

The relationship between job satisfaction and intentions to quit in consulting engineering firms

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“Fear thou not; for I am with thee: be not dismayed; for I am thy God: I will strengthen thee; yes, I will help thee; yes, I will uphold thee with the right hand of my righteousness.” - Isaiah 41:10 (Webster's Bible online, 2002)

“Moenie bang wees nie, Ek is by jou, moenie bekommerd wees nie, Ek is jou God, Ek versterk jou, Ek help jou, Ek hou jou vas, met my eie hand red Ek jou.” - Jesaja 41:10 (Die Bybel in Praktyk, 2007)

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ABSTRACT

Title: The relationship between job satisfaction and intentions to quit in consulting engineering firms.

Keywords: Job satisfaction, intention to quit, retention management, consulting engineering firms.

The comprehension of how job satisfaction impacts on an employee's intention to quit is critical to an organisation. Consulting engineering firms who do not retain their skill sets will not survive.

Knowledge of the relationship between job satisfaction and intentions to quit will allow managers to manipulate the variables that increase job satisfaction, which in turn can minimise an organisation's employee turnover rate.

A theoretical analysis was done. As an empirical analysis, a targeted cross-sectional survey by means of a standardised questionnaire was sent to 3 000 (three thousand) engineers, technicians and technologists registered with the Engineering Council of South Africa (ECSA). Multiple regression analysis was done and Spearman Correlation Coefficients were used to indicate the relationships between variables.

Achievement was the factor that was most significantly related to job satisfaction and intention to quit.

The strong negative relationship between job satisfaction and intention to quit was confirmed, the effect of which would be that the more job satisfaction increases, the more intention to quit decreases.

Management techniques that consist of supervisory consideration, participative decision making, performance feedback and communication are therefore advocated.

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ABBREVIATIONS

| | |
|-------------|--|
| 1. BB-BEE | Broad Base Black Economic Empowerment |
| 2. CESA | Consulting Engineers South Africa |
| 3. ECSA | Engineering Council of South Africa |
| 4. EE | Employment Equity |
| 5. HR | Human Resources |
| 6. LMX | Leader Member Exchange |
| 7. MSQ | Minnesota Satisfaction Questionnaire |
| 8. PSYCONES | Psychological Contract Questionnaire |
| 9. SD | Skills Development |
| 10. SRCC | Spearman Rank Correlation Coefficient |
| 11. TPCQ | Tilburg Psychological Contract Questionnaire |

THE RELATIONSHIP BETWEEN JOB SATISFACTION AND INTENTIONS TO QUIT IN CONSULTING ENGINEERING FIRMS

CHAPTER 1

NATURE AND SCOPE OF THE STUDY

1.1 INTRODUCTION

The comprehension of job satisfaction as a work attitude and how it impacts on whether or not an employee chooses to stay loyal to his or her employer are critical to an organisation's performance.

Organisations and more specifically consulting engineering firms will either have to start running the competitive race or will find themselves outrun in the economical wilderness.

As competition intensifies in the face of globalisation, how employers attract, engage and retain employees is vital to organisational success.

This chapter provides the background to and the problem statement of this study. The research objectives and the significance of the study are presented as well. It furthermore consists of the scope, research methodology and limitations of the study. As a conclusion to this chapter, a division of the ensuing chapters are provided.

1.2 BACKGROUND TO THE STUDY

Due to the nature of service industries, employees responsible for its operational side regularly interact with the customers of the business and therefore have a bigger

chance of directly affecting the quality of the service delivered. The efficient performance of tasks and duties by employees in service industries are therefore of utmost importance. If the employee is not experiencing job satisfaction, the chances are that it will reflect on the quality of service the enterprise can deliver and subsequently translate into the measurable results of that organisation's performance. The principles of Organisational Behaviour in service industries, specifically with regards to how people conduct themselves in the workplace, can no longer be considered as soft issues of secondary importance. Consequently, there is a need to research and investigate elements of organisational behaviour and more specifically job satisfaction as a work attitude in order to determine the relationship between human-related issues.

Because of the dramatic change in information technology, business and operation environments, firms in the services industry face serious competition. Efficient operating performance is critical for the success of service industries. Consulting engineering firms as part of the service industry that do not retain their skill sets stand to lose huge amounts of money. They must be able to perform technically very complex services efficiently and cost effectively in order to be the least bit competitive. Engineering firms with high skilled employee turnover rates will therefore not be able to continuously deliver these services and will not survive.

The consulting engineering industry generates the majority of its income from infrastructure development initiated by government in its national, provincial or local spheres. Parastatals like Eskom, Transnet and Telkom also make up a large portion of the industry's client base. All of these organisations place enormous legislative and regulative requirements on the industry in terms of Broad Based Black Economic Empowerment (BB-BEE), Employment Equity (EE) and Skills Development (SD). Consulting engineering firms put a lot of time and effort in developing their profile in terms of these requirements, without which they are not eligible for the highly competitive and politically influenced tender processes. Individuals that possess the level of skills required to deliver the very best of technical capabilities and also

contributing to an organisation's (BB-BEE), (EE) and (SD) levels are therefore highly sought after.

Investing in and developing these individuals only to lose them to a competitor in the industry occurs all too frequently. If a consulting engineering firm constantly needs to rehire and rebuild relationships with highly skilled employees and have to get their customers to build meaningful relationships with these employees, it may negatively influence their profit margin, as well as their ability to gain and maintain a competitive advantage.

Having experienced the loss of highly skilled individuals and the subsequent direct and indirect costs that go with it, I developed an interest in how to enhance the skilled individual's job satisfaction in order to maintain his or her loyalty.

A knowledge base on how to maximise job satisfaction and enhance employee loyalty in the face of more lucrative offers from competitors, will give managers a competitive advantage.

The value of an investigation into the significance of the relationship between job satisfaction and intentions to quit is that such knowledge will allow managers to manipulate the variables that increase job satisfaction. This in turn can minimise an organisation's employee turnover rate and create a competitive advantage.

These theories will be examined in the literature study in attempt to explain the critical questions and the complexity of the inter-relationships identified by this research in consulting engineering firms.

1.3 PROBLEM STATEMENT

It is typical for organisations to lose skilled people to other organisations. As the personnel in consulting engineering firms are of a particular skill level, the most critical business strategy consulting engineering firms should adopt is the commitment to retain and motivate quality employees (Hecker, 1996:32).

Identifying the essential factors to retain a company's scarce intellectual capital and making sure that your organisation enhances these factors will affect the bottom line of an organisation positively (Naude, 2010:3).

From initial research, it appears that job satisfaction is directly related to both labour turnover and absence from work (Coetsee, 2002:49). Organisations who deprive their employees of enjoying their work and do not combine fun with productivity, pay the penalty in terms of job satisfaction, which in turn may augment employee's intentions to quit and lead to a high labour turnover rate (Coetsee, 2002:69). Moore (2002:145) found that lack of job satisfaction is among the factors that contribute to people's intention to quit their jobs. Job satisfaction is either directly (Netemeyer, *et al.*, 1990:153) or indirectly (Brown & Peterson, 1993:71) related to an employee's turnover intentions. Job satisfaction has also been found to be a better predictor of intent to leave, as compared to the availability of other employment opportunities (Shields & Ward, 2001:693).

The attainment, training and retention of essential skills and the ability of organisations to adapt and absorb change are some of the most essential characteristics of survival in the 20th century (Garrun, 2004:3).

As a very specialised industry, the engineering trade lacks specialists with high levels of skills and experience. It is therefore crucial to identify the critical factors that will retain skilled performers, and also to ensure that an organisation remains aligned with these factors in order to affect the bottom line positively and maintain the organisation's competitive edge. For this reason, this study will seek to investigate these critical factors that influence job satisfaction and employee's intentions to quit.

A theoretical and empirical analysis will be done to achieve this. It will also consist of an analysis of the factors that influence job satisfaction and intentions to quit in a services organisation and more specifically in consulting engineering firms.

According to Rothmann, job satisfaction is an affective reaction to a job, resulting from an employee's comparison of actual outcomes and required outcomes (Rothmann, 2001:41). He states that it is usually described in terms of relational (i.e. a person's relational component to desirable or undesirable outcomes) and dispositional dimensions (i.e. inherent attributes of the individual) (Rothmann, 2001:42).

Coetsee (2002:45) defines job satisfaction as a positive attitude that individuals have about their jobs. It results from how they perceive their jobs and related matters (for example, supervisory style, support, challenge, pay, benefits) and the degree to which there is a good fit between the individual and the organisation. He states that it furthermore results from performance when the rewards received as a consequence of good performance are perceived as reasonable or equitable.

From these definitions, it is inherently clear that the term 'job satisfaction' involves intrinsic components in that a person's characteristics determine how he or she experiences their job and extrinsic components on how this experience is influenced by the characteristics of the environment created by the employer.

For purposes of this study, the main focus will remain on the external or extrinsic factors that influence job satisfaction. As a result, the objective of this research is to measure factors that influence job satisfaction and how they relate to intentions to quit. However, during this research the influence of the intrinsic factors will not be ignored, as this will amount to an unnatural separation of two concepts that are in terms of the above definitions closely related. Balancing the conscription and retention of accomplished personnel, whilst remaining an aggressive competitor, is one of the most complex confrontations organisations in the modern business world must face.

Turnover intentions, or intentions to quit, are referred to as individuals' estimated probability that they will stay with an employing organisation (Cotton & Tuttle, 1986:56). Meanwhile, Tett and Meyer (1993:260) define turnover intentions as conscious willfulness to seek for other alternatives in another organisation.

According to Manz and Sims (1993:15), employees select themselves into environments that are congruent with their dispositions. When an environment is not congruent with an employee's disposition, the employee will become dissatisfied and leave the organisation. Bretz & Judge concur by stating that an employee will remain in an environment that he or she prefers (satisfaction), while the environment also finds the person acceptable (satisfactoriness) (Bretz & Judge, 1994:38).

The extrinsic factors that influence an employee's disposition, in other words the working environment that he or she prefers, giving birth to their estimated probability to stay or intentions to quit, will postulate the objectives of researching these intentions.

1.4 RESEARCH OBJECTIVES

1.4.1 Primary objective

The primary objective of this research is to measure extrinsic factors that influence job satisfaction and intentions to resign.

1.4.2 Secondary objectives

The specific objectives of this research are to:

- establish a theoretical foundation and indicate what is understood by the term, job satisfaction;
- determine the factors that influence job satisfaction;
- identify measures that can be taken to enhance job satisfaction in an organisation;
- investigate the factors that positively influence an employee's preferred working environment and negatively affect their intention to quit .

1.5 SCOPE OF THE STUDY

The main discipline under investigation will be Organisational Behaviour and its influence on the performance of an organisation with regard to its bottom line and competitive advantage.

The study will cover those interventions that can be put in place to redress shortcomings in the enhancement of job satisfaction, with the aim to ensure that highly skilled staff are employed for the longest possible time with the least amount of cost and effort.

1.6 RESEARCH METHODOLOGY

1.6.1 Research Approach

In terms of the quantitative research approach, the researcher's role is that of being an impartial, detached and unbiased observer whose involvement with the field of study is restricted to what is required to obtain data. The focal point of the investigation is explicit questions or a hypothesis that remains invariable throughout the study (De Vos, *et al.*, 2005:73).

The process of collecting data or information is applied in a standardised manner, for instance, all of whom that partake answer the same questionnaire. The researcher's own impressions or interpretations are avoided.

In terms of measurement, specific variables that can be quantified by means of rating scales are normally what are focused on. Differences between variables and their distribution are analysed by using statistical methods (De Vos, *et al.*, 2005:73).

Creswell (2003:11) states that a quantitative study can be defined as an inquiry into a social or human problem, based on testing a theory composed of variables, measured

with numbers and analysed with statistical procedures in order to determine whether or not the predictive generalisation holds true.

To meet the objectives of this study, a quantitative research method has therefore been selected.

1.6.2 Phases of the study: Analysis of the Literature and Empirical Study

This research, pertaining to the specific objectives, consists of two phases, namely a literature review and an empirical study.

1.6.2.1 Phase 1: Literature Review

The aim of a literary review is to contribute towards a clearer understanding of the characteristics and significance of the problem that has been identified (De Vos, *et al.*, 2005:123).

In order to conduct meaningful research in this study, a thorough analysis of the existing body of knowledge will be presented.

Current literature will be analysed to determine the relationship and / or influence of job satisfaction on intentions to quit.

The sources that will be consulted include:

- Scientific books
- Research articles in academic journals
- Computerised databases such as EBSCO HOST, J STOR, Emerald etc.

1.6.2.2 Phase 2: Empirical Study

1.6.2.2.1 Research Design

The purpose of considering a specific research design should be to make sure that the methods of measuring the variables of the study are appropriate.

In terms of Mouton's definition, a research design is a plan or blueprint of how you intend conducting the research. He explains that a research design focuses on the end product, articulates a research problem as a starting point and focuses on the logic of research (Mouton, 2001:55).

There is a difference between authors on what the meaning of the term *research design* is. Some define it as the overall plan for conducting the whole research study. Others use the term to refer to only the compact formulas, such as case studies, surveys and classic experiments (De Vos, *et al.*, 2005:133).

For purposes of this study the term *research design* refers to the groups of formulae from which researchers can select or develop a formula suitable to their particular research goals and objectives.

Descriptive methods are used to understand the way things are (Welman, *et al.*, 2005:23). The specific design that will be used for this study is a quantitative descriptive design.

A targeted cross-sectional survey by means of a standardised questionnaire will be employed to gather data, the reason being that the impact of specific factors that may or may not influence job satisfaction can be evaluated. Differences across the firms in the distinctive engineering disciplines will possibly be more effectively assessed by means of this design.

1.6.2.2.2 Participants

A sample is a small representation of a whole. It can be viewed as a subset of measurements drawn from a population that is the subject of research (De Vos, *et al.*, 2005:194). The most basic considerations with regards to sampling are size and representativeness. The size of the sample must be sufficient enough to allow estimates about the characteristics of the researched phenomenon with reasonable precision (De Vos, *et al.*, 2005:82).

Target sampling as a form of nonprobability sampling will be used to ensure that a resolute, systematic method is followed. This method would involve controlled lists of specified populations within geographical districts in order to recruit adequate numbers of respondents (De Vos, *et al.*, 2005:203).

The samples selected will be engineers, technicians and technologists registered with the Engineering Council of South Africa (ECSA) that approximately consist of 3 000 (three thousand) individuals which, in principle, could be considered as a large population sample.

1.6.2.2.3 Measuring Instruments and Ethical Considerations

The empirical study with regards to **job satisfaction** will be done by means of a standardised questionnaire constructed to measure job satisfaction in South African working environments. The Minnesota Satisfaction Questionnaire (MSQ) (Weiss, *et al.*, 1967), validated by Ian Rothmann for South African circumstances, will be used for this purpose. It will be given to highly skilled personnel in consulting engineering firms. Measures will be taken to make participation in the research as easy as possible.

In order to determine if this measurement procedure will measure the variables it claims to measure, the validity thereof will have to be addressed. Validity speaks to two aspects: firstly, that the measuring instrument actually measures the concepts in question and, secondly, that the concept is measured accurately (De Vos, *et al.*,

2005:160). The validity of this study will depend on if the measuring device will provide content validity in that it will present an adequate, or representative, sample of all content or elements that are researched (Welman, *et al.*, 2005:142).

Reliability of a measurement procedure pertains to its stability and consistency of measurement. The implication hereof is that if the same variable is measured under similar conditions, a reliable measurement procedure will reveal nearly indistinguishable results. The measurement instrument should consequently be able to yield consistent results each time it is applied, only fluctuating when there are variations in the variable being measured (Welman, *et al.*, 2005:146).

Buitendach and Rothmann (2009:6) state that the MSQ is a reliable instrument to assess the extrinsic and intrinsic job satisfaction of employees in South Africa and recommend that its two subscales of extrinsic and intrinsic job satisfaction be used to assess the levels of job satisfaction of employees.

