I treat everyone with courtesy."*

In collaboration with **"Employee loyalty"**, "four out-of-service respondents shared their views **"for leaving employment services before retirement age"**.

MJ said, *"It's all because of the stress that we have in the department"*.

MC said, *"No, there was nothing more"*.

MSO said, *"I would say, qualifications were not recognized within our department at the time, which was not good for me, as I had a qualification for over ten years, which was not considered."*

HTS said,

*"It was frustration, internal politics and inefficiency, lack of support from the management side, no recognition of qualifications, when it comes to our government side, there is a lot of things that are happening now, [you know], you cannot render services to people as we suppose to, those are the things that are more even frustrating"*.

Four out-of-service employees further shared their views and suggestions on how to improve, **“Employee loyalty”**.

MJ said, *“I think what they must do, so just to improve employee loyalty, they must promote them, they must promote the employees, they must sort some merit awards for the well performed employees.”*

MC said, *“To answer your question, I believe I had done what I had to do, and statistics satisfied me and the people I have produced”*.

MSO said, *“I think [pauses], if they could a conducive work environment and make them feel important in the organisation, job security and better remuneration”*.

HTS shared the same views as of MSO by saying, *“Recognition, acknowledgment and remuneration, because in my previous department, even qualifications were not recognized, you will be treated the same as like the person who doesn’t have any of the qualifications”*.

#### **5.3.2.18 The Working environment**

All managers confirmed the department is non-compliant concerning the working environment. This compromises JS, morale and employee well-being.

MSO said, *“Besides being under-staffed and over-expectations, I think people would be satisfied.”*

HD said, *“You know, as of yesterday, we had a conversation about the department of labour visiting or building, as it was found to be non-compliant on various levels regarding the environment. That tells you that the environment is not conducive for employees.”*

TB said, *“The work environment, as indicated before, is not conducive enough. Pinetown is very vast, as some sections are allocated in various locations in Durban, which I feel compromises service delivery.”*

MC said, *“No, what I observe is that the morale is very low among the employees, I think the main factor is lack of upward mobility, they are being retain in one position for years and years without being promoted, so as result, they become demotivated.”*

NAD further elaborated thus, *“You see, the situation is quiet frustrating, it will be the things, like no aircons, the state of the toilets not really in good condition, the lack of*

*basic resources, such as printers, stationery, and where it is expected for work to still continue.”*

XU said, *“There is none, and no more comment on this one”*.

NMA elaborated thus,

*“If I was asked to indicate in terms of percentages, is 30% out 100, for many reasons, there is a lot that needs to be done, everything is there on paper, but implementation is nil, the major thing we have been told is the lack of finances, so one is hoping that if anything improve according to in the government fraternity, then everyone will benefit, a lot of people who have a potential , we let go of employees like in terms of interns, we let them go instead of absorbing them in entry level posts, we loosing experienced ,committed employees, but unfortunate everything has gone worse, most importantly due to financial constraints everything got stuck.” 7 of the respondents, it shows that the department fails to comply in ensuring a good state of working environment in relation to job satisfaction.*

#### **5.3.2.19 Fair compensation according to job specification.**

Three of four former employees indicated they were not compensated according to job specification except for MSO.

MJ said, *“No. No at all”*.

MC elaborated thus, *“No, I don’t think so. Let me refer to me, there is a difference between satisfied employees and motivated employees. Normally, I motivate myself and I do a lot of self-motivation. I wasn’t satisfied but I was very motivated.”*

MSO indicated, *“I will say yes, but only for management to be specific. They pay according to the level of the job. The lower ranks have a lower salary”*.

HTS said, *“Definitely not. Not at all”*.

#### **5.3.2.20 Fair opportunities for employee development.**

The out-of-service employees had different views on “Fair opportunities for development to all employees.

MJ said, *“No”*.

MC said, *“No”*.

MSO indicated, *“I will say yes, as there were computer training courses that were provided by the department”*.

Last, HTS indicated,

*“I would say since there is covid 19, its very difficult for the government or my former department most people have lost their jobs and more importantly, haven't got their increment for 3 years now, of which everything is going up and the inflation rate as we are speaking right now, these people are earning below inflation”*.

#### **5.4 Conclusion**

The applicable analysis of this study placed emphasis on both the quantitative (questionnaires) and qualitative (interviews). The returned questionnaires for quantitative data were from 238 respondents of 285 questionnaires distributed and for qualitative data, four of five out-of-service employees were interviewed and seven managers were interviewed of 10 originally selected. Qualitative data were analysed through thematic analysis, where names of respondents were coded, and themes used to address variables. It was discovered of the 238 respondents who participated, 171 are female and 67 are male. Based on the educational level of respondents, those with ABET number 17, respondents with Matric 189, those with a Diploma 26, and those with a degree qualification number five, while one respondent had a master's degree with none that held a PhD qualification. Furthermore, the majority respondents are Africans (153) at 64 percent, followed by Indians (48) at 20.2 percent, and the least are Coloureds (37) at 15.5 percent, there were no White participants.

This chapter provided a presentation of the data; hence, the following chapter will provide a discussion of the results, recommendations, as well as conclusions regarding the results. Issues the department fails to deal with indicated by managers include ensuring a safe working environment and safety standard, as well as retaining highly skilled, committed and loyal employees. It shows from responses that the department does not have measures in place to retain employees. Several managers indicated ensuring loyalty from employees has been made through incentives or salaries. The interviewed out-of-service employees recommend management should ensure a safe working environment, as well as incentives, as a way of motivating their employees.

However, they also indicated their employers did not offer them fair opportunities and growth while they were still in-service.

The next chapter discusses the results per objective.

## **CHAPTER 6**

### **DISCUSSION OF RESULTS**

#### **6.1 Introduction**

During the analysis regarding JS, the focus was based on two of its components (IJS and EJS). Employee JS can be achieved the time satisfaction of employees is achieved within the organisation. Based on the responses, IJS is more related to an individual's prospects from the job and reflects employee attitude towards his/her job. Extrinsic factors were based on work conditions, such as salary/payment, co-workers, and supervisor. JS is discussed based on its impact on OC, loyalty, JP, and their impact on employee turnover.

#### **6.2 Objective 1: To examine how the DoE working environment in the eThekweni region influences job satisfaction.**

##### **Environmental Factor**

It has been discovered that various factors affect JS in the DOE, eThekweni region. The working environment is not conducive to employee wellness as the building is not safe, unhygienic and poses health hazards to employees. Managers of Umlazi and Pinetown district attested the building poses threats to employee safety. The DOE is non-compliant and not in accordance with the Occupational Health and Safety Act (OHSA) Act 85 of 1993. According to Ahmed (2019: 128), extrinsic factors affecting employee JS entails fear of working in an environment that poses a threat to their health, safety and hygiene.

The study by Asibey, Amponsah and Yeboah (2019: 705), furthermore, maintains financial implications are incurred by the employer for failing to ensure compliance with the requirements of the OHSA, in relation to providing employees with a safe and healthy working environment.