This MSQ will ensure anonymity of the participants. As for the ethical considerations for this study, the questionnaire will make it very clear that:

- participation in response to the questionnaire is voluntary without any implied deprivation or penalty for refusal to participate;
- the utmost care will be taken to protect the participants' privacy and dignity;
- besides an indication as to which engineering discipline the respondent is working in, no indications need to be given with regard to the identity of the employee or the employer at all;
- questionnaires will be coded to enable the researcher to retrace them without endangering the respondents' anonymity;
- permission from ECSA will be obtained to conduct the study.

With regard to **intention to quit**, both the Psycones Questionnaire and the Tilburg Psychological Contract Questionnaire (TPCQ) will be used as measuring instruments. Intention to leave an organisation was identified and measured on a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree).

1.6.2.2.4 Statistical Analysis

Correlational research focuses on the importance of the relationship between two or more variables, rather than the cause-effect relationship between the variables (De Vos, *et al.*, 2005:107).

It is therefore not necessary to prove that there are causal relationships between the variables of job satisfaction and job satisfaction itself before predictions as to how it can be enhanced can be made (De Vos, *et al.*, 2005:108).

Collected data will be statistically analysed by means of statistical analysis software and presented in useful outputs to enable conclusions and recommendations to be made regarding the influence of job satisfaction.

Spearman Correlation Coefficients will be used to indicate the relationships between variables.

1.7 LIMITATIONS / ANTICIPATED PROBLEMS

This study is limited to engineers, technicians and technologists registered with ECSA and cannot be compared to employees not working in the engineering field or engineers and others working in consulting engineering firms overseas.

The objective of the study is only to determine if there is correlating relationships between the variables and to find out what the strength of these relationships is. There is no intention to prove causal relationships between the variables.

1.8 CHAPTER DIVISION

The chapters in this mini-dissertation are presented as follows:

Chapter 1: Nature and Scope of the Study Introduction and Problem Statement

Chapter 2: Literature Review

Chapter 3: Empirical Investigation

Chapter 4: Recommendations and Management Implications

1.9 CHAPTER SUMMARY

This chapter provided an overview as well as an introduction to the study. The problem statement, research objectives, the scope of the study, research methodology, limitations and the chapter layout were covered.

Chapter 2 will focus on the literature relevant to the study.

Every morning in Africa a gazelle wakes up. It knows it must run faster than the fastest lion or it will be killed.

Every morning in Africa a lion wakes up. It knows it must outrun the slowest gazelle or it will starve to death.

In Africa it doesn't matter whether you are a lion or a gazelle.

When the sun comes up you better start running.

- African proverb

CHAPTER 2 LITERATURE REVIEW

2.1 INTRODUCTION

A pure theoretical investigation of the characteristics of job satisfaction and intention to quit and the factors that influence these two variables will not do justice to the dynamics of their context in professional engineering environments. As it is necessary to understand and build a strategic framework around the processes involved in a professional services organisation in this chapter reference will be made to its nature and attributes.

It will be followed by a discussion of the professional employee and the role Human Resource practices plays in managing them.

Attention will also be given to the significance of managing retention by looking at the challenges of retaining the Emergent Worker and the Human Resources practices suitable for this purpose. The consequences of employee turnover will be discussed.

Finally, the definitions of job satisfaction and intention to quit as concepts will serve as a precursor to the empirical investigation in Chapter 3.

2.2 PROFESSIONAL SERVICES ORGANISATION

Consulting Engineers South Africa (CESA, 2011:1) regards a consulting engineering company as a service oriented company. Most professional services, as with consulting engineering services, have a concentrated element of in-person contact with clients. The effect thereof is that the characterisation of quality and service takes on a unique connotation and has to be controlled cautiously. Exceptionally individual skills are therefore needed of top performers (Maister, 1993:1).

The characteristics of make to order and client connection require that the consulting engineering firms draw (and hang on to) highly skilled individuals. As professional service firms, engineering consultants are the definitive personification of the proverbial expression "our assets are our people". Professional services firms rather sell the services of specific individuals (or teams of individuals) to its clients, more so than the services of the firm.

Professional services firms must therefore participate vigorously in two markets concurrently: the "output" market for its services, and the "input" market for its productive resources. The varying requirements and restrictions inflicted by these two markets construct a unique challenge of controlling the professional service firm (Maister, 1993:3).

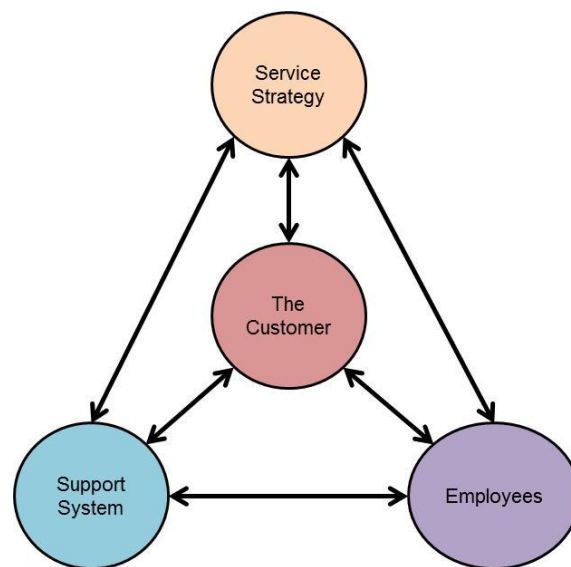


Figure 2.1 – Service Triangle - (Source: Adapted from Jacobs, 2009:256).

Jacobs (2009:257) operationally classifies the service offering as follows:

- a) Customer contact: Where the customers are involved, the physical service offering process.
- b) Creation of the service offering: work process involved in providing the service.
- c) Extent of contact: Percentage of time the customer is part of the system.

Running a professional services firm therefore necessitates a precise balancing act between the difficulties of the client marketplace, the realities of the people marketplace (the market for staff), and the firm's money-making aspirations (Maister, 1993:3).

2.3 PROFESSIONAL EMPLOYEE

Engagement and commitment to the impending undertakings in a professional services firm are both determinants of its productivity and quality. Professionals in these firms are in need of recurrent challenges and individual development to preserve their fascination and interest, and become irritated and disinterested in the absence of challenges and personal growth. They are "scoreboard-oriented" and fervent for perceptible, well-defined measures of success that encourages them (Maister, 1993:169).

In most professional services organisations the conditions for becoming part of top management are either lengthening or are changing. A consequence thereof is the level of uncertainty felt in the middle and upper ranks. In circumstances like these it is unavoidable that non-top management employees will start to have reservations about their prospects within the firm, and contemplate whether or not they should consider other alternatives (Maister, 1993:173).

If the environment is genuinely uncertain, in all probability the most marketable top young professionals will hunt for more favourable working conditions, leaving the lower-quality individuals behind (Maister, 1993:173).

The capability to appeal to cultivate (train), preserve, and position staff will be the sole prevalent determinant of a professional service firm's competitive success. Human resource issues, such as recruiting, training, and development that have been dealt with as issues related to organisational factors, will nowadays form an indispensable component of a professional services firm competitive strategy (Maister, 1993:189).

The procedure of choosing who works on what engagements and what part of the work they do (the work assignment function) should therefore be the focal point of

considerable management attention. This side of organisational governance is fairly neglected in the majority of professional services firms, and is regarded as a purely administrative function. However, to be competitive in the current services business environment, every resource must be utilised to its utmost level of efficiency and effectively making scheduling an indispensable strategic topic (Maister, 1993:195).

2.4 THE ROLE OF HR

According to Hancer and George (2003:4), HR procedures in the majority of services organisations consist of inflexible operational procedures, over simplified job descriptions and established standards. The manager is typically in control and the employees are "being controlled" (Hancer & George, 2003:4).

Consulting engineering firms characteristically depend on a restricted collection of prospective employees and are susceptible to corporations that are looking for quality employees. Organisations that can exert the attention of and hold on to quality staff will be in excellent competitive positions for prospective work. How employees exert themselves, how they reason and how they feel will determine the course and success of a business Hecker (1996:33).

According to Hecker (1996:34), organisations should pay more and more consideration to employees' psyches, bodies, relationships and families. This might include implementing wellness programs and employee-assistance programs.

Employees yearn for consideration and progressive attitudes. They thrive in a corporate mindset that acknowledges and values the human aspect of its business as to the same extent as the financial side Hecker (1996:34).

It is therefore essential that organisations like consulting engineering firms that base the quality of their services on the skills of their key employees, and for all intended purpose sell these skills, should adopt and develop the capability to appeal cultivate and preserve the individuals practising it. The focus of the rest of the chapter will therefore

be to examine the factors that will help organisations to achieve this goal and their relation to job satisfaction and intention to quit.

2.5 THE SIGNIFICANCE OF MANAGING RETENTION

2.5.1 The importance of balance

As a significant part of the body of behavioural science, research confirms that the abilities of employees to deliver unique services to clients should be viewed as the intangible assets of service organisations and that these assets are the source of a strategic advantage, a supportive work environment in which these assets can be nurtured needs to be created (Pfeffer, 2005:96).

It is expected of managers to afford employees with fair convictions, offer acceptable working conditions, plainly converse what is considered as a reasonable day's work, and present feedback on how well the employee is doing. In return, employees are supposed to visibly demonstrate a good mind-set, adhere to instructions and be faithful towards the organisation.

The most intricate challenges to organisations in the modern world are therefore to balance the attainment and preservation of skilled staff, while remaining competitive.

Garrun (2004:3) states that huge amounts of vacant positions still exist in the professional, semi-professional and technical job categories in spite of the high unemployment rate. He stresses that, together with the job scarcity, there is a real lack of skills and talent and that the competition for talent is fierce. He therefore emphasises that it is all about talent management; it is about getting the 'bright things' aboard and getting the best out of them (Garrun, 2004:3).

Gifted employees are well aware of what they can command in the market. They will be searching for employers that are able to afford these tariffs as well as present them with the benefits they require (Woodruffe, 2006:3).

Customary managerial control methods are therefore no longer sufficient to deal with the shifting environmental demands. Alternative management styles need to materialise to set free the higher quality service levels necessary in the cut-throat economical dispensation of the modern era and maintain them by means of efficient skill retention (Durnford, 1997:75).

By its constantly alternating nature, the business world is commanding organisations to be dynamic and adjust their management and operational techniques constantly (Hancer & George, 2003:6) to accommodate the modern worker. These employees demand meaningful work and where this need is denied, they will seek alternative employment, leaving unwholesome organisations in their wake (Hancer & George, 2003:7).

The consequences for what can be regarded as unwholesome organisations are: lower job satisfaction, less involvement and commitment to work, turnover intentions, withdrawal cognitions, psychological health issues and decreases in productivity levels, and ultimately loss of competitive advantage (Lease, 1998:156).

As a way of venting their aggravation with unyielding working circumstances, employees might be withholding energy and commitment. It is therefore interesting to note that the emotional (affective) reaction resulting from a comparison between preferred, anticipated (or believed to be deserved outcomes) and actual ones have been correlated to job satisfaction (Carson & Carson, 1999:2).

The flip side of this is that employees will believe that they enjoy some influence over the larger organisational results when they experience a sense of control over their own jobs and the outputs thereof (Spreitzer, 1996:484).

The reality that intention to quit determines employee turnover can therefore not be ignored because of its effect on what is described as the lack of employment stability.

As decreasing an employee's intentions to quit may reduce the possibility of eventual turnover (Bateman, 2009:5), turnover becoming disproportionate can therefore be avoided. Key employees quitting their jobs will become an upsetting aspect for the remaining employees and will consequently hinder the organisation's efficiency.

According to Probst (2003:453), it can be hypothesised that where certain organisational changes have occurred, perceptions of insecurity may arise.

The costs involved in bringing on and educating new employees and its effect on an organisation's productivity pales in comparison to the cost of a destabilised working environment in an organisation whose most important assets scatter into the labour market, crippling its ability to maintain a competitive advantage.

Consequently, organisations must be very aware of the needs of the phenomenon that is referred to as the "emergent worker".

2.5.2 The Emergent Worker

There are four distinct generations of workers in the modern era which include: matures/veterans, baby boomers, generation x, and generation y. Each generation has diverse characteristics relating to who they are and the collective alterations that shaped them. However, recently researchers acknowledged a group of workers that spans all generational limits, called the emergent worker. Because of their work circumstances and experiences, emergent employees differ from conventional workers (Patterson, 2001:382). Emergent employees are not comfortable with the principle of lifelong employment with one organisation. Controlling their own careers, not shying away from job hopping and looking for employers who will offer them proficient development and

growth opportunities, work/life balance, a way to be creative, and opportunities for high responsibility is what they look for (Patterson, 2001:384).

As emergent workers are not bound by age, gender, industry, region or culture, they are a class of employees increasingly recognised as a significant element of the current and future workforce (Patterson, 2001:384).

Emergent employees in better economic conditions will be ready to leave their current positions if they are undervalued (Patterson, 2001:383).

In organisations like consulting engineering firms where employer-employee relationships are extremely important to their success, frequent turnover of highly valued employees is extremely detrimental.

When researching organisational management issues, it is essential to give contemplation to the influence of the emergent employee. They are believed to constitute the majority of workers, as more conventional workers make the swing in mindset to an emergent worker mindset. As highly skilled, sought-after workers, emergent employees are not any less loyal than traditional workers, but because they are the most difficult to retain, employers need to make exceptional attempts to hang on to these individuals by offering them extraordinary opportunities for growth and forging strong bonds with them (Patterson, 2001:385).

Services organisations such as consulting engineering firms simply cannot afford to invest in the recruitment and engagement of their employees' aptitude and abilities, only to see them walk out the door due to such organisations not being able to accommodate the emerging employee's specific job requirements.

So how does a service organisation retain its employees? One of the tools in its arsenal is the HR Practices they employ.

2.5.3 Human Resources (HR) Practices

As the intensity of job satisfaction can predict an employee's level of intention to quit, the level of job satisfaction of new employees, as well as their elevation of commitment to the organisation, should be subjected to the influence of human resource practices that eliminate the development of intentions to quit. These should include recruitment and hiring, compensation and benefits, training and development, supervision and evaluation. In spite hereof, countless companies and their high level managers do not have structures in place to successfully retain their employees (Martin, 2011:15).

When the retention of the best and brightest employees of an organisation is within their control, yet these employees are leaving the organisation for another, largely because of the lack of proper HR structures, employee turnover becomes a cause for concern (Martin, 2011:15).

Collins (2001:41) describes the organisation as a bus and employees as the passengers. If the right people are on the bus and in the right seats while the wrong people are off the bus, then organisations will figure out how to get to someplace great.

The initial actions of getting employees embarked on this bus and making sure that they are happy and productive is the responsibility of human resource departments and as such they must command significant influence in the correct manner (Collins, 2001:41).

As the mobility of those with required skills and talent seem to be high in South Africa, lack of expertise is a real threat to company growth. Other firms can potentially benefit by obtaining trained employees, the costs of which were for the account of the former employer (Jackson & Schuler, 2003:257).

It is therefore clear that the consequences of the absence of proper HR practices are in the in majority of instances employee turnover. This is particularly true in the consulting

engineering environment where high level employees leave if they are not linked to the organisations by proper HR practices.

As a result, reference must be made to the consequences of employee turnover.

2.5.4 Consequences of Employee Turnover

The consequences of employee turnover to organisations can be separated into two groups; external and internal.

External consequences refer to the customer base of the organisation. The existing employee's customer base may follow him or her because of the type of service that he or she rendered to the clients. The subsequent reduction in quality and quantity of services to clientele and loss of business to competitors will harm the organisation financially (Batt, 2000).

The internal consequences refer to the productivity of the organisation and the morale of fellow employees. For example, the costs of recruiting, selecting and training new employees to try and get them up to the same productivity level as the existing employees will burden the organisation (Batt, 2000).

Characteristically, employees' prospects to develop personal relationships with customers are bigger when the service or product delivered is complex or personalised, or when the amount of value added to the customer is significant. In terms of this logic, quitting rates should be more damaging to organisations that target superior value demanding customers (Gerard, 1990:468). The new employees often do not measure up to individuals that have left the organisation, increasing the probability and potential for production loss. Reduced employee morale and the subsequent increased turnover by remaining employees, as well as potential loss of future leadership, has a significant impact on the indirect costs of service organisations (Gerard, 1990:468).

An increase in dysfunctional social networks, lower group cohesion and poorer communication can also be regarded as consequences of low retention levels (Gentry, *et al.*, 2007:1006).

Therefore, classifying the variables that are associated with employee's intention to leave or to remain with an organisation is essential, as an employee's intention to quit has a considerable direct and indirect impact on the organisation's bottom line (DeConinck & Johnson, 2009:334).

2.6 CONCLUSION: MANAGING RETENTION

Intention to quit from the employer's point of view is a more significant variable than the actual act of turnover. By better understanding the precursors of intention to quit, the employers of professional services organisations could in all probability introduce changes to impinge on this intention (Jacobs & Roodt, 2008). The employer can, however, do little more than accept the expense of rehiring and training another employee once an employee has left (Jacobs & Roodt, 2008:65).

According to Petkoon and Roodt (2004:46), South Africa's achievements in the global economy depend on its companies and industries adapting their cultures to fit the global challenges, amongst which the retention of professional people should rank as the most important corporate cultural change.

As the backbone of business success, Emergent Workers need to be motivated and retained at all costs to aid South African service organisations to provide services of globally accepted standards to society (Firth, *et al.*, 2004:171).

According to Birt *et al.* (2004:26), employees are often regarded as knowledge workers or the aptitude and capabilities of an organisation. Failing to retain this knowledge has the consequence of losing intellectual capital and indispensable resources of the organisation.

Having seen from the research the significance of employee retention and what the consequences are of not managing it, this study will move its focus from the “why” to the “how” by looking at the concepts that engineering organisations require an understanding of in order to retain their employees. Research on the role of job satisfaction (2.7) and intention to quit (2.8) identified in Chapter 1, as significantly related to employee retention, will therefore be presented.

2.7 JOB SATISFACTION

2.7.1 Definition of Job Satisfaction

The definition of Job Satisfaction has developed over a number of years. A chronological discussion of the research in this regard is not an attempt to scientifically illustrate how it progressed through history, but rather a glance at its course and progression.

Job satisfaction was defined by Mortimer and Lorence (1989) as a positive emotional state resulting from the appraisal of one's job or job experience. They stated that satisfaction was a consequence of the realisation of incentives and rewards - rewards that are consistent with expectations and fulfill one's needs (Mortimer & Lorence, 1989). Bretz and Judge (1994:36) define job satisfaction as the individual worker's subjective evaluation of the degree to which his or her requirements are met by the environment. According to their view, a fit between individual and organisational characteristics should induce job satisfaction.

Bhuiyan and Menguc (2002:8) define it as an attitude that individuals have about their jobs. They describe it as the extent to which one feels positively or negatively about the intrinsic and/ or extrinsic aspects of one's job.

Spector (1997:2) states that job satisfaction can be “considered as a global feeling about one's job or as a related constellation of attitudes about various aspects or facets

of the job". He also defines it in terms of an emotional state of predilection or aversion to a job (Spector, 1997:3). According to him, job satisfaction is an emotional reaction to work and the different facets of work nature. This reaction can be positive or negative as it stems from the similarity between personal and work values.

Lease (1998:155) defines job satisfaction as the consequence of an employee's assessment of the extent to which the work setting meets the terms of an employee's needs. This definition recognises both a universal satisfaction with the job, as well as individual aspects of the job.

Job satisfaction is an emotional reaction to a job, resulting from an employee's evaluation of actual results and required results (Rothmann, 2001:41). It is usually explained in terms of relational (i.e. a person's relational component to a desirable or undesirable outcome) and dispositional dimensions (i.e. inherent attributes of the individual) (Rothmann, 2001:41).

An individual will experience job satisfaction if his or her individual capacities, experience and values can be utilised in the environment which will, in turn, offer the employee opportunities and rewards (Rothmann, 2001:42).

Chatzoglou *et al.* (2011) state that job satisfaction can be divided into intrinsic and extrinsic satisfaction. They averred that intrinsic satisfaction is related to the content of one's job, such as autonomy, degree of responsibility, variety of skills, supervision etc., as intrinsic sources of satisfaction comprise the qualitative attributes of a job. According to them, extrinsic satisfaction is associated with one's work environment (working conditions), such as working hours, safety, promotion opportunities, tangible rewards and other bonuses.

Hamermesh (2001:1) describes job satisfaction as the worker's mental mapping of all the objective and subjective characteristics of the job into an index of satisfaction.

Apollis (2010:26) points out that job satisfaction includes an individual's perceptions and evaluations of a job, and these perceptions are in turn influenced by the individual's circumstances, including his or her needs, values and expectations. Individuals therefore evaluate their jobs on the basis of factors which they regard as being important to them.

Apollis concurs with Lease (1998:155) and Rothmann, (2001:41) in that satisfaction is described as a subjective emotional evaluation made consciously or unconsciously by the employee and is therefore defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences.

2.7.2 Aspects of job satisfaction

From these definitions, the following aspects can be identified that can possibly play a role in an engineering services-orientated environment. Managers in these environments, to a lesser or greater extent, need to take cognisance of:

Table 2.1: Aspects of definition of job satisfaction possibly identifiable in engineering environments

| ASPECTS | SOURCE |
|--|------------------------------|
| A realisation of incentives and rewards - rewards that are consistent with expectations and that fulfill one's needs | Mortimer and Lorence (1989). |
| Subjective evaluation of how individual needs are met | Bretz and Judge (1994:36) |
| Attitude (positive or negative) towards intrinsic and extrinsic aspects of a job | Bhuian and Menguc (2002:8) |
| Emotional reaction (positive or negative) to the similarities of personal and work values | Spector (1997:3). |

| ASPECTS | SOURCE |
|---|---------------------------------|
| Emotional reaction based on evaluation of actual and required results and the inherent attributes of the individual | Rothmann (2001:41) |
| Content of the job (intrinsic satisfaction) and work environment (extrinsic satisfaction) | Chatzoglou <i>et al.</i> (2011) |
| Mental mapping of the objective and subjective characteristics of the job into an index of satisfaction | Hamermesh (2001:1) |
| Perceptions and evaluations of job influenced by individuals circumstances | Apollis (2010:26) |

The contents of Table 2.1 above does not attempt to replicate a complete picture of all the aspects involved in what constitutes job satisfaction according to the literature. However, it can guide managers and supposedly managers in the engineering environment towards what are within their managerial realm and how they can subject these aspects to their influence in order to retain their employees.

The aspects that managers can have an effect on can be listed as follows:

- Incentives and rewards consistent with expectations;
- Emotional reaction based on evaluation of actual & required results;
- Subjective evaluation of how needs are being fulfilled in terms of personal circumstances;
- Emotional reaction to similarities between personal & work values;
- Attitude (positive or negative) towards intrinsic & extrinsic aspects of a job.

According to Perry and Mankin (2007:169), employee satisfaction is greatly influenced by an employee's view of both management and the organisation. People opt to place themselves in work settings matching their characters. In instances where their environment seemingly is not suitable, they will become discontented and leave. Only if an employee's individual capacities, experience and values can be utilised in their

working environment, which in return can offer them opportunities and rewards, will they experience job satisfaction (Rothmann, 2001:43).

It would therefore be necessary to now give attention to the influences on job satisfaction. However, reflection of these influences will be reserved for Chapter 4 of this study, subsequent to the empirical investigation in Chapter 3 to avoid a possible bias presentation of these influences.

Instead, allusions to the more prominent definitions of quitting intentions as the second concept of this study will now be presented. This will be followed by references to the relationship between these two concepts of employee retention pertinent to the management thereof. Lastly, reference will be made to the significance of intention to quit and the consequences of not managing employee retention.

2.8 INTENTIONS TO QUIT

2.8.1 Definitions of Intention to Quit

According to Cho *et al.* (2009:376), intention to leave is referred to as a worker's intention to leave his present organisation. As it is regarded as the final progression in the withdrawal cognition process, intention to leave is a cognisant and purposeful desire to leave an organisation within the near future. This cognition process consists of three elements, namely; thoughts of quitting, the intention to search for another job and the intention to quit (Cho *et al.*, 2009:377).

Intention to quit is defined by Boshoff *et al.* (2002:15) as the strength of an individual's view that they do not want to stay with their employer. It can be applied as an indication of the likelihood that an employee will leave their organisation in the near future. Similar to Cho *et al.*, the authors suggest that the intention to quit starts with the assessment by individuals of their current situation, from which they progress through further phases

until they arrive at the intention to quit, the ultimate result of which can be a decision to leave the organisation.

This process is graphically depicted by Greenberg and Baron (1997:34).

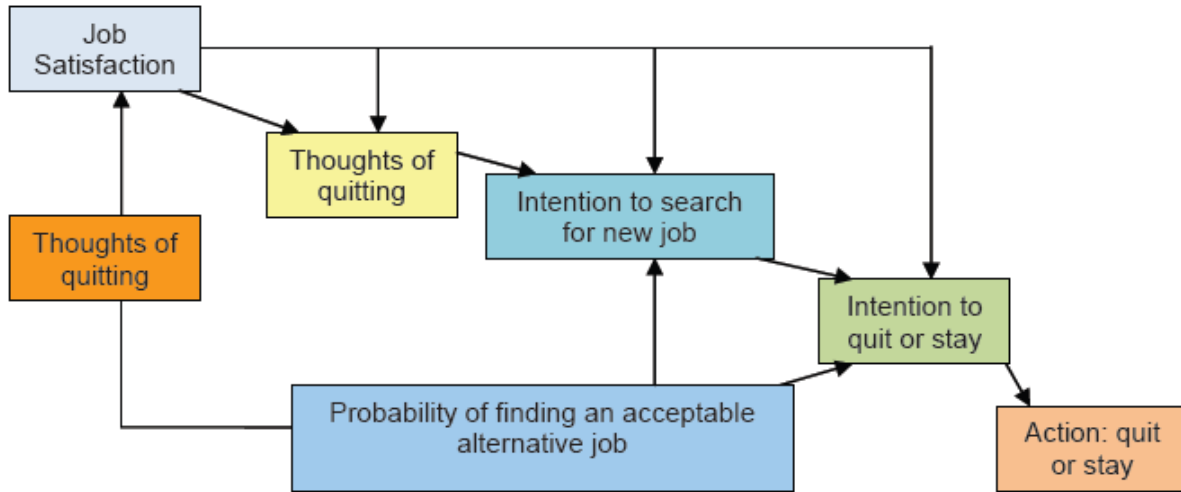


Fig 2.2: Voluntary Turnover: A Model. Extracted from Greenberg & Baron, 1997

According to Alexander *et al.* (1998: 417) intent to leave refers to individual perception rather than behaviour and is seen as a contemplative stage linking the attitudinal component of job satisfaction with the behavioural component of turnover.

The authors aver that employees during their periods of service may survey the employment environment with the intention to uncover all the attractive employment opportunities. In this framework, people compare the utility they receive from their current employment to the utility they expect to experience in another job. Quit, as an outcome of this search activity, occurs when the present value of the expected utility stream from an alternative job is higher than that in the current employment, after allowing for any mobility costs.

Elangovan (2001:162) describes intention to quit as an attitudinal orientation or a cognitive manifestation of the behavioral decision to quit. People who intend to quit are psychologically detached, less motivated and unwilling to contribute effectively to the organisation, as they are not engaged (Eisenberger, *et al.*, 2001:45).

2.8.2 Relationship between intentions to quit and job satisfaction

Pienaar *et al.* (2007:65) found a negative association between job satisfaction and turnover intention, and that these two variables are strongly negatively correlated.

Hellmans' (1997:679) study shows that every unit of decrease in job satisfaction reflected more or less a one-half standard deviation increase in intent to leave.

Aiken *et al.* (2002:1988), Shields and Ward (2001:681) and Tzeng (2002:868) all present relationships between job satisfaction and intent to leave employment.

More recently Holtom *et al.* (2008:232) stated that job satisfaction has been associated with an employee's consideration of quitting, and intention to quit has been established as the best forecaster of actual turnover. The strong, negative relationship between job satisfaction and intent to quit is confirmation of the fact that the more satisfied employees are with their jobs, the lower are their intentions to quit.

Purani and Sahadev (2008:477) found that employees working for long periods in their organisation had an elevated intensity of job satisfaction and were not prone to quit.

Consequently, as intention to quit is mainly affected by job dissatisfaction, managers and supervisors ought to scrutinise both the extrinsic and intrinsic causes of job satisfaction accessible to employees (Firth, *et al.*, 2004:174).

2.8.3 The Significance of Intention to Quit for managers

Because of the significance of intentions to quit leading to actual turnover with consequences that, amongst others, include the direct costs of recruiting new employees and the indirect costs due to the impact on the quality of services provided, managers should eliminate its causes. In order to be able to do this, they need to have a clear understanding of the definition of what is meant by the concept of "Intentions to Quit (or leave)".

Comprehending the fundamental cognitive process that forms the basis of the intention to quit and having the ability to identify the inconsistencies related to it present prospects for managers to focus their actions to purposefully thwart such intentions from appearing and converging in a turnover decision (Pienaar, *et al.*, 2007:63).

According to Hsu *et al.* (2003:362), the causal relationship between intention to quit and actual turnover is well recognised in the management literature and the underlying principle is that behavior intent is a practical proxy of actual behaviour. Reducing disconnection can therefore be achieved by lessening an employee's intent to leave (Hsu, *et al.*, 2003:362).

Even though the reasons for quitting intentions are often unknown (Firth, *et al.*, 2004:173), intentions are the most immediate determinants of actual behaviour, as they are truthful measures of consequent behaviour (McCarthy, *et al.*, 2007:251). Therefore, turnover behaviours may possibly be more accurately foreseen and measures to avert turnover might be taken by recognising the determinants of employees' intention to leave in advance (Van Schalkwyk, *et al.*, 2010:2).

As far back as 1977, Mobley theorised that job dissatisfaction leads to an employee contemplating quitting, which in turn may advance his or her intention to explore other options and eventually to an intention to quit and, ultimately, to turnover (Mobley, 1977:238).

In 1981 Price and Mueller suggested that as job satisfaction proliferated, employee's intent to stay with an organisation vastly strengthened (Price & Mueller, 1981: 543).

Later on, Mueller *et al.* stated that once employees are satisfied with their jobs, the relationship with the organisation will be consolidated with the consequences of increased collaboration and a diminished probability of quitting (Mueller, *et al.*, 1994:181).

If employees in the functional areas of a consulting engineering organisation display fortitude and grit, and if their belief is strengthened that they have a significant impact on and add value to the organisation, the probability that they will remain with an organisation increases. In all probability, they would rather direct that fortitude toward their achievements in an organisation than to squander a prospect of progressing regularly up the ladder of success by quitting the organisation prematurely.

Various factors exist which will determine if the employee will actually convert his or her quitting intentions to turnover behaviour (SamGnanakkan, 2010:43). They consist of characteristics or traits, as well as occupational factors such as job satisfaction and organisational commitment, and present economic conditions (Lum, *et al.*, 1998:308). Numerous unrelated factors might get in the way of an employee's capability to convert intentions into behaviour. These may include accessibility of other job opportunities, the employee's itinerancy, as well as family commitments (SamGnanakkan, 2010:44). According to (Carbery, *et al.*, (2003:649) turnover cognitions have an apparent dissimilar theoretical foundation and considerable expounding power. This statement accentuates the importance of focusing on the direct and indirect influences of intention to leave in preference to the act of turnover (Lambert, *et al.*, 2001:236).

A discussion of these influences will once again be reserved for Chapter 4 of this study subsequent to the empirical investigation in Chapter 3 to avoid a possible bias presentation of these influences.