Managers expressed the lack of motivation from employees, under-staffed and work-overload as issues that affect employees' performance, while such issues further affect employee JS. It has been discovered the issue of work-overload results from an unrevised organogram, which has been delayed by the DOE for a long time. This clearly indicated there is no filling of vacant posts for new appointments, leaving employees overstretched and overloaded. These elements affect JS. It was further

indicated by managers that employees' working conditions are not conducive and stressful, as well as contributing to employee burnout. The issue of Pinetown district location in Umlazi district was mentioned as an aspect compromising service delivery to Pinetown clients, due to the geographic location.

### **6.3 Objective 2: Examine correlation between job satisfaction and employee turnover at DoE, eThekweni region.**

#### **6.3.1 Organisational measures to enhance employee job satisfaction.**

It is important the employer has measures in place in relation to enhancing employee JS, because it is one of the elements that retains employees within the organisation, as well as their loyalty, in accordance with Mafini and Dlodlo (2014: 2). According to the majority of responses from the managers, it has been discovered the department does not have measures in place for ensuring employees are satisfied with their jobs. Managers indicated various major factors that affect employee JS, such as lack of promotions, inadequate salary structures, work-overload and insufficient resources.

The out-of-service employees suggested improvement on salary structures, better working conditions, promotions and recognition of qualifications as factors that can enhance employee JS. It has been noted those are the main factors that result in employee turnover. There is a lack of employee recognition from the management of Umlazi and Pinetown district, which promotes employee turnover. The majority managers confirmed employees are unsatisfied with their jobs due to various factors that affect JS. There is a correlation between JS and employee turnover.

#### **6.3.2 Employee perfect work-life balance.**

Grzywacs and Carlson (2007) mentioned there is a relationship between JS and work-life balance. Thus, it is important to maintain employee health, well-being and work-life balance with the organisation. The results revealed there is no Employee Wellness Programme Practitioner to assist employees cope with their workload and provide services on employee assistance programme related matters. Managers confirmed there is no wellness practitioner in Umlazi and Pinetown district. This indicated employees are experiencing lack of JS in the districts due to lack of support from the department. This may result in employee burnout and turnover.

### **6.3.3 Employee Loyalty (EL)**

The out-of-service employees indicated they have no regrets for leaving the previous employer. Due to lack of loyalty, they left services for another employer before retirement age. This clearly indicated due to lack of JS and commitment they left for better opportunities. It has been discovered there are no measures in place within the DOE to ensure EL. Managers indicated loyalty is on personal basis, there are no departmental policies.

### **6.4 Objective 3: To improve the job satisfaction level and attract high quality employees in the DoE, in eThekweni region.**

#### **Measures in place to retain experienced loyal and highly skilled employees.**

All managers of Umlazi and Pinetown district confirmed there are no departmental measures in place to retain loyal, experienced and committed employees. As a result, they lose valuable employees. They further indicated there is not much they can do about it. The out-of-service employees revealed the main reasons for their resignation, such as stress, frustration, lack of support from management, and no career prospects, as well as no recognition of qualifications as the main factors. This indicated they were unsatisfied and unhappy with their jobs. Bushra and Usman (2011: 303) argue the lack of EL results in employee turnover.

### **6.5 Objective 4: Investigate intrinsic and extrinsic motivational factors that influence job satisfaction at the DoE, Umlazi and Pinetown district.**

#### **6.5.1 Intrinsic Motivational Factors (IMF)**

##### **IMF statement 1: The organisation makes me feel like an important member of the workforce.**

According to Mafini and Dlodlo (2014:8), when employees are not engaged in making decisions, they become unsupportive of anything happening in the organisation. Based on statement 1, "The organisation makes me feel like an important member of the workforce," 42.9 percent respondents disagreed with the statement, with only 5.46 percent respondents agreeing their organisation makes them feel like important members of the workforce. The results indicated employees do not feel they are an important asset within the organisation.

**IMF statement 2: The organisation provides me with opportunities for added responsibility.**

Miha (2018: 271) indicated employees who are provided opportunities for development can gain skills, while performing tasks they may not have done previously. Adebisi, Ekalinga and Charles-Owaba (2019: 81), this could entail collaborating with new people, working on a project, or playing a different part in a team, either by filling in where there is a need of resources or should a position become available. Based on statement 2, only 6.3 percent respondents agreed, while the majority (51,3 percent) disagreed the department provides them with opportunities for added responsibility. Therefore, the results indicated most employees in the department are not provided with opportunities that may enhance their career development.

**IMF statement 3: My current role challenges me.**

Danish (2021: 174) explained the main cause of burnout in the workplace is due to employees doing jobs that are not challenging. Based on the statement, “My current role challenges me”, most respondents (45.8 percent) disagreed their current roles challenge them. The fact most employees in the DoE are not challenged by their work, indicates a high rate of employees who experience burnout. According to Adebisi *et al.* (2019: 81), the lack of job challenges and motivation could result in a high rate of employee turnover.

**IMF statement 4: My current supervisor allows me to display my best attributes.**

Based on statement 4, most respondents (42.9 percent) disagreed their current supervisors allow them to display their best attributes as employees. McShane and Van Glinow (2018: 124) determined in their study that employees, who were not offered opportunities to show their attributes in their departments, were found to be bored, underperforming, disloyal, and lacking commitment, as well as excessively absent. The results show most employees are not satisfied in the DoE, since they cannot showcase their attributes.

**IMF statement 5: The organisation believes in a perfect work-life balance to help employees cope with their workload.**

A study conducted by Naveed *et al.*, (2011: 303) found remuneration and quality work-life balance assist employees to cope with their workload. The results indicate the department fails to offer employees programmes that could assist in coping with the workload. McShane and Van Glinow (2018: 52) discovered an unbalanced work-life

results in depression that cause employees to be absent from work, experience sickness and become unproductive. At a later stage, this results in employee turnover.

**IMF statement 6: I am happy and satisfied with my organisation and my current role.**

The majority employees (47,5 percent) disagreed, which showed they were not happy with the organisation and their current roles. This indicated lack of commitment and a lack of JS.

**IMF statement 7: I am happy with my current organisation and role comparison.**

Comparing statement 7 with statement 6., "I am happy with my organisation and my current role" found employees were consistent with their responses. The majority (46,6 percent) employees indicated they are unhappy with their roles. It showed managers must have measures to ensure employees enjoy their roles and are satisfied in the organisation. Therefore, managers should make the jobs more interesting to employees, for example, to conduct surveys to determine suitable roles for employees and for correct placements.

### **6.5.2 Extrinsic Motivational Factors (EMF)**

- **The antecedents of job satisfaction that determine loyalty and performance of employees within DOE, eThekweni region.**

The study conducted by Kahya (2018: 721) indicated several EMF of JS influence employee loyalty and performance. Naveed *et al.* (2011: 303) maintain it is important the employer provides employees with good supervision, salary and opportunities for development. A study conducted by Kahya and Yazar (2018: 727) in Turkey indicate establishment of a pay structure within an organisation comprises several aspects, such as creating pay grades, whereby the employer groups similar jobs under a specific pay grade, undertakes a salary survey regarding salaries of those performing different jobs (benchmarking jobs), along with allocation of pay rate and creation of pay structure by generating salary ranges.

**CDO statement 1: Promotions are unfairly offered in my department.**

**(Career development and opportunities factor)**

According to Danish (2021: 174), career development boosts employee productivity and motivation. Adebisi *et al.* (2019: 83) maintain employers can attract highly talented employees and retain valuable employees by paying attention to their career

development. However, based on the statement regarding “Promotions are unfairly offered in my department”, it shows 48.7 percent respondents were unsure whether promotions are unfairly offered in their departments.

As explained by Mickson, Anlesinya, and Malcalm (2021: 176), when employees are developed in their departments, they stand a chance of being promoted for higher positions and responsibilities. Therefore, due to employees being unsure their promotions are fairly offered in their departments, there could be a lack of career opportunities and developments. However, the number of those unsure regarding opportunities fairly offered, is followed by those who strongly agreed promotions are unfairly offered in the department.

**CDO statement 2: My role in the organisation has grown since I was employed.**

Results from statement 2, “My role in the organisation has grown since I have been employed”, show most respondents (37 percent) agreed their role in the organisation has grown since they have been employed. This was followed by those that strongly agreed (22.3 percent).

**CDO statement 3: There are policies and procedures regarding career developments.**

Results from the third statement, “There are policies and procedures regarding career developments,” showed the majority respondents (41.2 percent) agreed there are policies and procedures regarding career developments. This was followed by 31 percent indicating unsure and 18.31 percent strongly agreed. Employees were thus shown to be fairly provided with opportunities, in accordance with the policies and procedures implemented by the department. Lin *et al.* (2018: 17) maintain policies and procedures govern employers to ensure employees are fairly treated and satisfied with aspects of their job, such as career development, which enhances their performance and loyalty. Hence, Danish (2021: 181) posits loyal employees ensure they perform well on their jobs so their organization can survive competitors.

**CDO statement 4: Career opportunities are not offered to everyone.**

The fourth statement, “Career opportunities are not offered to everyone,” saw agreement from the majority respondents (52.5 percent). The results confirmed the management in the DoE is biased and do not treat employees equally.

**CDO statement 5: The organisation provides me with opportunities to utilise my skills and to show leadership qualities.**

Statement 5 supports the first and second statements, as it indicated 32.8 percent respondents agreed “The organisation provides me with opportunities to utilise my skills and to show leadership qualities”. However, the majority of respondents (38.7 percent) were unsure whether the organisation provides them opportunities to utilise their skills and show leadership qualities. Furthermore, considering the high percentage (38.7 percent) respondents that was unsure the organisation provides them with opportunities to utilise their skills and to show leadership qualities; this indicated employees are not offered opportunities for growth and personal development.

**CDO statement 6: The organisation provides everyone with study opportunities to enhance knowledge.**

The last statement 6 supports statements 2, 3 and 5, as it indicates “The organisation provides everyone with study opportunities to enhance knowledge”. It showed the majority (44.5 percent) respondents agreed their organisation provides everyone with study opportunities to enhance knowledge; followed by those who strongly agreed (24.4 percent). Employees who are satisfied in the department due to their career development and opportunities have become loyal and enhanced their performance (Walker, 2005).

**RMT statement 1: The organisation pays me adequately for my role.**

**(Remuneration Factor)**

A study conducted by Dubey, Pathak and Kumar Sahu (2018: 26) states the various types of benchmarking can be separated by their: content, which can include performance, strategies, and processes; with measures that can be either qualitative or quantitative; measurement, which can be either internal or external to the company or a competitor; and domain, which can be either local, international, or national, and last, its frequencies that can be either continuous, one-time, or periodic. A company's overall office morale suffers when its employees are not paid well. To satisfy their needs, many employees may need to take on second jobs, which leaves them exhausted, overworked, and dissatisfied. Statement 1: “The organisation pays me adequately for my role” had most respondents (39.1 percent) indicating they were

unsure the organisation pays them adequately for their roles. This indicated employees are not paid adequately according to their roles.

**RMT statement 2: I am sufficiently rewarded for exceptional performance.**

Statement 2, “I am sufficiently rewarded for exceptional performance”, elicited agreement from the majority respondents (29.4) that they are sufficiently rewarded for exceptional performance. According to Mott (2022: 148), rewarding employees for their performance is one of the important factors that enhances their performance. Mott (2022: 148) posits employee performance and reward in the government sector is determined through a PMDS by the DPSA.

**RMT statement 3: Our salary increments are not enough.**

The third statement, “Our salary increments are not enough”, showed 44.1 percent employees agreed their salary increment is insufficient. This was followed by those who were unsure (31 percent), whereas there were no respondents who disagreed with the statement.

**RMT statement 4: The organisation has clear policies related to salaries, performance bonuses, salary increases and bonuses.**

Based on the fourth statement, “The organisation has clear policies related to salaries, performance bonuses, salary increases and bonuses,” the majority respondents (45.4 percent) agreed their organisation has clear policies related to salaries, performance bonuses, salary increases and bonuses. Furthermore, those who agreed were followed by those who were unsure (30.67 percent), whereas there was no-one objecting to the statement.

**RMT statement 5: Compared to other organisations, I believe we are paid less.**

Statement 5, “Compared to other organisations, I believe that we are paid less”, shows most respondents (35.3 percent) agreed, followed by 28.2 percent that was unsure that, compared to other organisations, they believe they are paid less. Based on the results, most employees are dissatisfied with their salaries in the organisation.

**NB:** Based on the following EMF, one respondent from the 238 was unable to answer the statement regarding “My supervisor possesses leadership qualities.”

**SPV statement 1: My supervisor is fair.**

**(Supervision Factor)**

According to Mickson *et al.* (2021: 175), good supervision is imperative for enhancing employee performance and creating loyal employees. Danish (2021: 181) maintains supervisors are responsible to ensure opportunities are fairly offered to employees. Therefore, responses from statement 1, “My supervisor is fair,” was found to have a majority respondents (39.1 percent) who were unsure. This is followed by 25.63 percent that agreed their supervisors are fair. Having fair supervisors is important in the case where supervisors would support employees to perform well in their jobs; this creates a good relationship between employees and their supervisors. The responses showed supervision in the workplace has been perceived with a negative perspective. This was supported by disagreement by the majority respondents that their supervisors did not provide them with positive feedback.

**SPV statement 2: I normally have disagreements with my supervisor.**

The second statement supports the first, stating “I normally have disagreements with my supervisor,” with the majority respondents (35.7 percent) that disagreed they normally have disagreements with their supervisors. This showed there is a good working environment leaving employees satisfied with their jobs and improved performance.