2.9 CHAPTER SUMMARY

In terms of the literature review done in this Chapter, professional services organisations rather sell the services of specific individuals (or teams of individuals) to its clients. Professional employees are "scoreboard-oriented" and fervent for perceptible, well-defined measures of success that encourages them. Professional

services organisations should therefore adopt and develop the capability to appeal cultivate and preserve the emergent workers practicing in it.

Abilities of employees to deliver unique services to clients should be viewed as assets and a source of a strategic advantage, which should be nurtured in a supportive work environment.

When employees are leaving the organisation for another, largely because of the lack of proper HR structures, the most intricate challenges to organisations become the balancing of attainment and preservation of skilled staff, and remaining competitive.

Only if an employee's individual capacities, experience and values can be utilised in their working environment, which in return can offer them opportunities and rewards, will they experience job satisfaction.

Behaviour intent is a practical proxy of actual behaviour. Reducing disconnection or turnover can therefore be achieved by lessening an employee's intent to leave.

The empirical investigation on which factors are most significant in lessening the influence on intention to quit will be reported in Chapter 3.

The best servants of the people, like the best valets, must whisper unpleasant truths in the master's ear.

It is therefore the court fool, not the foolish courtier, whom the king can least afford to lose.

Anonymous

CHAPTER 3 EMPIRICAL INVESTIGATION

3.1 INTRODUCTION

It is important to relate to the approach and methods followed in the empirical investigation in order to determine if the results thereof is of any significance. Ultimately it must be determined if the measuring instruments used measured the concepts in question, and if so did it measure it accurately. To address these issues this Chapter will refer to the research approach and design as well as its participants.

The different measuring instruments and its suitability for the objectives of this research will be discussed. This will be followed by the process the researcher followed in capturing the data and the ethical concerns that goes along with it.

Finally a statistical analysis will be presented which will refer to the results obtained, the reliability and consistency of these results and the correlations found in it, indicating relationships between the factors under investigation.

3.2 RESEARCH APPROACH

In terms of the quantitative research approach, the researcher's role is that of being an impartial, detached and unbiased observer whose involvement with the field of study is restricted to what is required to obtain data.

The data collecting process was applied in a standardised manner, as all who partook answered the same questionnaires. See Annexure A. The researcher's own impressions were therefore excluded.

In terms of measurement, specific variables that can be quantified by means of rating scales were utilised. Differences between variables and their distribution were analysed by using statistical methods (De Vos, *et al.*, 2005:73). In paragraph 3.8 the type of methods that were used are specified.

Creswell (2003:11) states that a quantitative study can be defined as an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers and analysed with statistical procedures in order to determine if the predictive generalisation holds true.

The Minnesota Job Satisfaction Questionnaire (Weiss, *et al.*, 1967) was used to measure job satisfaction and the Psycones (Isaksson, 2006) and Tilburg Questionnaires (Freese, 2007) were used to measure intention to quit in terms of this definition. As 5-point Likert Scale questionnaires, each of the five responses of each questionnaire had a numerical value which was used as a scoring weight to measure the factor of the attitude under investigation. For job satisfaction the response choice ranged from Very Dissatisfied, Dissatisfied, Neither Satisfied Nor Dissatisfied, Satisfied and, finally, to Very Satisfied. Each response was allocated a weighting from 1 (one) to 5 (five); Very Dissatisfied being one and Very Satisfied being five.

For intention to quit the responses ranged from Strongly Disagree, Somewhat Disagree, Neither Agree, Disagree, Agree Somewhat and, finally, Strongly Agree.

Each response was allocated a weighting from 1 (one) to 5 (five); Very Dissatisfied being one and Very Satisfied being five.

3.3 RESEARCH DESIGN

The purpose of considering a specific research design should be to make sure that the methods of measuring the variables of the study are appropriate.

In terms of Mouton's definition, a research design is a plan or blueprint of how you intend on conducting the research. The research design should focus on the end

product, articulate the research problem as a starting point and focus on the logic of research (Mouton, 2001:55).

For purposes of this study, the term *research design* refers to the groups of formulas from which researchers can select or develop a formula suitable to their particular research goals and objectives.

The specific design that was used for this study is a quantitative descriptive design. A targeted cross-sectional survey by means of standardised questionnaires was used to gather data, the reason being that the impact of specific factors that may or may not influence job satisfaction could be evaluated.

3.4 PARTICIPANTS

The most basic considerations with regards to sampling are size and representativeness. The size of the sample must be sufficient enough to allow estimates about the characteristics of the researched phenomenon with reasonable precision (De Vos, *et al.*, 2005:82).

Target sampling as a form of non-probability sampling was used to ensure that a resolute, systematic method was followed. The method involved controlled lists of specified populations within a database of registered professionals of the Engineering Council of South Africa (ECSA) in order to reach adequate numbers of respondents as suggested by De Vos *et al.* (2005:203) and Bryman and Cramer (2005:128).

The samples selected were 1 000 (one thousand) professionally registered engineers, 1 000 (one thousand) professionally registered technicians and 1 000 (one thousand) professionally registered technologists which, in principle, could be considered as a large population sample. As a response rate of 10% (or less) was anticipated the objective was to collect approximately 300 (three hundred) data points. ECSA was

therefore requested to mail a web link to 3 000 (three thousand) of their registered members as explained above.

3.5 MEASURING INSTRUMENTS

In order to determine if measuring instruments will measure the variables they claim to measure, the validity thereof will have to be addressed. Validity addresses two aspects: firstly, that the measuring instrument actually measures the concepts in question and, secondly, that the concept is measured accurately (De Vos, *et al.*, 2005:160). The validity of this study will depend on whether or not the measuring device will provide content validity in that it will present an adequate, or representative, sample of all content, or elements, that is researched (Welman, *et al.*, 2005:142).

3.5.1 Job satisfaction

3.5.1.1 The Minnesota Job Satisfaction Questionnaire

The empirical study with regards to **job satisfaction** was done by means of a standardised questionnaire, the long form of the Minnesota Satisfaction Questionnaire (MSQ) (Weiss, *et al.*, 1967). The MSQ makes it is more practical to acquire a personalised depiction of job satisfaction than it would be to do so by using more wide ranging methods or processes. It is this characteristic that makes it possible to determine the different reasons for job satisfaction between individuals that conveyed similar levels thereof.

For some individuals the deal breakers for job satisfaction are the satisfaction of their need for independence or to feel secure about their position. Others regard opportunities to express their creativity, ability utilisation and achievement as being the definitive or conclusive factors. The value of the MSQ therefore lies in its ability to identify and measure the features or factors of working environments that explain why employees experience job satisfaction (Weiss, *et al.*, 1967).

The long form MSQ comprises of 100 (one hundred) items or statements. Each individual item refers to a feature or factor that enforces or re-enforces job satisfaction in the working environment. Respondents indicate how satisfied they are as a result of the factors that enforce job satisfaction in their present job.

The motivation of utilisation data gathered by MSQ to designate occupational enforcing or re-enforcing factors is constructed on the postulation that if distinct individuals are equivalently satisfied or dissatisfied by means of definite facets or traits of similar occupations, operative and actual enforcing or re-enforcing factors exist or are missing in the work situation (Weiss, *et al.*, 1967:5).

The options or response choices offered for each item or statement are: Very Dissatisfied, Dissatisfied, Neither Dissatisfied nor Satisfied, Satisfied and Very Satisfied. They are grouped in segments of 20, with items constructing a particular scale appearing at 20-item intervals.

The factors in the first column were tested by means of the items or statements in the subsequent columns of Table 3.1 below.

Table 3.1: Minnesota Satisfaction Questionnaire Scales as adopted, (Weiss, et al., 1967).

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

Recording of the MSQ scores also includes a General Satisfaction scale. This scale uses 20 items (one from each of the twenty scales), yielding a score ranging from 20 to 100.

Factors or scales determining General Satisfaction are recorded and scored by the following (coloured) items as per Table 3.2 below:

Table 3.2: Minnesota Satisfaction Questionnaire General Satisfaction Scale as adopted, (Weiss, et al., 1967).

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

The totals or “raw scores” for each MSQ factor can be converted and expressed in percentile scores. A percentile score of 75 or higher is interpreted to signify a high degree of satisfaction; a percentile score of 25 or lower would signify a low level of satisfaction. Scores in the middle range of percentiles (26 to 74) would indicate average satisfaction, (Weiss, et al., 1967:5).

3.5.1.2 Reliability of the MSQ

In its existence during which it has been utilised extensively, the internal consistency reliabilities for the MSQ scales have demonstrated its adequacy. The construct validity

of the MSQ has over the years been evaluated circuitously via construct validation studies of the Minnesota Importance Questionnaire (MIQ), which is centred on the Theory of Work Adjustment (Weiss, *et al.*, 1967:16). These evaluations confirmed that the MSQ measured satisfaction in accordance with the anticipations of the theoretical concepts and principles (Weiss, *et al.*, 1967:17).

Cook (cited by Buitendach & Rothmann, 2009:3) found the test-retest reliabilities of the MSQ to be between 0.70 and 0.80, with an alpha coefficient of 0.96.

Although the consistency and reliability of the MSQ have been described as to fluctuate “across groups”, the scales overall have sufficient internal constancy reliabilities (Weiss, *et al.*, 1967:14). The research based conclusions to this effect are grounded on Hoyt reliability coefficients for the MSQ scales. Hoyt’s median reliability coefficients range from 0.93 to 0.78. The Manual for the MSQ reports on 567 (Five Hundred and Sixty-Seven) Hoyt reliability coefficients. Eighty-three percent were 0.80 or higher. A mere three percent were lower than 0.70 (Weiss, *et al.*, 1967:14).

The test-retest method has been used to ascertain the stability of the scores of the 21 MSQ scales. The median coefficient for a one-week interval was 0.83. Test-retest coefficients ranged from 0.71 for “ability utilisation” to 0.35 for “independence” for a one year interval. In terms of the Manual for the MSQ, the median stability coefficient for the 20 scales was 0.61 (Weiss, *et al.*, 1967:15).

3.5.1.3 Validity of the MSQ

Construct validity studies were done on the Minnesota Importance Questionnaire (MIQ). The substantiation supporting construct validity for the MSQ was primarily consequential to the results of these studies and, was centered on the “Theory of Work Adjustment”. Reliable evidence of construct validity for the “ability utilisation”, “advancement” and “variety” scales was found. For the remaining seventeen scales construct validity could be substantiated, even though it was to a less significant degree (Weiss, *et al.*, 1967:16).

With regard to the general satisfaction scale, which was tested in the same manner, the results signified that construct validity subsists as would be expected in terms of the superseding research context of the “Theory of Work Adjustment” (Weiss, *et al.*, 1967:17).

Similarly, concurrent validity for the MSQ has been verified by matching group variances by means of one-way analysis of variance. It demonstrates that professional and specialised groups will reflect advanced levels of satisfaction paralleled to unqualified and inexperienced groups (Weiss, *et al.*, 1967:18). Between the 25 occupational groups, group differences were statistically significant at the 0.001 level for means as well as variances on all 21 sub-scales. The means and variances for all of the 21 scales were scrutinised in order to resolve if the differentiation was significant. By looking at which occupational groups have the highest and lowest means or the largest and the smallest variance, the MSQ can therefore distinguish between occupational groups. These results emulate the results described in the research literature (Weiss, *et al.*, 1967:18).

3.5.1.4 Characteristics of the MSQ

The exploration and conceptualisation of the foundations of job satisfaction remains an unending area of importance for social scientists and managers because of the proposition and actuality that gratified and fulfilled workers will be more creative and industrious and will endure with an organisation for longer, while disgruntled workers will be less dynamic and more prone to abandon an organisation (Sarker, *et al.*, 2003:746).

According to Rothmann and Agathagelou (2000:58), job satisfaction is a multifaceted variable and is affected by situational factors of the work setting, as well as the aptitude and dispositional characteristics of an individual.

Berman & Nevo (1994:586), stated that it has been established that job satisfaction intensity levels are related to turnover intentions.

Buitendach and Rothmann (2009:6) state that the MSQ is a reliable instrument to assess the extrinsic and intrinsic job satisfaction of employees in South Africa and recommend that its two subscales of extrinsic and intrinsic job satisfaction be used to assess the levels of job satisfaction of employees.

According to Moorman (1993:761), cognitive measures are founded on a more consistent and coherent assessment of job circumstances and effective measures are rooted around emotional features of the job environment. He avers that cognitive measures are less ephemeral than effective (Moorman, 1993:761).

As the MSQ is primarily cognitive in its measures of job satisfaction, it was thought to be more appropriate for this study.

3.5.2 Intention to quit

As a measuring instrument for intention to quit, both the Psycones Questionnaire and the Tilburg Psychological Contract Questionnaire were used.

3.5.2.1 Psycones Questionnaire

The Psychological Contracts across Employment Situations (Psycones) questionnaire was mainly brought about to measure the Psychological Contract across countries and races within the working environment (Isaksson, 2006).

It is not limited to services industries or professions as it was constructed to assess cerebral and corporal elements of the Psychological Contract. It can therefore be utilised for any occupational group and as such has reported acceptable levels of internal consistency, with all its Cronbach Alpha coefficients being 0.70 and higher (Isaksson, 2005). For this reason, the 4 (four) questions of the Psycones relating to Intention to Quit were used.

3.5.2.2 The Tilburg Psychological Contract Questionnaire

According to Jaros (1997:322), intention to quit can be considered as the clearest and furthestmost explicit forerunner of concrete turnover behaviour. Due to its importance, the researcher was of the opinion that use of the intention to quit questions of the Tilburg Psychological Contract Questionnaire (TPCQ), in addition to those of the Psycones Questionnaire, would probably increase the validity of measuring intention to quit as a precursor of employee turnover.

The TPCQ constructed by Freese & Schalk in 1997 is an amalgamation of components composed by its authors, components obtained from other questionnaires Franklin (as cited by Freese (2007:115), as well as components from the Organisational Commitment Questionnaire (OCQ) by Mowday, Steers and Porter as cited by Freese (2007:115). According to Freese (2007:115), the OCQ assesses intention to quit rather than organisational commitment. She refers to Question 11 (of the Intention to Quit section of the questionnaire, as adopted and used by the researcher, see Annexure A) as a case in point. The statement reads as follows: "It would take very little change in my present circumstances to cause me to leave this organisation". This statement in a pilot research of Freese (as cited by Freese (2007:115) loaded in with an alpha coefficient of 0.75 on the intention to quit scale.

In order to evaluate the statistical and theoretical fit (and therefore its reliability) in its assigned scale, the intention to quit statements were examined using Cronbach's α as criteria. All scales tested above 0.70. The mean inter-item correlation tested above 0.30 and the inter-item correlation above 0.20 for all statements (Freese, 2007:120).

In terms of the psychometric characteristics of the intention to quit scale, the one common factor solution accounted for 46% of the variance. Factor loadings fluctuated between 0.53 and 0.77. Cronbach's α tested at 0.86 and the item-rest correlations all sustained the benchmark of 0.20 as a minimum (Freese, 2007:123).

These psychometric characteristics are presented in Table 3.3, as extracted from Freese (2007:123).

Table 3.3: Psychometric characteristics of the Intention to Quit Scales of the Tilburg Psychological Contract Questionnaire as extracted from Freese (2007:123).

| Intention to quit | Item | Factor Loading |
|---------------------------------|--|-----------------------|
| 8 Items | I plan to continue to work here until I retire (R). | 0.545 |
| | I often think about quitting. | 0.619 |
| $\alpha=0.86$ | I am looking for an opportunity to find a job in another organisation. | 0.724 |
| | I would leave this organisation if I were offered the same job in another organisation. | 0.527 |
| Mean item Rest:0.45 | I am actively searching for another job. | 0.771 |
| | If it were up to me, I would soon have a job with another organisation. | 0.769 |
| Lowest inter item 0.21 | It would take very little change in my present circumstances to cause me to leave this organisation. | 0.746 |
| | If I had a chance, I would change to some other organisation. | 0.663 |

3.6 PROCEDURE (DATA CAPTURING)

Measures were taken to make participation in the research as easy as possible. To this end the questionnaire was electronically loaded on SurveyMonkey, an online survey application. ECSA mailed a web link inserted into an explanatory e-mail to its registered members, as explained earlier in the study. By simply clicking on this link the respondent gained access to the survey and could anonymously submit his or her response. The completed questionnaire is automatically recorded on the web, from where the data can be exported and analysed.

SurveyMonkey enables the researcher to reach the broadest range of potential respondents possible to provide him or her with the most accurate results. According to

Iarossi (2006: 28), the questions of an exact survey gather information in a reliable and valid way.

According to Brace (2008:38), web-based surveys have similar depth compared to hard copy questionnaires, as respondents can expend their individual time to conclude the survey to their liking. He states that as the researcher or investigator is not in attendance and is not posing the questions directly, delicate and penetrating questions are more adequately answered by means of online surveys when they are administered anonymously (Brace, 2008:39).

3.7 ETHICAL CONSIDERATIONS

E-mailed surveys may be perceived as intrusive and therefore may raise ethical concerns. Receiving unsolicited emails or being confronted with vast amounts of e-mails from unsolicited sources may impede on or cause an invasion of a person's privacy (Yun & Trumbo, 2000).

The electronic presentation of the researcher's measuring instrument ensured the anonymity of the participants. It was made very clear to the respondents that:

- participation in response to the questionnaire was voluntary without any implied deprivation or penalty for refusal to participate;
- the utmost care was taken to protect the participants' privacy and dignity;
- besides an indication as to which engineering discipline the respondent is working in, no indications needed to be made with regard to the identity of the employee or the employer at all;
- permission from ECSA was obtained to conduct the study.

The study was also approved by the Research Ethics Committee of the Faculty of Economic Management Sciences of the North West University.

3.8 STATISTICAL ANALYSIS

Correlational research focuses on the importance of the relationship between two or more variables rather than the cause-effect relationship between the variables (De Vos, *et al.*, 2005:107).

Any consistent relationship can be used to predict future events. It is therefore not necessary to prove that there are causal relationships between the variables of job satisfaction and job satisfaction itself before predictions as to how it can be enhanced can be made (De Vos, *et al.*, 2005:108).

Collected data were statistically analysed by means of statistical analysis software and presented in useful outputs to enable conclusions and recommendations to be made regarding the influence of job satisfaction.

Spearman's Correlation Coefficients were used to indicate the relationships between variables.

3.8.1 Population, Sample and Respondents

The population under analysis included engineers, technicians and technologists registered as professional engineers, technicians and technologists with ECSA. The sample comprised of 3 000 of these individuals. A response rate of 10% or less was anticipated. The actual response rate was 6.07% as 182 registered professionals responded.

3.8.2 Demographics

3.8.2.1 Age

The respondents' ages ranged from 26 to 76. See Table 3.4 below containing the specifics of the range, mean and standard deviation with regard to the age distribution of the respondents.

Table 3.4: Age distribution of respondents

| | N | Missing | Minimum | Maximum | Mean | Std. Deviation |
|-----|-----|---------|---------|---------|-------|----------------|
| Age | 173 | 9 | 26 | 76 | 46.05 | 11.445 |

3.8.2.2 Gender

The pie chart in Fig 3.1 below illustrates the distribution between male and female respondents.

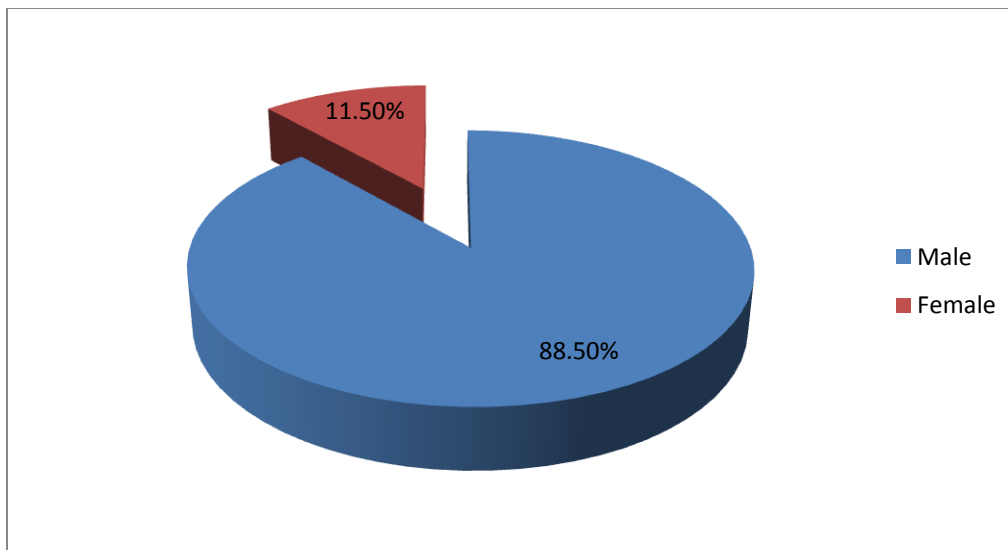


Fig 3.1: Gender distribution of Respondents

3.8.2.3 Vocation: Engineers, Technicians, Technologists

The pie chart in Fig 3.2 below illustrates the distribution between engineers, technicians and technologists.

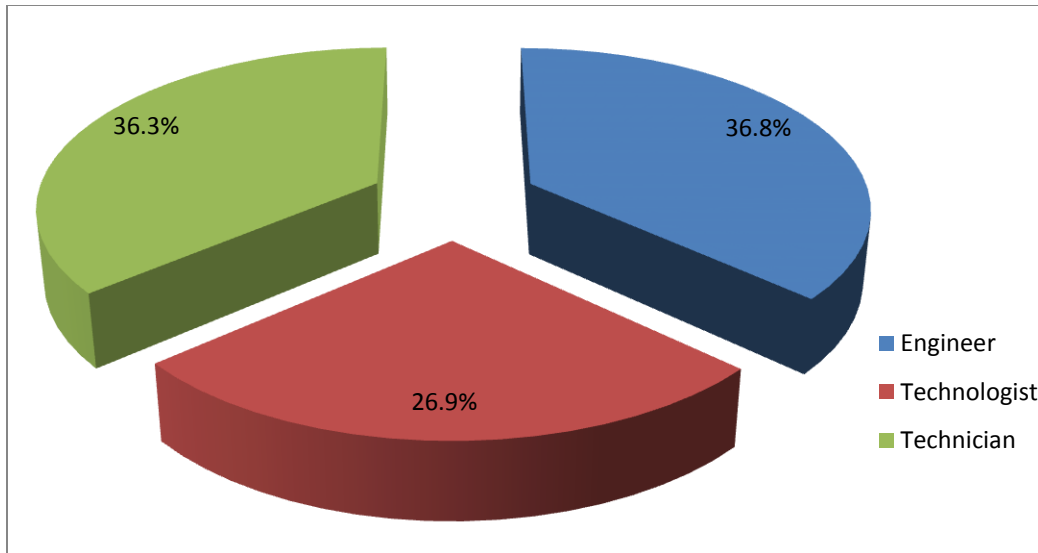


Fig 3.2: Vocational distribution of Respondents

From the above it is clear that there is reasonably even distribution in terms of the three vocations between the respondents, which is what the researcher was aiming for.

3.8.2.4 Levels of tenure

The levels of tenure in their current positions and in their line of work were distributed as illustrated in the frequency tables, Tables 3.5 and 3.6 below.

Table 3.5: Level of tenure in current position

| Level of Tenure: Current Position | Frequency | Percentage | Cumulative Percentage |
|---------------------------------------|-----------|------------|-----------------------|
| Less than and equal to 5 | 93 | 51.1 | 51.1 |
| More than 5 and less an equal to 10 | 46 | 25.3 | 76.4 |
| More than 10 and less and equal to 20 | 29 | 15.9 | 92.3 |
| More than 20 | 14 | 7.7 | 100.0 |
| | 182 | 100.0 | |

From Table 3.5 it is clear that 51% of the respondents were in their vocational positions for 5 years or less and 76% were in their vocational positions for more than 5 years, but less than 10 years.

Table 3.6: Level of tenure in line of work

| Level of Tenure: Line of work | Frequency | Percentage | Cumulative Percentage |
|---------------------------------------|-----------|------------|-----------------------|
| Less than and equal to 5 | 11 | 6.0 | 6.0 |
| More than 5 and less an equal to 10 | 34 | 18.7 | 24.7 |
| More than 10 and less and equal to 20 | 65 | 35.7 | 60.4 |
| More than 20 | 72 | 39.6 | 100.0 |
| | 182 | 100.0 | |

From table 3.6 it is clear that 39.6% of the respondents have been in their line of work for more than 20 years or less and 75.3% have been in their line of work for 10 years or more.

3.9 RESULTS

3.9.1 Sampling

If unbiased inferences need to be made from a population of interest, as in this research of registered professionals in the Engineering industry, probability samples should be used (Levine, *et al.*, 2008:253). Stratified samples as a type of probability sampling are commonly used. Samples are normally divided into separate subpopulations or strata that are defined by some common characteristics, for example, in this research the three vocational strata of Engineers, Technicians and Technologists were used.

Stratified sampling ensures the representation of items across an entire population. Greater precision is achieved because of the homogeneity of items within each stratum, enabling researchers to make more precise estimates of the underlying population being researched (Levine, *et al.*, 2008:256). As stratified sampling is a form of probability sampling, and as the researcher indicated in Chapter 1, that non-probability sampling will be used, a discussion of the distinction between the two is justified.

3.9.1.1 Probability Sampling

During probability sampling all units of a population will have an equal and explicit probability of inclusion in a sample. In contrast, non-probability samples are

“unrepresentative”. Because of this, the capability to generalise and simplify findings from a selected non-probability sample is severely inhibited. Conclusions made from these generalisations might be inaccurate (Bryman & Cramer, 2005:123).

Probability sampling allows the collection of a sample that would be representative. Stratified sampling as a form of probability sampling is frequently used by social scientists, as it offers an additional element of precision to simple or random sampling. The strata should be classifications of a criterion, for example, the population might be stratified according to the criterion of vocation of engineer, technician and technologist and their level of job satisfaction as in this study. Stratified sampling offers the prospect of enhanced accuracy by ensuring that the sets that are created by a stratifying criterion are represented in the same ratio and proportions as in the population (Bryman & Cramer, 2005:125).

3.9.1.2 Non-probability Sampling

Despite social scientists being well conscious of the benefits of probability sampling, a vast amount of research does not originate from probability samples. The bulk of researchers of the social sciences employ convenience samples of their own choosing or volunteers. In terms of the research methods of this study, no random sampling procedures were used. The data gathered can therefore for all intended purposes be regarded as a convenience sample (Bryman & Cramer, 2005:126).

Be that as it may, what should constantly be borne in mind is that as response rates are minimal and continue to decline, the disparity between research based on random samples and convenience samples in terms of their relative representativeness is not always as disproportionate as it is contemplated to be. Despite using random sampling methods, its results are also sensitive to low response rates that may undesirably affect its random qualities (Bryman & Cramer, 2005:128).

Although the principles of probability theory and p-values cannot be reported on for the purposes of this study, it does not have to deter from the results of the relationships between the variables tested with regards to job satisfaction and intention to quit. The results, however, cannot and will not be generalised to be applicable on the population.

3.9.1.3 Factors

Table 3.7 (See Annexure B) therefore only reflects the percentages of the scales per question by means of which the individuals in the vocational strata indicated their level of satisfaction in respect to each question. The mean and standard deviation of these scales per question are also reflected.

Looking at Table 3.7 it is interesting to note that statements -

4. The chance to work by myself;
6. The chance to have other workers look to me for direction and
19. Being able to see the results of the work I do;

had the highest means of 4.13 (Question 4) and 4.14 (Questions 6 and 19). Their respective standard deviations (as a measurement of variance) of 0.888, 0.880 and 0.764 indicate that the data were distributed relatively close to these means.

The Intention to Quit Table 3.8 (See Annexure C) reflects the percentages of the scales per question by means of which the individuals in the vocational strata indicated their level of satisfaction in respect of each question. The mean and standard deviation of these scales per question are also reflected.

The totals or “raw scores” for each MSQ factor can be converted and expressed in percentile scores. The bar charts in Figures 3.3 and 3.4 below reflect the percentile scores for the “Satisfied” and “Very Satisfied” scales. As earlier indicated in paragraph 3.5.1.1 a percentile score of 75 or higher is interpreted to signify a high degree of satisfaction; a percentile score of 25 or lower would signify a low level of satisfaction. Scores in the middle range of percentiles (26 to 74) would indicate average satisfaction (Weiss, *et al.*, 1967:5).

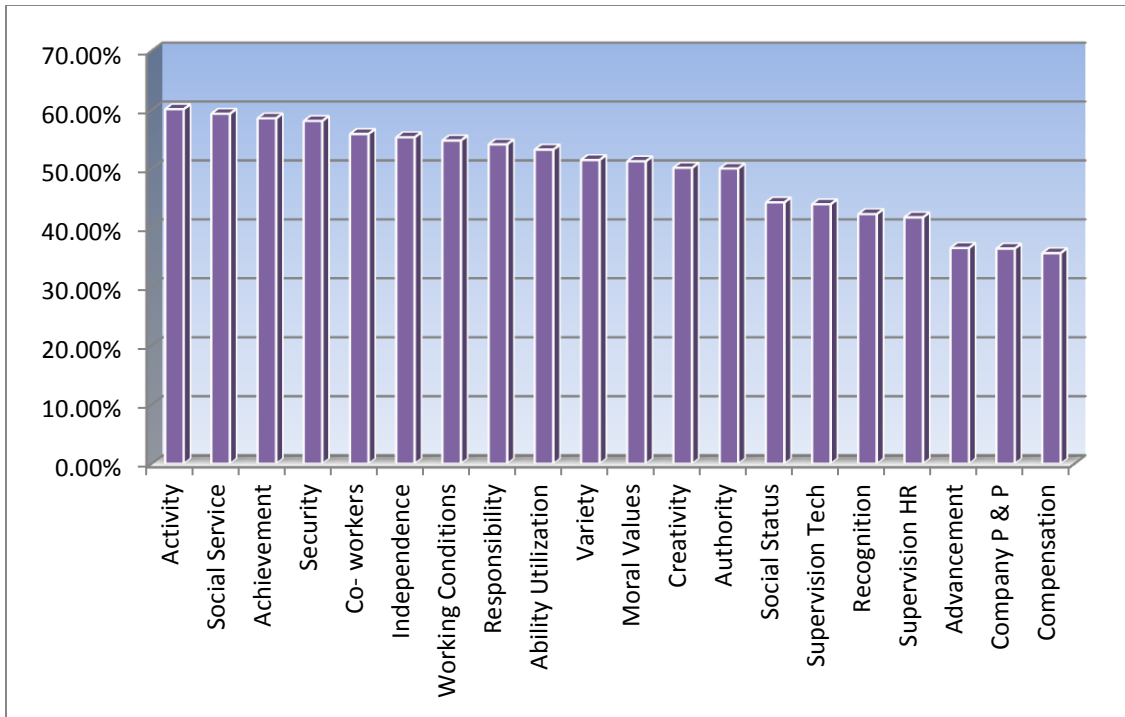


Figure 3.3: MSQ percentile scores “Satisfied”

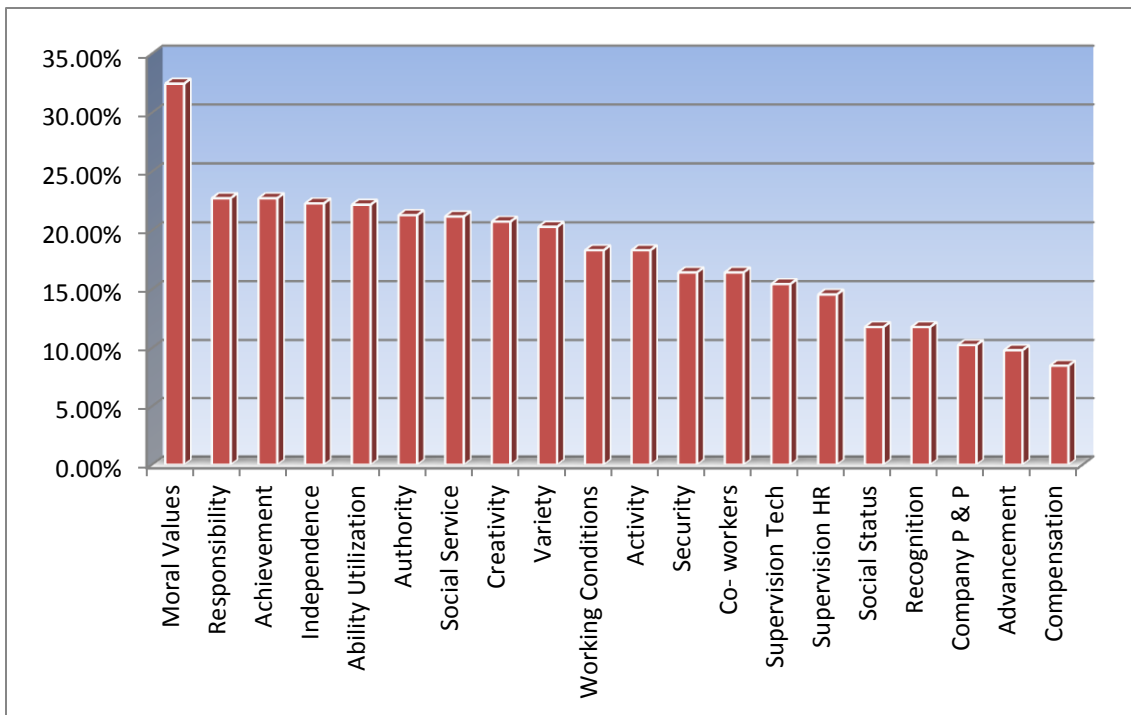


Figure 3.4: MSQ percentile scores “Very Satisfied”

It is interesting to note that although the percentile scores for “Very Satisfied” in terms of the MSQ parameters are very low, the Achievement factor has the 3rd highest score factor in terms of both scales, “Satisfied” & “Very Satisfied”.