**SPV statement 3: My supervisor possesses leadership qualities.**

The third statement, “My supervisor possesses leadership qualities”, showed results indicating the majority respondents (42.9 percent) was unsure their supervisors possess leadership qualities. However, Lin and Sun (2018: 19) posits it is difficult for employees to know qualities a leader should possess. Furthermore, 39.66 percent respondents disagreed their leaders do not possess qualities of leadership skills. According to the results based on 39.66 percent respondents that disagreed, there is a need for supervisors to improve on leadership skills.

**SPV statement 4: My supervisor provides support on my personal growth.**

The results for the statement regarding “My supervisor provides support on my personal growth”, reflected the majority respondents (48.7 percent) was unsure whether their supervisor provides support on personal growth. Nevertheless, 33.61 percent respondents disagreed their supervisors do not provide them with personal growth support.

**SPV statement 5: My supervisor implements positive feedback with employees.**

The results showed 47.1 percent respondents was unsure whether supervisors implement positive feedback with employees, while 31.1 percent disagreed with the statement. The results confirmed supervisors are not providing positive feedback to employees. Xiao and Su (2022) mentioned the importance of positive supervisor feedback, with regard to extra-role performance, as a factor that promotes performance and good relations with employees.

**Working environment conditions (WRCs)**

**The state of the DOE working environment in eThekweni region in relation to employee JS.**

According to the OHS Act (Act 85 of 1993, section 8), employers have the responsibility to ensure a healthy and safe working environment (Department of Labour 2016: 10). The findings in the study by Samosamo (2015: 98) indicate employees who feel safe in their workplace perform well and always meet deadlines. The following statement addresses the above objective, which indicates the working environment as an antecedent of JS that influences employee loyalty and performance.

**WRC statement 1: My employer is concerned with the impact of our workplace on our life.**

The first statement, “My employer is concerned with the impact of our workplace on our life”, elicited results reflecting the majority respondents (46.2 percent) disagreed their employer is concerned with the impact of their workplace on their lives. This response was followed by 38.56 percent that strongly agreed their employer is concerned with the impact of their workplace on their lives. This shows employees may not feel safe in their workplace, as they notice the employer does not pay much attention to issues affecting their health and safety.

**WRC statement 2: My employer is vigilant in hygiene and compliant to safety standards.**

Most employees (47.9 percent) disagreed their employer is vigilant in hygiene and compliant to safety standards. Therefore, the results confirmed the DOE is not vigilant and failing to maintain hygiene and safety standards for employees.

**WRC statement 3: I am working in a conducive environment.**

Most employees (45 percent) disagreed, followed by 42.4 percent that strongly disagreed they are working in a conducive environment. The results confirmed the working environment in the DoE is not conducive to employees. This has a negative impact on employee JS.

**WRC statement 4: My employer attends to all aspects that may be harmful to human environment.**

The majority respondents (44.1 percent) strongly disagreed, followed by 39.9 percent that disagreed their employer attends to all aspects that may be harmful to human environment. The DoE, as an employer, is not vigilant to aspects harmful to employees' environment.

**WRC statement 5: I have all the necessary resources that are in line with today's technology to execute my duties.**

The results showed the majority respondents (62.2 percent) strongly disagreed they have all the necessary resources in line with today's technology to execute their duties. This showed employees have no resources in line with technology to execute their duties. Bakker and Demerouti (2007) and Balducci, Shaufel and Fracaroli (2011) mentioned resources enable employees to successfully accomplish their duties and goals, while it also improves their well-being and increases the level of performance.

**WRC Statement 6: I am satisfied with hygiene standard at my workplace.**

Half the respondents (50 percent) strongly disagreed they are satisfied with the hygiene standard at the workplace while 34.87 percent strongly disagreed.

**6.5.2.1 Employee Satisfaction and Loyalty (ESL)**

**The relationship between job satisfaction and the loyalty of employees of the DOE in eThekwini region.**

Both managers and scholars have given the issue of employee JS a lot of consideration. It is concerned with how someone feels about their work (Jeong and Choi 2017: 10). According to Morton *et al.* (2020: 1026), people who exhibit a high level of JS have a greater likelihood to be productive, be more involved in their work, and be less inclined to leave their positions. JS is the outcome of a person's view and assessment of their work being influenced by their own needs, values, and expectations, which they value highly.

It is held by Atefi *et al.* (2016: 9) that JS is influenced by organisational factors like structure, size, income, working conditions, and leadership, which together make up the organisational environment. The results addressed the relationship between JS and the loyalty of DoE employees in the eThekweni region. In support, the study of Jeong and Choi (2017: 11) found JS can influence employee loyalty either negatively or positively. The following results indicate how employees felt about their jobs that influenced how they perform in their departments.

**ESL statement 1: My benefits enhance my loyalty to my organisation.**

**(ESL Factor)**

Based on the first statement, “My benefits enhance my loyalty to my organization,” participant responses show the majority respondents (40.3 percent) agreed their benefits enhance their loyalty to their organisation. In accordance with a qualitative research study conducted by Mickson *et al.* (2021: 176), employees receiving good benefits from their employers were found to be loyal and enhanced their performance.

**ESL statement 2: I am not interested in any aspect of our organisation.**

However, responses to the second statement, “I am not interested in any aspect of our organisation,” showed the majority respondents (40.8 percent) agreed they are not interested in any aspect of their organisation. Nevertheless, this was followed by those indicating unsure (41.18 percent). Regardless of employee satisfaction with benefits offered by their organisation, it showed many are not interested in other aspects of their organisation. However, according to McShane and Van Glinow (2018: 125), employees can enhance their performance in their workplace due to benefits such as compensation for outstanding performance, even though they may not participate in other activities of the organization such as sporting, farewells or team building.

**ESL statement 3: Management treatment of employees affect their loyalty.**

A third response, based on the statement, “Management treatments of employee affect their loyalty,” indicates the majority respondents (37.8 percent) strongly agreed, followed by 34.9 percent that agreed management treatments of employees affect their loyalty. Dalkrani and Dimitriadis (2018: 20) found employees positively influenced by their managers were loyal to their organisation, whereas those negatively affected by their managers were willing to leave the organisation or change their departments. According to Jeong and Choi (2017: 10), depriving employees of opportunities for

career development, promotions or other benefits offered in the organisation by managers, can cause the organization to lose talented employees.

**ESL statement 4: I am willing to stay in my organisation regardless of how I feel about my job.**

According to the fourth statement, “I am willing to stay in my organisation regardless how I feel about my job,” the majority respondents (31.5 percent) agreed, followed by those who strongly agreed (30.7 percent) they are willing to stay in their organisation, regardless of how they feel about their job. The results reveal employees are committed to their organisation, regardless of how they feel about their jobs. This supports the study findings of Dubey *et al.* (2018: 28) that factors such as salary and health and safety can enhance EL, notwithstanding the lack of opportunities for career development, promotions or supervision.