Figure 3.5 (right) reflects the percentile scores of “Very Dissatisfied”. This shows that the factor of Achievement lies between the bottom 5 of the 20 other factors.

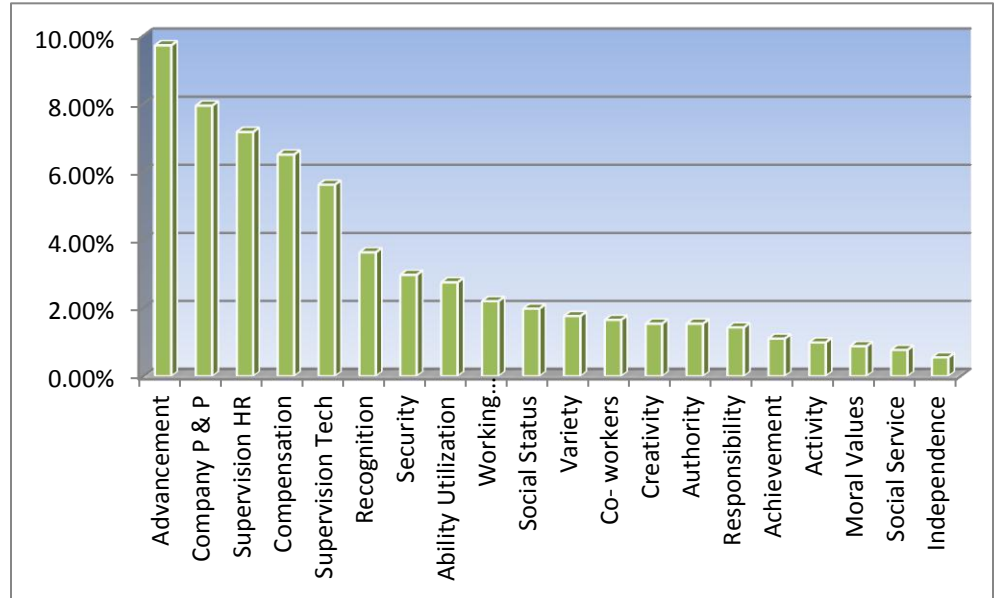


Figure 3.5: MSQ percentile scores “Very Dissatisfied”

Statements -

3. At this moment I would like to stay with the organisation as long as possible
and
5. I plan to continue to work here until I retire;

in Table 3.8 (Annexure C) have the highest means of 3.69 and 3.18 respectively, interestingly both being intentions to remain with organisations as long as possible. Their respective standard deviations of 1.357 and 1.487 indicate that the data were not distributed close to these means.

3.10 RELIABILITY & CONSISTENCY

Reliability of a measurement instrument pertains to its stability and consistency of measurement. The implication hereof is that if the same variable is measured under

similar conditions, a reliable measurement procedure will reveal nearly indistinguishable results. The measurement instrument should consequently be able to yield consistent results each time it is applied, only fluctuating when there are variations in the variable being measured (Welman, *et al.*, 2005:146).

Reliability coefficients reveal if the assessment of the researcher was accurate in presupposing a definite assortment of factors to yield construable accounts of personal or individual differences. A factor analysis and rationality measurement cannot be analysed without some indication of the extent of the error of measurement (Cronbach & Shavelson, 2004:392).

The reliability (i.e. accuracy) of psychological and educational measurements can be estimated by various types of analyses of which the Cronbach's alpha formula is one. It was designed to be used with regard to the reliability among items in a test, as well as with regard to the constancy of performance of scores on multiple trials of the same procedure, with a level of trust that was generally defensible (Cronbach & Shavelson, 2004:401).

As a measure of internal consistency, it reflects how closely related a set of items are, for example, those items (statements) in the MSQ contributing to specific factors as per Table 3.1 above. Cronbach's alpha is ultimately a coefficient of reliability and not a statistical test.

Reliability or internal consistency levels of Cronbach's alpha above 0.7 are required before an instrument can be used. Levels above 0.5 can also be used, but interpretation should be done with caution (Gaderman, *et al.*, 2012)

Table 3.9 reflects the levels of internal reliability of the 20 factors of job satisfaction of the MSQ, as well as general job satisfaction measured by the items specified in Table 3.2. It also reflects the means and standard deviation of these factors.

Table 3.9: Levels of reliability of MSQ factors

Reliability & Descriptive Statistics

| Factor | Cronbach's alpha | Mean | Standard Deviation |
|------------------------------|------------------|---------|--------------------|
| Social Service | 0.921 | 19.8132 | 3.33212 |
| Creativity | 0.929 | 18.9725 | 4.05954 |
| Moral Values | 0.884 | 20.6154 | 3.23062 |
| Independence | 0.885 | 19.7527 | 3.15867 |
| Variety | 0.921 | 19.0165 | 3.92678 |
| Authority | 0.892 | 19.1868 | 3.58916 |
| Ability Utilisation | 0.938 | 19.4670 | 4.01881 |
| Social Status | 0.884 | 17.7692 | 3.61726 |
| Company Policies & Practises | 0.934 | 16.1209 | 4.93904 |
| Supervision Human Resource | 0.950 | 17.1703 | 5.06408 |
| Security | 0.917 | 18.7857 | 4.04166 |
| Compensation | 0.936 | 15.9835 | 4.76460 |
| Working Conditions | 0.941 | 18.9341 | 4.16458 |
| Advancement | 0.961 | 15.8297 | 5.33089 |
| Supervision Technical | 0.911 | 17.5824 | 4.57731 |
| Co-Workers | 0.899 | 19.0165 | 3.54213 |
| Responsibility | 0.885 | 19.4835 | 3.61661 |
| Recognition | 0.961 | 17.0989 | 4.74442 |
| Achievement | 0.889 | 19.7857 | 3.40672 |
| Activity | 0.929 | 19.4725 | 3.53308 |
| General Job Satisfaction | 0.939 | 66.1374 | 11.53126 |

In terms of Table 3.9 all of the Cronbach's alpha values are above the stated minimum requirement of 0,7 and can thus be regarded as acceptable, therefore the data can be used for further analyses. The factors with the highest levels of internal consistency or reliability are Advancement and Recognition, highlighted in purple. These factors will be referred to in Chapter 4.

The factors with the highest means are Moral Values and Achievement, highlighted in green. Their standard deviations in relation to the standard deviations of the other factors indicate that the data for these factors are spread relatively closer to their means.

With regard to Intention to Quit, Table 3.10 reflects that intention to quit has a reliability coefficient of 0.830 which makes the reliability of the two instruments used to measure intention to quit; the Psychological Contracts across Employment Situations (Psycones)

and the Tilburg Psychological Contract Questionnaire (TPCQ), acceptable. The small standard deviation indicates that the data, once again, were spread close to the mean.

Table 3.10: Level of reliability of intention to quit measuring instruments.

| Reliability & Descriptive Statistics | | | |
|---|-------------------------|-------------|---------------------------|
| Factor | Cronbach's Alpha | Mean | Standard Deviation |
| Intention to Quit | .830 | 2.7033 | 0.8529 |

3.11 CORRELATIONS

Questionnaire items built up into scales are commonly used in the social sciences. A possible reason for this is that stronger approximations to the exploration and analysis of relationships can be exercised (Gauthier, 2001:359). As the variables in this research are at the ordinal level (data are classified into distinct variables in which ranking is implied), a ranked measure of correlation can be used. The most commonly used methods for examining the relationship between pairs of ordinal variables are Spearman Rank Correlation Coefficient (SRCC), also called Spearman's rho (ρ), and Kendall's tau (τ) (Bryman & Cramer, 2005:225).

The computed coefficient varies between -1 and $+1$ for both of these methods and the elucidation of its results are therefore equal to the Pearson's Product Moment Correlation (r). Kendall's tau and SRCC also provide information on the strength and direction of relationships similar to the Pearson's Product Moment Correlation (Bryman & Cramer, 2005:226).

However, SRCC as a non-parametric technique for evaluating the degree of linear association or correlation between two independent variables, functions on the ranks of the data rather than the raw data. SRCC is comparatively impervious to outliers as it is non-parametric and therefore unaffected by the distribution of the population. It therefore has an advantage over other relationship measures by operating on the ranks of data. Converting data to ranks can, however, be disadvantageous as there is a loss of

information when the data are converted and, if the data are normally distributed, it is less powerful than the Pearson Product Moment Correlation (Gauthier, 2001:359).

The practical significance of relationship or effect sizes guideline values are as follows:

- ~ 0.1 indicates a small, no practical significant relationship
- ~ 0.3 indicates a medium, practical visible relationship
- ~ 0.5 indicates a large, practical significant relationship

Table 3.11 below is a summary of the correlation of the different factors of the MSQ with general job satisfaction.

Table 3.11: Relationship between MSQ factors and general job satisfaction.

Correlations: Spearman's rho

| Factor | Correlation with General Job Satisfaction |
|---------------------|---|
| Social Service | 0.740 |
| Creativity | 0.776 |
| Moral Values | 0.593 |
| Independence | 0.699 |
| Variety | 0.778 |
| Authority | 0.777 |
| Ability Utilisation | 0.818 |
| Social Status | 0.787 |
| Company P & P | 0.807 |
| Supervision HR | 0.756 |
| Security | 0.666 |
| Compensation | 0.683 |
| Working Conditions | 0.704 |
| Advancement | 0.810 |
| Supervision Tech | 0.773 |
| Co-workers | 0.678 |
| Responsibility | 0.817 |
| Recognition | 0.781 |
| Achievement | 0.833 |
| Activity | 0.770 |

From Table 3.11 it is clear that all the factors have a large (positive), practical and significant relationship with general job satisfaction. The factor with the most significant relationship is Achievement the significance of which will be discussed in Chapter 4. Table 3.12 below summarises the relationship between job satisfaction and intention to quit.

Table 3.12: Relationship between Job Satisfaction and Intention to Quit

Correlation: Spearman's rho

| Factor | | Job Satisfaction | Intention to Quit |
|-------------------|-------------------------|------------------|-------------------|
| Job Satisfaction | Correlation Coefficient | 1.000 | - 0.741 |
| Intention to quit | Correlation Coefficient | - 0.741 | 1.000 |

The strong negative relationship that was expected between job satisfaction and intention to quit is confirmed by the contents of Table 3.12, the effect of which would be that the more job satisfaction increases, the more intention to quit decreases.

SRCCs' of two aspects of the demographical information were calculated with regard to job satisfaction and intention to quit to determine if any significant relationships existed.

Tables 3.13 and 3.14 respectively reflect the SRCCs' for the correlations of age and tenure in position, with job satisfaction and intention to quit.

Table 3.13: Relationship between Age, Job Satisfaction and Intention to Quit

Correlations: Spearman's rho

| | | Age - Years | Job Satisfaction | Intention To Quit |
|-------------------|-------------------------|-------------|------------------|-------------------|
| Age – Years | Correlation Coefficient | 1.00 | 0.16 | -0.13 |
| Job Satisfaction | Correlation Coefficient | 0.16 | 1.00 | -0.74 |
| Intention To Quit | Correlation Coefficient | -0.13 | -0.74 | 1.00 |

Table 3.14: Relationship between Tenure in Position, Job Satisfaction and Intention to Quit

Correlations: Spearman's rho

| | | Tenure in position - Years | Job Satisfaction | Intention To Quit |
|----------------------------|-------------------------|----------------------------|------------------|-------------------|
| Tenure in position – Years | Correlation Coefficient | 1.00 | 0.21 | -0.10 |
| Job Satisfaction | Correlation Coefficient | 0.21 | 1.00 | -0.74 |
| Intention To Quit | Correlation Coefficient | -0.10 | -0.74 | 1.00 |

Reflecting on Tables 3.13 and 3.14 it is clear that there are no significant relationships between age and tenure in position, with job satisfaction and intention to quit.

3.12 RESULTS OF EMPIRICAL STUDY & CHAPTER SUMMARY

Results

3.12.1 Demographics

The average ages of the respondents were 46. The huge range between the ages of 26 and 76 indicated that there were a couple of outliers on both sides of this spectrum. This was confirmed by the rather large standard deviation. As will be indicated later on, no significant relationships were found between age, intention to quit and job satisfaction.

Testing of the Level of tenure in position indicated that the majority of the respondents were in their current positions for 5 years or less. No significant relationships with job satisfaction or intention to quit were found. It was never within the scope of this study to determine if these variables had a role to play in the relationship between job satisfaction and intention to quit. This summary will therefore not refer to the distribution between engineering disciplines or the three different engineering vocations for reasons other than the heterogeneity of the sample. Almost 75% of the respondents were made up between electrical and civil engineers (35.7% and 38.5% respectively) while the

balance was made up of mechanical and chemical engineers. The spread between engineers, technologists and technicians can be seen in Figure 3.2.

3.12.2 Descriptive statistics

3.12.2.1 Job Satisfaction

The chance to lead workers that looks for direction and being able to see the results had the highest mean scores and this therefore indicates that these are the factors that contribute to the level of satisfaction significantly. They are grouped with the factors, Authority and Achievement, see Table 3.1 above. Their standard deviations indicated that the data were distributed relatively close to the means of these factors. There are no set mean scores as parameters for, or indicators of, levels of satisfaction.

The factors with the highest means were Moral Values and Achievement, highlighted in green. Their standard deviations in relation to the standard deviations of the other factors indicate that the data for these factors are spread close to their means.

In terms of reliability, the Cronbach's alpha values indicated that each factor of the MSQ is acceptable. The factors with the highest levels of internal consistency or reliability are Advancement and Recognition.

3.12.2.2 Intention to Quit

The intention to stay in an organisation as long as possible or until retirement, were the factors with the highest means, interestingly both being intentions to remain with organisations as long as possible. Their respective standard deviations of 1.357 and 1.487 indicate that the data were not distributed close to these means.

When considering the reliability of the two instruments used to measure intention to quit, the Psychological Contracts across Employment Situations (Psycones) and the Tilburg

Psychological Contract Questionnaire (TPCQ) are acceptable. The small standard deviation indicates that the data once again were spread close to the mean.

3.12.3 Inferential Statistics

The strong negative relationship that was expected between job satisfaction and intention to quit was confirmed, the effect of which would be that the more job satisfaction increases, the more intention to quit decreases.

There are no significant relationships between age and tenure in position, with job satisfaction and intention to quit. It is, however, interesting that there are indications of negative relationships between age and tenure in position, and intention to quit as would normally be expected.

Achievement was the factor that was most significantly related to job satisfaction.

Summary

From the above it is clear that the instruments used and the methodology followed in terms of this empirical investigation from results obtained measured the concepts in question, and did so accurately. However the data gathered can be regarded as a convenience sample. No generalisations and simplifications of the results will therefore be made with regards to the population as these might be inaccurate. It is however interesting to note how it compares with the findings of existing research in this regard.

Recommendations based on these results will be dealt with in Chapter 4. The limitations of this study will also be dealt with in the next chapter.

In the end, all business operations can be reduced to three words: people, product and profits. Unless you have got a good team, you can't do much with the other two.

Lee Lacocca

CHAPTER 4 RECOMMENDATIONS, CONCLUSIONS, LIMITATIONS & MANAGEMENT IMPLICATIONS

4.1 INTRODUCTION

In this chapter the research objectives will be revisited and conclusions based on the results of the literature and empirical study in terms of these objectives will be made. The limitations of this study will be discussed. Recommendations on future research will be made. Finally, the implications of these conclusions for management and how they should be approached will be made.

4.2 OBJECTIVES OF THE STUDY: REVISITING THE RESEARCH PROPOSITIONS

In Chapter 1 the question was asked how the employee's experience of job satisfaction is influenced by the characteristics of the environment created by the employer. In order to answer this question, the primary objective of this study was to discuss and measure the extrinsic factors that influence job satisfaction and how this relates to intention to quit.

It involved a discussion of how these extrinsic factors influence the employee's disposition or, in other words, how the working environment he or she prefers positively or negatively changed his or her intention to quit. Ultimately the objective was to identify those factors that positively influenced the employee's working environment and negatively affected their intention to quit. However, it was indicated in Chapter 2 that a consideration of these influences will be reserved for Chapter 4 of this study, subsequent to the empirical investigation in Chapter 3, to avoid a possible bias presentation thereof.

Consequential to this primary objective, the secondary objectives were to establish a theoretical foundation to what is meant by the terms *job satisfaction* and *intention to quit*. This was done in Chapter 2.

The reflection of factors (influences) will now be presented.

4.3 OVERVIEW OF INFLUENCES

4.3.1 Overview of Influences on Job Satisfaction

A number of specific influences will be discussed briefly.

4.3.1.1 Work-life Conflict

Work-life conflict as described by Thomas & Ganster (1995:8) is a consequence of invasion of work into family time and free time activities or a general incapability to leave the work behind when employees physically absent themselves from work. Especially in a skilled professional occupation, due to long working hours or unrealistic deadlines for extensive projects, work-life conflict may often be encountered as a problem and consequently lead to job dissatisfaction (Thomas & Ganster, 1995:8).

4.3.1.2 Workload

Workload can influence job satisfaction negatively in that growing demands in client requirements and the staggering pace of changing technology to improve the efficiency and effectiveness of organisational activities leading to ever increasing workloads and stringent deadlines for skillful experienced and employees (Jex & Beehr, 1991:510).

4.3.1.3 Career Anchors

According to Hsu *et al.* (2003:362) career anchors are categories of essential properties or needs that employees search for in their careers. The authors categorised the

concept into internal and external career anchors. They suggested that internal career anchors refer to an individual's self-concept, the psychological attractions that serve to guide his or her career and that external career anchors refer to the same set of anchors, but more to the extent of the employee's perception of how the organisation gratifies their internal anchors through benefits and incentives.

Hsu *et al.* (2003: 362) concluded that external anchors are realised in terms of non-salaried incentives, such as job security, location and autonomy in the workplace, and that once established, employees are averse to change to their anchors even if other prospects present themselves that may be satisfying in terms of other anchors. Therefore, satisfactorily observed career incentives are as significant as internal career anchors in order to retain an employee who is content to work in the organisation. This supports the perception that a number of employees will settle for lower than market pay if their employer maintains a history of providing a safe, stable work environment and perhaps a set of perquisites like a 4-day work week and reserved parking (Hsu, *et al.*, 2003: 367).

4.3.1.4 Empowerment Behaviour

Empowering persons refers to the relocation, or delegation, of decision-making power to those not in possession of it, which enables employees to adequately do their jobs in terms of the demands of their positions (Van Schalkwyk, *et al.*, 2010:2).

Konczak *et al.* (2000:302) state that leadership empowerment behaviour consists of six dimensions: delegation of authority, accountability for outcomes, self-directed decision making, information sharing, skill development, and coaching for innovative performance.

4.3.1.5 Employee engagement

As a forecaster of productivity, job satisfaction, motivation, commitment and low turnover intention, employee engagement is a key concept for organisations (Bakker, *et al.*, 2008:89).

Schaufeli *et al.* (2002:74) define employee engagement as a positive, fulfilling, work-related state of mind that is characterised by vigour, dedication and absorption.

The authors aver that engagement is a persistent and pervasive affective-cognitive state, not focused on any particular object, event, individual or behaviour (Schaufeli, *et al.*, 2002:74).

4.3.1.6 Perceived Organisational Support

Perceived Organisational Support (POS) is the beliefs employees develop about the extent to which their employing organisation both values their contributions and cares about their well-being. According to Allen *et al.* (2003:100) POS is positively related to commitment and satisfaction, which in turn are negatively related to turnover intentions, and positively related to actual turnover behaviour. Comparing this progression of factors to other contemporary turnover process models and research, it becomes clear that other researchers agree with this order of succession (Hom & Griffeth, 1991:352).

4.3.1.7 Organisational Trust

Monji and Ortlepp, (2011:193) states that organisational trust has been viewed as a mixture of trust toward a supervisor in an organisation and in-house organisational trust. When an employee perceives or believes that there is an honorable, impartial relationship with a trustworthy and skilled supervisor that can be depended on, trust as a positive effect of this belief is established. Internal organisational trust, however, is the general milieu of trust inside an organisation, which grows from affiliations, formations and structures within an organisation (Monji & Ortlepp, 2011:193).

Employees who trust their organisation will also experience higher job satisfaction at the workplace. They therefore made the argument that the subsistence of substantial trusting relationships between management and employees, as well as between co-workers, is positively related to employees' overall job satisfaction (Monji & Ortlepp, 2011:194).

4.3.1.8 Stress

The fundamental reasoning behind earlier empirical research with the reported results that stressful work environments increase job dissatisfaction is that the resultant job dissatisfaction triggers decisions to quit (LeRouge, *et al.*, 2006:930; Tuten & Neidermeyer, 2004:27).

Engineering professions are regarded as some of the more stressful occupations (Paillé, 2011:9). Add to it the characteristically high turnover environment of the knowledge industry, and the research with regard to the engineering industry presents fascinating findings (Paillé, 2011:9). The high turnover work locations observed in the Paillé study shows that stress-related consequences were cushioned by job satisfaction. The conclusion was therefore made that, in spite of the reality of a stressful work environment, if an employer succeeds to breed immense magnitudes of job satisfaction, the company will be able to retain their employees (Paillé, 2011:9).

The Paillé study's data implies that employees who experience vast degrees of job satisfaction can handle stressful work conditions that are intrinsic to the professional environment. The importance of the proper modern organisations creating and implementing human resources policies, of which the focal point is the institution and expansion of employee satisfaction, can therefore not be underestimated (Paillé, 2011:10).

4.3.1.9 Psychological Capital

Psychological capital (PsyCap) is defined as an individual's positive psychological state of development. It is identified by four characteristics: (1) having confidence to take on and put in the required effort to succeed at demanding tasks; (2) making a positive attribution about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals in order to succeed; and (4) when inundated by problems and hardship, being able to, by means of resilience achieve success (Avey, *et al.*, 2010:18). According to the authors employees' PsyCap scores were directly related to job satisfaction. Furthermore the higher their levels of job satisfaction were, the less likely to were to leave their jobs (Avey, *et al.*, 2010:21).

Avey *et al.* (2010: 20) avers that employees high PsyCap scores will be inclined to conceive further alternatives to achieve similar goals and are prone to apply these options in the work environment with positive expectations, which allows them to recover from adversity better than those with lower levels or without PsyCap.

PsyCap relates more to the intrinsic component of job satisfaction, but Bhuian and Menguc (2002:8) defined it as an attitude that individuals have about their jobs and Rothmann (2001:41) referred to it as an emotional reaction to a job which can be explained in terms of a person's dispositional dimensions (i.e. inherent attributes of the individual), it cannot superficially be separated from the extrinsic components.

4.3.1.10 Supervision

The extent to which managers are encouraging, forthcoming, understanding and responsive in their interaction with employees and also recognise their contributions is referred to as supervisory consideration. It refers to leader behaviours that are concerned with promoting the comfort and well-being of subordinates (Boshoff & Mels, 1995:26).

Packard and Kauppi (1999:7) point out that subordinates with dictatorial supervisors experience considerably lower levels of job satisfaction than do those with democratic leaders.

Boshoff and Mels (1995:29) found partaking in decision-making to be a predominantly significant source of job satisfaction and that managers and supervisors who permit their employees to contribute to decisions that affect their own jobs enjoy elevated levels of employee satisfaction.

4.3.1.11 Advancement

With regard to advancement, Kreitner and Kinicki (2008:215) refer to Frederick Herzberg's 1959 study during which he interviewed 203 accountants and engineers. In his study he found autonomous groups of factors concomitant with satisfaction and dissatisfaction.

He found job satisfaction to be related to achievement, recognition, characteristics of the work, responsibility and advancement. Kreitner and Kinicki state that Herzberg labeled these factors as motivators, as they were all interconnected with the content of the task being performed and were associated with strong effort and good performance. Herzberg hypothesised that motivators could cause movement by employees from a state of no satisfaction to satisfaction (Kreitner & Kinicki, 2008:215).

4.3.1.12 Recognition

Recognition or rewards either consist of extrinsic rewards (coming from the environment) or intrinsic rewards that are self-generated (Kreitner & Kinicki, 2008:256). Extrinsic rewards *inter alia* may consist of money or praise. Intrinsic rewards are rewards gained from the completion of a task or assignment by getting a sense of ability or competence and self-determination from the experience.

Reward systems are usually centred on quality based performance and act as strong motivators.

Kreitner & Kinicki state that a good reward system will attract skilled and motivated people and will contribute to their job satisfaction once they have joined an organisation. If it is executed correctly, a reward system that employees find suitable as recompense will nurture personal development and progression, as well as prevent them from leaving (Kreitner & Kinicki, 2008:256).

4.3.1.14 Achievement: McClelland's Achievement Motivation Theory

Kreitner and Kinicki (2008:210) state that motivation represents a psychological process that causes the arousal, direction and persistence of voluntary actions that are goal directed. It might therefore be argued in terms of the process theories that achievement is a process of motivation. This process involves internal factors and cognitions influencing employee motivation. However, in terms of the content theories of motivation, it is internal or intrinsic factors such as instincts, needs (similar to achievement), satisfaction and job characteristics that enhance employee motivation and satisfaction.

In their conference paper on McClelland's achievement motivation theory, Dittman & Bunton state that according to McClelland, a person's motivation and efficiency in the working environment are influenced by three needs that are acquired over time and are formed and molded by such a person's life experiences (Dittman & Bunton, 2012:403).

He identified three types of "persons" classified in terms of the nature and characteristics of their different forms of motivation formed by their individual needs.

These are:

- Persons motivated by achievement (n-ach);

- Persons motivated by authority/power (n-pow);
- Persons motivated by affiliation (n-affil)

Persons motivated by achievement (n-ach)

Achievement-motivated persons seek achievement, attainment of realistic, but challenging goals, and advancement in their job. They have a deep-seated need for accomplishment and therefore need constant feedback about their achievements and progress. Looking at Table 3.7, the fact that statement 19 of the MSQ, - *Being able to see the results of the work I do* - had the highest mean (together with statement 6) and a low standard deviation is not surprising. Achievement-motivated persons strive for excellence, and in this pursuit tend to avoid both low-risk and high-risk situations. Because they regard easily attained success not as authentic and legitimate, they avoid low risk situations. With regard to high-risk assignments, achievers see the result as coincidental, rather than due to their own endeavors.

As high achievers get frustrated with those that do not share their motivational disposition, they prefer to work autonomously or in concurrence with other high achievers, favouring assignments that have a reasonable prospect of success, ideally a 50% chance (Dittman & Bunton, 2012:404).

Persons motivated by authority/power (n-pow)

These persons are 'authority-motivated'. They need to be prominent and influential, effectual and efficient. They want to make an impact. Authority-motivated persons have a substantial desire for leadership and prevalence of their viewpoints. They have needs concerning their personal status and prestige which they like to see escalating continuously. Authority-motivated persons' need for power can either be personal or institutional. More often than not employees do not experience co-employees or supervisors favourably, who needs personal power and therefore constantly wants to direct them (Dittman & Bunton, 2012:405). It is therefore not surprising that, as

previously stated in paragraph 3.9.1.3 statement 6 - *The chance to have others look to me for direction* - of the MSQ, together with statement 19 (see above) had the highest means with a low standard deviation.

Persons motivated by affiliation (n-affil)

In terms of McClelland's achievement motivation theory, persons who are motivated by institutional or social power want to consolidate the endeavors of others to advance the aspirations of the organisation. Managers with this inclination are more efficient and effectual, as opposed to those with a substantial need for personal power. These persons have a need for responsive sociable relationships and are motivated towards interaction with other people. Acceptance by others and amicable relationships are essential for them. They need to be adored and held in popular regard.

As team players, persons motivated by affiliation follow the norms of their workgroup, they favour work that requires substantial personal interaction and therefore function well in customer service and client interaction situations (Dittman & Bunton, 2012:405).

According to McClelland's theory, the majority of people demonstrate an arrangement of these attributes. This motivational needs amalgamation affects the behaviour and working/managing style of those persons presenting a significant predisposition to a specific motivational need (Dittman & Bunton, 2012:406). However, McClelland's theory allows for the molding and modeling of a person's needs and modifying their need profile by means of training programs.

While persons motivated by authority or power are drawn to leadership roles, they may not have the requisite elasticity and people-centred skills to successfully fulfill them. McClelland's theory states that strong authority-motivated persons will engender an unwavering work ethic and commitment to the organisation. Although achievement-motivated persons in terms of this theory may make the best leaders, they might have the propensity to command too much of their staff or co-employees in their conviction

that they are all similarly and highly achievement-focused and result-driven, which most people are not (Dittman & Bunton, 2012:406).

A direct consequence of organisations that are able to satisfy needs or goals (as intrinsic motivating factors) is that employees reward them with higher productivity, work quality, a decrease in intentions to quit and subsequently lower turnover, which transforms into increased profitability (Sirota, *et al.*, 2005:64).

4.3.2 Overview of Influences on Intention to Quit

4.3.2.1 Human Resource Practices

According to Arthur (1994:672) rational and balanced sets of human resource practices lead to lower quit or turnover rates. If these human resource practices culminate in salary growth or the potential for salary growth, it would have a pronounced effect on turnover. Primarily, escalation in remuneration was the greatest for high performers, and it therefore considerably reduced the turnover of high performing key employees (Abeysekera, 2007:236). The absence of competitive reward systems and the lack of recognition are a few reasons for an increase in employee turnover in an organisation (Abassi & Hollman, 2000:335).