**ESL statement 5: I am willing to invest all my time and effort in my organisation.**

The above statement 4 is supported by statement 5, “I am willing to invest all my time and effort to my organisation.” The results indicated the majority respondents (39.1 percent) strongly agreed, followed by those who agreed (29 percent) they are willing to invest all their time and effort in their organisation. Investing time and willingness to stay in the organisation positively shows employee JS and loyalty to the organisation. When employees lack loyalty to the organisation, they become excessively absent from work and do all they can to move to other organisations where they would be satisfied with their jobs.

**ESL statement 6: I am willing to move to another organisation at any time.**

Responses to statement 6, “I am willing to move to another organisation at any time,” however, differ with both statements 4 and 5, as the majority respondents (52.1 percent) agreed, followed by 28.6 percent that strongly agreed they are willing to move to another organisation at any time. This indicated employees could leave at any time from the organization to look for better opportunities elsewhere.

From the above results, supported by the findings of Mickson *et al.* (2021: 177), the study objective, regarding the relationship between JS and the loyalty of employees of the DOE in eThekwini region, has been met. Of the six statements, the majority of employees, four of six were found to be loyal to their organization. This is supported

by Dubey *et al.* (2018: 28), who maintain motivational factors such as remuneration and working environment, which entail safety, are the elements that enhance EL.

#### **6.5.2.2 Job Performance (JOP)**

**How job satisfaction enhances employee performance in the DOE eThekweni region.**

##### **JOP statement 1: High performance is my priority within my department.**

The results showed most employees agreed (39.5 percent), followed by 35.3 percent that strongly agreed high performance is their priority within the department. The response indicated, as much as employees are not happy with their jobs, they ensure they prioritise high performance. This includes those who indicated they are well trained to do their work. Training, according to this study, is one element of career development and opportunities that is a motivational factor of JS, which influences EL and performance.

##### **JOP statement 2: I can clearly define quality goals in my work.**

Most respondents (41.6 percent) were unsure, followed by 41.2 percent that agreed they can clearly define quality goals in their work. The results indicated, notwithstanding employees in the DoE able to define quality goals in their work, the majority employees (41.6 percent) are unsure and cannot clearly define quality goals in their work.

##### **JOP statement 3: Supervisors inspire us to do well in our work.**

The majority respondents (38.7 percent) strongly agreed supervisors inspire them to do well in their work. The results indicated supervisors are supporting and encouraging employees to do better in their work. Such qualities promote JS and JP.

##### **JOP statement 4: I am well trained to do my work.**

The majority respondents (31.9 percent) agreed they are well trained to do their work. This response is followed by 30.67 percent that strongly agreed. The results indicate employees are fairly provided with career development opportunities to enhance their performance in the workplace. It shows one important antecedent of JS that directly influences their performance comprises training offered in the workplace as a means of career development opportunities.

**JOP statement 5: Our organisation compensates us for high performance.**

Based on responses to statement 5, the majority (39.5 percent) strongly agreed their organisation compensates them for high performance. This is followed by those who strongly agreed (30.6 percent) their organisation compensates them for high performance. The results revealed the department compensates employees for high performance.

**JOP statement 6: I always complete the duties specified in my job description.**

There has been positive feedback from respondents regarding statement 6. It showed the majority (53.4 percent) agreed they always complete their duties specified in their job description. This was followed by 28.99 percent that agreed.

## **6.6 Conclusion**

This chapter presented and discussed the results. The interpreted results for quantitative data analysis were achieved through SPSS 28.0. ANOVA test was employed in evaluating three or more variables. As for qualitative data analysis, the researcher had gone through a data set after creating transcripts for in-depth interviews; and created the patterns in meaning throughout the data to extract themes. This was done by coding themes created from transcripts. The results pertain to the objectives of the research study, with the findings of the research study discussed in detail. The next and last chapter focuses on a summary of the study, recommendations for future research and conclusion.

## **CHAPTER 7**

### **SUMMARY, RECOMMENDATIONS, FUTURE RESEARCH AND CONCLUSION**

#### **7.1 Introduction**

The results of the empirical study were reported and interpreted in the previous chapter. The Cronbach alpha coefficient was used to assess the internal consistency and reliability of the instrument. Correlation ANOVA tested for race, with exploratory factor analysis, normative analysis, descriptive statistics and thematic analysis also performed. The literature review provided various definitions and challenges pertaining to JS of employees within the government sector, specifically the Education Department in chapter 2 of the study.

The time and effort put into researching JS is essentially predicated on the notion that fulfilled employees, at all organisational levels, are crucial for an organisation's effectiveness and, consequently, it is a long-term success. Provision of quality service rendered by the DOE to clients (learners) does not solely rely on educators but includes office-based employees who ensure educators are satisfied with their jobs and their needs are met by the department. This is supported in chapter 3 of the study, emphasising several theories that support the concepts of employee JS, loyalty and performance. Chapter 3 of the study explained the application of Abraham Maslow's Hierarchy of Needs, while hygienic factors are explained by Frederick Herzberg (1968) and HMT by Maslow (1970). In chapter 4, the researcher discussed research methods, designs, and approaches, as well as the sampling frame, target population, and sample size, along with data collection, validity and reliability, in addition to data trustworthiness. The presentation of data in Chapter 5 was followed in Chapter 6 by the presentation and interpretation of results discussed.

The following objectives were addressed and achieved:

- The state of the working environment of the DOE in eThekweni region in relation to employee JS.
- The relationship between JS and the loyalty of DoE employees in the eThekweni region.
- How JS enhances employee performance in the DOE, eThekweni region.

- The antecedents of JS that determine loyalty and performance of employees within the DOE, eThekweni region.
- To investigate the EMF and IMF that influence JS in the eThekweni region DoE.
- To offer recommendations on how to improve the level of JS to retain high-quality employees in the DOE, eThekweni region.

The responses indicated, as much as employees are unhappy with their jobs, they ensure they prioritise high performance. Most employees indicated they are well trained to do their work. Training, according to this study, is one element of career development and opportunities that is a JS motivational factor, which influences EL and performance. Despite employees being satisfied with benefits offered by their organisation, it showed they are not interested in other aspects of their organisation. Since most employees in the department are not challenged by their work, it shows a high rate of employees in the department that experience burnout. In statement 5 on working conditions, 62.2 percent employees indicated they have no necessary resources in line with today's technology. This may hinder employee performance.

There is also a serious concern regarding employee satisfaction and loyalty in statement 6, "I am willing to move to another organisation at any time. The majority employees showed 52.1 percent agreed and indicated they are willing to move from the DOE. There is also an indication, although employees prioritise their performance, they are not completely satisfied or happy in their organisation, which is an indication the department may lose experienced and loyal employees. This can be the result of statement 3 on ESL, "management treatments of employees affect their loyalty". The majority employees (52.1 percent) strongly agreed management treatment affects their loyalty, followed by 34.9 percent that agreed. This indicated management is bias and does not treat employees equally. Comparing responses to statement 6 and 3, employees are likely to move from the DOE.

The sample focused on four of five out-of-service employees interviewed and seven members of management were interviewed of 10, used for the qualitative approach, whereas for the quantitative approach the sample was 238 respondents of 285. In the qualitative analysis the management indicated there are no tools in place to measure employee JS. They further explained that there are no measures in place to retain experienced, committed and highly skilled employees. Furthermore, there are no measures in place to ensure EL. The working conditions and hygiene (environmental

factor) are also not conducive to employees. These are factors that affect employee JS.

Hopefully, with a better understanding of the role office-based employees play towards the success of service delivery rendered by the KZN DOE, eThekweni region. The researcher hopes the recommendations will be beneficial to improve the level of JS, to attract and retain high-quality employees in the DOE, eThekweni region.

## **7.2 Recommendations of the study**

It is recommended supervisors and managers consider applying the following:

- The department must create a safe working environment for all employees, so that they feel safe while performing their duties. This is in accordance with the OHSA, Act 85 of 1993.
- Managers must ensure that all employees are equally enjoying the benefits provided by the department, such as bursaries and other benefits that would enhance their performance.
- As promised by the department and expected by employees, managers should follow-up regarding delayed EPMDS performance bonus incentives to continuously motivate employees who have been performing well.
- There is a need to introduce measures to ensure the department retains experienced, committed, loyal and highly skilled employees.
- Services such as EAP should be effectively implemented to ensure a perfect work-life-balance that ensures employees cope and are productive in their work.
- Managers must ensure they allocate the necessary resources in line with today's technology, to assist employees to execute their duties efficiently and improve JP.
- Managers should improve on accommodating all employees equally, as most employees do not feel accommodated.
- Managers of Umlazi and Pinetown district DOE should implement interdepartmental job rotation for career advancement, to eliminate redundancy and employee burnout.
- Managers should conduct a survey to identify suitable roles for employees in the essence of promoting JS, JP and to retain employees.
- The DOE, senior management is encouraged to advertise the vacant posts to reduce work-overload.

- It is advisable the DOE senior management attends to the location of Pinetown district, for a better working environment and improved service delivery.
- The study further suggests supervisors must ensure they provide positive feedback to employees.
- Prior learning and qualifications attained by employees should be recognised by the department.

### **7.3 Conclusion**

Future research is needed to integrate a broader spectrum of other challenges and examine their influence on JS from other government sectors throughout KZN. The purpose of this study was not to generalise the findings outside the sample, but rather to understand the phenomenon in its context. The study findings have several implications for future studies on loyalty, productivity, JP and work satisfaction.

A mixed methods approach was utilised in the study to produce more insightful findings. This study was limited to office-based employees and out-of-service employees. Regarding the qualitative data, managers and out-of-service employees were interviewed. This shows a need to conduct future study, where the researcher would include general workers as well as drivers. The study was strictly focused on the DOE eThekweni region, Umlazi and Pinetown district. There is a need to conduct further study in other government departments or the private sector.

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## APPENDIX A: PERMISSION TO CONDUCT RESEARCH



**KWAZULU-NATAL PROVINCE**

EDUCATION  
REPUBLIC OF SOUTH AFRICA

**OFFICE OF THE HEAD OF DEPARTMENT**

Ms LM Sibiya  
145 Wood Road

22 Golden Acres  
**MONTCLAIR**  
4004

Dear Ms Sibiya

### **PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS**

Your application to conduct research entitled: “**JOB SATISFACTION AMONGST EMPLOYEES OF THE DEPARTMENT OF EDUCATION, IN ETHEKWINI REGION**”, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools, and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 08 March 2022 to 02 March 2025.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

**UMLAZI DISTRICT**

**PINETOWN DISTRICT**

Mr GN Ngcobo  
Head of Department: Education  
Date: 15 March 2022

**GROWING KWAZULU-NATAL TOGETHER**

## APPENDIX B: LETTER OF INFORMATION



### LETTER OF INFORMATION

**Title of the Research Study:** Job satisfaction amongst employees in the Department of Education in eThekweni region, South Africa.

**Principal Investigator/s/researcher: Co-Investigator/s/supervisor/s:** Lindiwe Memory Sibiya **Supervisor:** Dr Omololu Fagbadebo

#### **Brief Introduction and Purpose of the Study:**

The study is to investigate the challenges that affect employees' job satisfaction in the Department of Education at the Umlazi and Pinetown Districts, KwaZulu-Natal Province. Today, the key role of efficient human resources in the organization, as well as other institutions, is obvious. Progress and development of society depend on the protection and better utilization of human resources and the academic elite. Job satisfaction of employees is one of the challenging concepts in organizations and is the basis for many policies and management strategies to increase productivity and efficiency. It is influenced by many factors including environmental and personal factors, income, nature and social status of the job, organization prestige, promotion, job security, lack of role ambiguity and physical job. The current factors will examine factors affecting office personnel in the Department of Education in Umlazi and Pinetown District within the eThekweni region. The researcher hopes that the recommendations will assist the districts in implementing strategies that will minimise negative impacts on employee job satisfaction.

Good day Sir/Madam,

I am Lindiwe Memory Sibiya, registered as a 1<sup>st</sup>-year student in Ph.D.: Management Sciences: Human Resources at the Durban University of Technology. I would wish to invite you to participate in my study, research as a systematic search or inquiry for generalised knowledge. My proposed topic is titled, "Job satisfaction amongst employees in the Department of Education in eThekweni region, South Africa. The Faculty Research Committee of the Durban University of Technology wants to see the initial letter of informed consent given by you. You are at liberty to discuss the study with your family and friends, and you are under no obligation to commit at this stage. A copy of the information will be provided to you to take home for easy reference.

The research aim of the study is to explore challenges of job satisfaction that affect the Department of Education in Umlazi and Pinetown District in eThekweni municipality. The research objectives will explore the working environment of the Department of Education in Umlazi and Pinetown District within the eThekweni region in relation to employees' job satisfaction. The researcher hopes to offer recommendations on how to increase the level of satisfaction and loyalty to employees with the aim of attracting high-quality employees in the DoE at the Umlazi and Pinetown District.

**Responsibilities of Participants:**

Once the respondents in the Department of Education, Umlazi and Pinetown districts have consented to partake in the survey, they will be requested to complete a self-administered questionnaire and give back the same to the researcher. The questionnaire should take approximately 15 minutes to complete. For the interview the researcher will ask the respondents verbal questions and the recording device will be used for the interview.

**Risks or Discomforts to the Participant:**

You will not be asked to perform any acts or make statements that might be expected to cause discomfort, compromise you, diminish your self-esteem, or cause you to experience embarrassment or regret. There are no foreseeable adverse reactions. Protection will be guaranteed as the purpose is not to incriminate you or affect your job.

**Explain to the participant the reasons he/she may be withdrawn from the Study:**

You are free to withdraw from the study should in case you are no longer willing to participate without any implications. Your withdrawal from the study can be done at any time you feel necessary.

**Benefits:**

The benefits of the research include the following:

- It is envisaged that the research results will be presented at a local or international conference, and the findings will be published in an accredited journal. Although, recommendations will be made for management regarding enhancing job satisfaction of their employees and for future research studies. Your participation may not directly benefit you.

**Remuneration:**

Kindly note that there is no payment provided for participation in the study. This means that your participation is voluntary.

**Costs of the Study:**

You are not required to pay any costs attached to this research study. Hence there will not be any financial transaction before, during and after this research study.

**Confidentiality:**

Your provided data (questionnaire) and interview recording will be kept in a safe where only the researcher can access. Although, due to analysis, data analyst will be provided with responses and all responses will not include your names or contacts. During interviews and filling of questionnaire, it is only you and the researcher who will see what you are writing or asking of interview questions. After collection of your data, both interviews' recordings and questionnaires will be stored for 5 years in a secured storage and after 5 years it will be burned.

**Results:**

The results will be available on the University's Repository website where the dissertation can be assessed.

**Research-related Injury:**

There is no anticipated injury to the participants as the participants will not perform any physical acts.

**Storage of all electronic and hard copies including tape recordings:**

Data collected including hard copies and tape recordings will be stored in safe University storage where only researcher can access for 5 years and therefore be burned.

**Persons to contact in the Event of Any Problems or Queries:**(Supervisor and details)  
Please contact the researcher (Tel no. 078 356 6411), my supervisor, Dr OM Fagbadebo, Tel no. 061 153\_3824, or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Director: Research and Postgraduate Support Dr L Linganiso on 031 373 2577 or [researchdirector@dut.ac.za](mailto:researchdirector@dut.ac.za).

## APPENDIX C: CONSENT



### CONSENT

**Full Title of the Study:** Job satisfaction amongst employees in the Department of Education, eThekweni region, South Africa..

**Names of Researcher/s:** Lindiwe Memory Sibiyi

**Statement of Agreement to Participate in the Research Study:**

- I hereby confirm that I have been informed by the researcher, Lindiwe Sibiyi (name of researcher), about the nature, conduct, benefits, and risks of this study - Research Ethics Clearance Number: \_\_\_\_\_.
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____	_____	_____	_____	
<b>Full Name of Participant Thumbprint</b>	<b>Date</b>	<b>Time</b>	<b>Signature</b>	<b>/ Right</b>
 Lindiwe Memory Sibiyi			 L.M. Ndaleni/Sibiyi	
 <b>Full Name of Researcher</b>	 <b>Date</b>		 <b>Signature</b>	

**Full Name of Witness (If applicable)**

**Date**

**Signature**

I, Lindiwe Sibiya  
(name of  
researcher)

**Full Name of Legal Guardian (If applicable) Date**

**Signature**

\_\_\_\_\_ herewith confirm

that the above participant has been fully informed about the nature, conduct and risks of the above study.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX D: LETTER OF PERMISSION

145 Wood Road  
22 Golden Acres  
Montclair  
Durban  
South Africa  
4004

21 July 2021

### **Attention: Dr E.V. Nzama Head of Department**

Department of Education- KwaZulu-Natal (Head Office)  
Private Bag x9237  
Pietermaritzburg  
3200

Dear Sir

### **Request for permission to conduct research.**

My name is Lindiwe Memory Sibiya. I am a student at Durban University of Technology (DUT) currently studying for a Ph.D. Degree in Human Resource Management. I am conducting research entitled "Job satisfaction amongst employees in the Department of Education in eThekweni region. To achieve the objectives of my study, I am kindly requesting your permission to administer questionnaires and an in-depth interview guide to selected employees of the Umlazi and Pinetown District.

The participation of your employees will be voluntary, and participants will not be coerced to be part of the research study. The completion of the questionnaire and interview guide will take approximately 20 to 30 minutes. The researcher will personally conduct both the survey and interviews within 30 working days. The questionnaire will be distributed to participants during lunch hours and no working hours will be affected. It is envisaged that the findings of the study will assist the Umlazi and Pinetown Districts in identifying aspects that affect employee job satisfaction. This will highlight more concerns and aspects that need to be addressed which will contribute to valuable information that will assist when taking future decision-making.

You can contact me at [lindiwesibiya72@gmail.com](mailto:lindiwesibiya72@gmail.com) or 0783566411. My supervisor is Dr Omololu Fagbadebo, email: [omololuf@dut.ac.za](mailto:omololuf@dut.ac.za) or (0611533824).

Your co-operation is greatly appreciated. Sincerely,

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Ms. L.M. Sibiya  
Ph.D. candidate

## APPENDIX E: QUESTIONNAIRE

### QUESTIONNAIRE FOR OFFICE-BASED EMPLOYEES: DOE, UMLAZI AND PINETOWN DISTRICT

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#### No 1: Biographic information

<b>GENDER</b>	Male	Female
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<b>RACE</b>	African	Whites	Coloured	Indian	Other
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<b>EDUCATIONAL LEVEL</b>	ABET	Matric	Diploma	Degree	Masters	PhD
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<b>WORK EXPERIENCE</b>	<3 yrs	4-9 yrs	10-15 yrs	16-20 yrs	21-25 yrs>	26-30	>30yrs
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#### NO 2: Employee Job Satisfaction, Loyalty and Job Performance

NB: The following questions are related to the objectives of the study.

1= Strongly disagree; 2=Disagree; 3= Unsure; 4=Agree; 5=Strongly agree

#### 2.1. INTRINSIC MOTIVATIONAL FACTORS

2.1.1. The organisation makes me feel like an important member of the workforce.	1	2	3	4	5
2.1.2. The organisation provides me with opportunities for added responsibility.	1	2	3	4	5
2.1.3. My current role challenges me.	1	2	3	4	5

2.1.4. My current supervisor allows me to display my best attributes as an employee	1	2	3	4	5
2.1.5. The organisation believes in a perfect work-life balance to help employees cope with their workload.	1	2	3	4	5
2.1.6. I am happy and satisfied with my organisation and my current role in the organization.	1	2	3	4	5
2.1.7. I am happy with my current role in the organisation.	1	2	3	4	5

## 2.2. EXTRINSIC MOTIVATIONAL FACTORS

### 2.2.1. Career development and opportunities

2.2.1.1. Promotions are unfairly offered in my department.	1	2	3	4	5
2.2.1.2. My role in the organisation has grown since I have been employed.	1	2	3	4	5
2.2.1.3. There are policies and procedures regarding career developments	1	2	3	4	5
2.2.1.4. Career opportunities are not offered to everyone.	1	2	3	4	5
2.2.1.5. The organisation provides me with opportunities to utilise my skills and to show leadership qualities.	1	2	3	4	5
2.2.1.6. The organisation provides everyone with study opportunities in order to enhance knowledge.	1	2	3	4	5

### 2.2.3. Remuneration

2.2.3.1. The organisation pays me adequately for my role.	1	2	3	4	5
2.2.3.2. I am sufficiently rewarded for exceptional performance.	1	2	3	4	5
2.2.3.3. Our salary increments are not enough.	1	2	3	4	5
2.2.3.4. The organisation has clear policies related to salaries, performance bonuses, salary increases and bonuses.	1	2	3	4	5
2.2.3.5. Compared to other organisations, I believe that we are paid less.	1	2	3	4	5

### 2.2.4. Supervision.

2.2.4.1. My supervisor is fair.	1	2	3	4	5
2.2.4.2. I normally have disagreements with my supervisor	1	2	3	4	5
2.2.4.3. My supervisor possesses leadership qualities.	1	2	3	4	5
2.2.4.4. My supervisor provides support on my personal growth.	1	2	3	4	5
2.2.4.5. My supervisor implements positive feedback with employees.	1	2	3	4	5

### 2.2.5. Working conditions.

2.2.5.1. My employer is concerned with the impact of our workplace on our life	1	2	3	4	5
2.2.5.2. My employer is vigilant in hygiene and compliant to safety standards.	1	2	3	4	5
2.2.5.3. I am working in a conducive environment.	1	2	3	4	5
2.2.5.4. My employer attends to all aspects that may be harmful to human environment.	1	2	3	4	5
2.2.5.5. I have all the necessary resources that are in line with today's technology to execute my duties.	1	2	3	4	5
2.2.5.6. I am satisfied with hygiene standard at my workplace.	1	2	3	4	5

### 2.2.3. EMPLOYEE SATISFACTION AND LOYALTY

2.2.3.1. My benefits enhance my loyalty to my organisation.	1	2	3	4	5
2.2.3.2. I am not interested on any aspect of our organisation.	1	2	3	4	5
2.2.3.3. Management treatments of employee affect their loyalty.	1	2	3	4	5
2.2.3.4. I am willing to stay in my organisation regardless how I feel about my job.	1	2	3	4	5
2.2.3.5. I am willing to invest all my time and effort to my organisation.	1	2	3	4	5
2.2.3.6. I am willing to move to another organisation at any time.	1	2	3	4	5

#### **2.2.4. JOB PERFORMANCE**

2.2.4.1. High performance is my priority within my department	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.2.4.2 I can clearly define quality goals in my work.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.2.4.3 Supervisors inspire us to do well in our work.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.2.4.4 I am well trained to do my work.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.2.4.5 Our organisation compensates us for high performance.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.2.4.6 I always complete the duties specified in my job description.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**End of questionnaire, thank you for participating.**

## **APPENDIX F: INTERVIEW SCHEDULE (Management)**

### **Interview Schedule for Management employees: Umlazi/Pinetown District:**

Are employees in your department satisfied with their job?

1. What are the factors affecting job satisfaction in your district?
2. How does your organisation measure employees' job satisfaction?
3. What measures do you have in place that enhance employee job satisfaction?
4. How does your organisation measure employee job performance?
5. What strategy do you use to motivate employees who are underperforming?
6. Do you have a career development system in place?
7. What measures do you have in place that support employee career development?
8. What measures does the department have that support inter-departmental job rotation for career advancement?
9. What measures does the department have in place that offer opportunities for employees to develop their skills and promote leadership qualities?
10. How do you ensure that employees have a perfect work-life balance that assists employees to cope with their workload?
11. What incentives does the department have in place that motivate employees to perform their duties more adequately?
12. What policies does the department have in place regarding compensation of salaries e.g., performance bonuses, service bonuses and salary increases?
13. What measures does the department have to ensure that the working conditions are within the hygiene compliance and safety standards?
14. How does your organisation ensure loyalty from employees?
15. What measures do you have in place as a district office to ensure that you retain experienced, committed, loyal and highly skilled employees?
16. What is the state of the working environment of the Dept of Education in Umlazi/Pinetown District in relation to job satisfaction?

**End of Interview Schedule. Thank you for participating.**

## APPENDIX G: ETHICS CLEARANCE



**Institutional Research Ethics Committee**  
Research and Postgraduate Support Directorate  
2<sup>nd</sup> Floor, Berwyn Court  
Gate 1, Steve Biko Campus  
Durban University of Technology

P O Box 1334, Durban, South Africa, 4001  
Email:

lavishad@dut.ac.za  
[http://www.dut.ac.za/research/institutional\\_research\\_ethics](http://www.dut.ac.za/research/institutional_research_ethics)  
Tel: 031 373 2375  
[www.dut.ac.za](http://www.dut.ac.za)

28 March 2022

Ms. L M Sibiya  
145 Wood Road  
22 Golden Acres  
Montclair  
4004

Dear Ms Sibiya

**Job satisfaction amongst employees in the Department of Education in eThekweni region**  
**Ethics Clearance Number: IREC 259/21**

The Institutional Research Ethics Committee acknowledges receipt of your notification regarding the piloting of your data collection tool.

Kindly ensure that participants used for the pilot study are not part of the main study.

In addition, the IREC acknowledges receipt of your gatekeeper permission letter.

Please note that **FULL APPROVAL** is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the IREC according to the IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the IREC as outlined in the IREC SOP's.

Yours Sincerely

Professor J K Adam  
Chairperson

**APPENDIX H: INTERVIEW SCHEDULE (Out of Service Employees)  
UMLAZI AND PINETOWN DISTRICT**

- 1. Do you regret to leave your previous employment?**
- 2. What would you like to see that would enhance employees' job satisfaction?**
- 3. Did you have enough opportunity to develop your career?**
- 4. How did you benefit from your previous organisation on career development programs?**
- 5. Did you see yourself as a loyal employee?**
- 6. What do you think is needed to improve employees' loyalty?**
- 7. What was the reason for you to resign before retirement age?**
- 8. Does your former employer compensate fairly in accordance with job specification?**
- 9. Do you think your former employer fairly offers opportunities to all employees?**
- 10. How would you advise regarding improving employees' job satisfaction and loyalty?**

**End of interview schedule.**

**Thank you for participating.**

## APPENDIX I: CERTIFICATE OF EDITING & AUTHENTICATION

**Helen Richter**

Advanced Editing, Proofreading  
[editassist2023@gmail.com](mailto:editassist2023@gmail.com)

072 9227221

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21 September 2023

To whom it may concern:

### CERTIFICATE OF EDITING & AUTHENTICATION

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I have proofread and language edited the PhD thesis titled:

**“JOB SATISFACTION AMONGST EMPLOYEES IN THE DEPARTMENT OF  
EDUCATION IN ETHEKWINI REGION”**

**by**

**LINDIWE-MEMORY NDALENI/SIBIYA**

The work is the author’s own work, to the best of my knowledge, and is free of spelling, grammar, and structural and stylistic errors.

With thanks.

H. S. Richter (Ms)

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## APPENDIX J: TURNITIN REPORT

### JOB SATISFACTION AMONGST EMPLOYEES IN THE DEPARTMENT OF EDUCATION IN ETHEKWINI REGION

#### ORIGINALITY REPORT

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Submitted to RDI Distance Learning

9-10-2023

# JOB SATISFACTION AMONGST EMPLOYEES IN THE DEPARTMENT OF EDUCATION IN ETHEKWINI REGION

*by* Lindiwe Sibiya

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