Employees that are indomitable in their functional positions and are convinced that they can have a constructive impact in their organisation are inclined to affect their fortitude toward success in the organisation, as opposed to squandering the prospect of being successful by leaving the organisation. Those employees who consider themselves as having control over and having an influence on their surroundings, feel empowered to the extent that they can create change. They also consider themselves as having the independence required to uncover the significance in their work, and will therefore be less likely to want to leave their organisations (Avey, *et al.*, 2008:113). Employees' insights with regards to HR practices and how accommodating they are (including

participation in decision making, fairness of rewards, and growth opportunities) are correlated to intentions to quit (Allen, *et al.*, 2003:102).

4.3.2.2 Positive Organisational Support (POS)

It is unlikely that employees who feel that the employer is genuinely concerned about their interests are to search for other work opportunities. Organisations that demonstrate concern for their employees' material and psychological welfare by trying to set up a serene, communal environment motivate an employee to remain in its employment (Paillé, *et al.*, 2010:43).

Allen *et al.* (2003:103) concur that when employees recognise an elevated intensity of commitment from their organisation towards them, their intent to quit will be lower. However, employees who consider an employer as having little support for them are, in all probability, going to look for employment somewhere else.

4.3.2.3 Benefits and Compensation

Fringe employment benefits such as pension schemes, health insurance, life insurance, disability insurance, paid leave, paid holidays, flexible scheduling and educational assistance have illustrated to be attractive appendices to an organisation for employees and have therefore resulted in a strong negative correlation with turnover (Shaw, *et al.*, 1998:514).

Contentment with remuneration was found to be comprehensively connected with the intent to quit in a study of public school teachers (Currall, *et al.*, 2005:615).

4.3.2.4 Education and Skill

Kennedy found by means of a series of semi-structured interviews with engineers in private industries that mature engineers (those over 40 years of age) are concerned

about their skills and the perception that their managers see them as replaceable with younger graduates who will work for lower pay. The result of this is that engineers are persistently looking for the next job because of perceptions of lack of job security (Kennedy, 2009:22).

4.3.2.5 Organisational Culture

Organisational culture is explained as the unseen powers that characterise existence in a business organisation (Sheridan, 1992:1037). The importance there for managers is that they must study how valuable their organisational culture and compositions are in maintaining their staff compliment (Sheridan, 1992:1038). Managers must therefore create situations in which their employees feel comfortable to effectively communicate their perceptions of the organisational culture.

According to Erwee *et al.* (2001:7) organisational culture refers to a set of values, beliefs and behavioural patterns that form the core identity of organisations; and these help in shaping the employees' behaviour.

Organisational culture can be analysed by identifying aspects that characterises behaviour and ultimately can be considered as the culture of the organisation (Van der Post, *et al.*, 1997:148). Erwee *et al.* (2001:8) state that this manner of analysis provides an organisational model that distinguishes culture as an attribute of the organisation that can be measured and influenced in isolation. The elements making up these characteristics are: conflict resolution, culture management, customer orientation, disposition towards change, employee participation, goal clarity, human resource orientation, identification with the organisation, locus of authority, management style, organisational focus, organisational integration, performance orientation, reward orientation and task structure. Van der Post *et al.* (1997:147) therefore defined organisational culture as "a system of shared meaning, the prevailing background fabric of prescriptions and proscriptions for behaviour, the system of beliefs and values that ultimately shape organisational behaviour".

Employees assess how well they fit into their community and immediate environment. Mitchell *et al.* (2001:1111) believe that the better the fit, the higher the likelihood that an employee will feel professionally and personally tied to an organisation. These authors therefore contend that employees' personal values, career goals and plans for the future must fit with the larger corporate culture and the demands of his immediate job (Mitchell, *et al.*, 2001:1111).

The role that employers therefore need to play in recommending and executing forward looking, out of the box thinking management practices such as encouraging feelings of accomplishment, making work fun and providing a challenging, yet supportive, environment cannot be ignored (Sheridan, 1992:1039).

4.3.2.6 Internal Locus of Control and Training

According to Allen *et al.* (2005:983) personality traits moderate intentions to quit to such an extent that the employees with low self-monitoring, low risk aversion and a low internal locus of control were found to be prone to developing quitting intentions. When employees experience their survival tactics during complex circumstances as successful, they will in all likelihood undergo a heightened sense of achievement inside their sphere of responsibility. The implication, therefore, is that employees will work towards demanding, but achievable, tangible and immediate goals. Experiential exercises, on-the-job training and coaching will contribute to this sense of achievement by building high self-efficacy through guided mastery experiences (Luthans & Youssef, 2004:148).

According to Saks (1995: 214), escalations in training of new employees are associated with escalations in post-training self-efficacy, ability to cope, job performance, and with a reduction in intentions to quit. However, as undergoing training is perceived as a signal of an employees' proficiencies and capabilities to outsiders, training increases workers' intellectual wealth and employability. Having undergone training, employees' prospects of quitting their job in the 12 months immediately following such training are

subsequently increased. As a result, employees who received training may attract more outside offers, or alternatively start their own business using the skills and experience they attained (Shields & Ward, 2001:685).

4.3.2.7 Leadership Empowerment Behaviour

Leadership empowerment behaviour involves the entrustment of authority, taking responsibility for results, sovereign decision-making, information distribution, proficiency expansion and education for inventive performance, which result in empowered employees (Konczak, *et al.*, 2000:304). Leadership empowerment behaviour correlates negatively with intention to leave. By implication, when leadership empowerment behaviour increases, intention to leave decreases (Van Schalkwyk, *et al.*, 2010:4).

Employees who perceive that their individual requirements are being addressed by means of a leader's personal attention will be less prone to harbour intentions to quit the services of their employer, and as a result continue as a member of such an organisation (Krishnan, 2005:16).

4.3.2.8 Transformational Leadership and Leader–Member Exchange

Transformational leadership augments the drive, morale and functioning of employees by means of an assortment of methods. These incorporate intertwining the employee's impression of distinctiveness and self to the objectives and the communal characteristics of the organisation by acting as a rolemodel for its employees, stimulating them to take more responsibility and ownership of their work.

Transformational leaders recognise the strengths and weaknesses of employees, so the leader can align these with tasks that optimise their performance. It is therefore no surprise that transformational leadership has been found to be negatively related with employees' intentions to quit (Avey, *et al.*, 2008:112).

Leader–Member Exchange (LMX) theory explicates how leaders build up relationships with employees they lead and how those relationships can grow in exceptional ways. In terms of Harris’s study on LMX, employees in advanced LMX relationships reported lower scores of their intent to leave their organisation than those with lower quality LMX relationships (Harris, *et al.*, 2005: 365).

Martin *et al.* (2005:143) found that transformational leadership, mediated by a high quality leader-member-exchange (LMX) relationship, was related to employee intentions to quit and actual turnover (Martin, *et al.*, 2005:143).

Leaders who enlarge their relational and elevated quality exchange with employees will possibly moderate these employees’ proclivity to consider abandoning their organisation and conceivably reduce definite behaviours in searching for alternative employment positions. When employees observe their leaders to conduct themselves in a transformational manner by means of higher quality exchange relationship, preliminary job search feelings, thoughts and behaviours are less salient (Wanberg, *et al.*, 2005:413).

As engineers may simply want to cover their bases and do not always intend to leave, managers (leaders) should, in order to diminish possible job loss, pay meticulous interest in devoting time and resources to relationships with crucial executors in their organisation so as to augment vital employee retention and avoid destructive and dysfunctional turnover.

4.3.2.9 Organisational Climate

Organisational climate is the quality that distinguishes one organisation’s work environment from another. According to Liou and Cheng (2010:1636) these qualities or characteristics are fairly durable over time and have a propensity to influence the behaviour of employees in the organisation.

Punia *et al.* (2004:146) state that organisational climate influences interpersonal relationships, individual autonomy, freedom, the degree of communication between members and departments, conflict management, the degree of trust and decision-making processes in the organisation.

According to Tham (2007:1229) organisational climate can be examined from the perspectives of the collective atmosphere of a workplace, its human resource orientation, communication flow and diversity.

Research indicates that a positive organisational climate is correlated with employee satisfaction, employee performance, organisational commitment and a reduction in employee's intention to quit (Russel, *et al.*, 2010:197).

As it is contended that in a flat organisational structure employees could be subjected to less organisational chains of command and that subsequently there could be more proficient communication between management and employees, flat organisational structures are related with positive organisational climates. Organisational climates like these promote innovation, team spirit and decentralised decision-making processes (Ohly & Fritz, 2010:545).

On the other hand, however, flat organisational structures might create the perception with senior, highly qualified personnel that they have reached their ceiling of advancement and have no chance of progressing into the management structures of the organisation.

According to Ohly and Fritz (2010: 545) the work environment has a vital part in influencing individual behaviour and an organisational climate could therefore advance or discourage work-based outcomes. Hughes *et al.* (2010:3) agree with this averment that there is a significant relationship between organisational climate and turnover intention in various work contexts.

These studies therefore conclude that as organisational climate strongly influences and is closely associated with an employee's decision or intention to quit, managers could alleviate turnover intentions by establishing and refining a pleasing and gratifying organisational climate for employees (Russel, *et al.*, 2010:198).

4.3.2.10 Job Security

Job insecurity is defined as an employee's anxiety concerning the prospect of his or her job. It consists of mainly two elements that are the identification of the perils to job security and the distress about these perils. The probability of redundancy due to these perils relates to the cognitive aspects of job insecurity, while the fear of job loss is related to the emotional characteristics thereof (Mauno, *et al.*, 2001:921).

Highly-skilled employees, for example, engineers, who are able to obtain alternative employment with relative ease, leave their organisations hunting for more secure vocational prospects if they feel insecure about their jobs. Job insecurity may therefore lead to lower job satisfaction, which will lead to the intention to quit (Maley, 2009:3).

Organisations that go through a rationalisation process are likely to do so again, and in doing so create the perception for their key employees that future employment is insecure. In reply thereto, the highly-skilled employees who have other employment prospects are liable to quit. Organisations will as a result lose their most valuable employees.

4.3.2.11 The Psychological Contract & Organisational Support

According to Baruch and Hind (1999: 297) the psychological contract is an unspoken promise that is absent in the small print of the employment contract of what the employer offers and what the employee gives in return.

Robbinson and Rousseau (1994:248) state that the psychological contract regulates the reciprocal expectations between that which employers expect from employees and *vice*

versa. According to these authors it defines the behavioural expectations that are related to the everyday functions and responsibilities of the employee.

Employees presuppose employers to treat them justly, afford them satisfactory working circumstances, plainly converse with their definition of what they regard as a reasonable day's work and be responsive to the employee's performance. Employers, as counter performance from employees, expect positive attitudes, loyalty and commitment towards the organisation (Robbinson & Rousseau,1994:247).

As an unassailable revelator of behaviour in organisations, a negative psychological contract can instigate employees to become disheartened, dejected and indignant of what they may observe as authoritarian management in an organisation (Rousseau, 2004:123).

According to Robinson and Rousseau (1994:249) the consequences of psychological contract contravention can reveal itself in a number of manners. Employees usually lessen their job effort, belittle the organisation, make themselves guilty of absenteeism or even petty theft. In extreme circumstances employees may abscond.

Employers, therefore, must abstain from giving undertakings or generating hope if they cannot come true on what they proposed. Breach of the psychological contract affects trust, the foundation of the employment relationship, and cannot be repaired easily. Once it has been crushed it leads to employees feeling betrayed (Baruch & Hind, 1999:299).

Naumann *et al.* (2000:230) concluded that organisational trust has a negative effect on intention to leave.

Pienaar *et al.* (2007:63) contend that, judged against internal organisational trust, employees' trust in relation to his or her supervisor is the superior predictor of employees' intention to stay in an organisation.

According to DeCuyper and De Witte (2006:399) there is a substantial correlation between psychological contract fulfillment and turnover intention. Contravention of the psychological contract completely reconciles the correlation between psychological contract breach, job satisfaction and intention to quit (Raja, *et al.*, 2004:354).

Researchers found that desecrations of the psychological contract are negatively related with trust and employees' intention to stay with their employer (Coyle-Shapiro & Kessler, 2000:927).

In attempts to avoid infringement of the psychological contract, lower job performance and intention to quit, managers should meet frequently with and get feedback from their employees on changes in their expectations, as well as to circumscribe modifications to employer and employee responsibilities and obligations.

Key employees cannot at all times be thwarted from leaving. It is, however, essential to comprehend what can be done to reduce intentions leading to decisions to quit. There is therefore value in reflecting on Social Exchange Theory, or psychological contract, by taking in to consideration how employees respond to actions taken by the organisation.

If employees perceive an environment of managerial encouragement where supervisors and managers fend and care for the growth and welfare of their employees, the psychological contract is what binds supervisor support and retention of employees and explains why they remain with a company (Eisenberger, *et al.*, 2002:566).

Perceived Supervisor Support (PSS) is regarded as a social exchange construct as employees remain with an organisation if their managers or supervisors appreciate and value their involvement, interconnect well with their employees, treat them with respect and show them gratitude (Eisenberger, *et al.*, 2002:565).

People can survive through adversity and privation, as well as conquer trials and tribulations with good grace, while preserving an affirmative and constructive

manifestation of themselves as being adept to erudition, if they feel supported (Mulki, 2006:21).

Support of this nature can come from an organisation's culture or systems that entrench management's belief in employee development or continuous learning, of which the results are outcomes such as development, satisfaction, performance or effectiveness (Mulki, 2006:22).

Consequently, the psychological contract or social exchange theory commands that if managers or supervisors relate to their employees and cultivate their development, a mutual relationship may form to the extent that the employees, who may not feel associated to the organisation, will feel "associated" and will therefore "reimburse" their employers and the organisation by remaining in it.

However, if there is disparity between the demands and the resources available to meet the demands, it results in emotional strain. Perceived Supervisor Support when present or clearly perceived could level out this imbalance, but if it is absent, emotional exhaustion could begin to set in (Brotheridge & Lee, 2002:366). This adds weight to the adage that employees leave supervisors not organisations.

4.3.2.12 Achievement

A direct consequence of organisations that are able to satisfy needs or goals (as intrinsic motivating factors) is that employees reward them with higher productivity, work quality, a decrease in intentions to quit and subsequently lower turnover, which transforms into increased profitability (Sirota, *et al.*, 2005:64).

A detailed discussion of Achievement has been presented in paragraph 4 3.1.13 and will therefore not be repeated.

4.4 CONCLUSIONS

4.4.1 Conclusions Regarding Specific Theoretical Objectives

The primary objective of this study was to investigate the extrinsic factors influencing job satisfaction and intention to quit, empirically and theoretically. It was also stated that these factors cannot superficially be separated from the intrinsic factors. An unbiased theoretical discussion of these factors as per paragraphs 4.3.1.1 to 4.3.1.13 with regard to job satisfaction and paragraphs 4.3.2.1 to 4.3.2.12 therefore had to be undertaken.

In terms of the result of the empirical investigation, the factor with the most significant relationship with general job satisfaction is an intrinsic factor, achievement. Achievement also had the highest correlation with intention to quit.

To properly meet the primary objective, a theoretical analysis of only achievement would not have been sufficient. Furthermore, the extrinsic factors cannot be artificially separated from the intrinsic factors. Although it seems that there was a deviation from the primary objective of the study, it was clear from the literary research that these intrinsic factors have a substantial influence on job satisfaction and therefore cannot be isolated or ignored.

A brief summary of conclusions for both extrinsic and intrinsic factors in terms of the theoretical analysis for job satisfaction and intention to quit will be done based on the discussion of these factors as per paragraphs 4.3.1.1 to 4.3.1.13 with regard to job satisfaction and paragraphs 4.3.2.1 to 4.3.2.12 with regard to intention to quit. No text references will therefore be specified again.

4.4.1.1 Job Satisfaction

Extrinsic factors

Work-life Conflict

In skilled professional occupations long working hours and unrealistic deadlines for extensive projects lead to job dissatisfaction.

Workload

Workload influences job satisfaction negatively in that growing demands in client requirements and the staggering pace of changing technology to improve the efficiency and effectiveness of organisational activities result in ever increasing workloads and tight deadlines for skilled employees.

External Career Anchors

Once external anchors such as job security, location and autonomy in the workplace are realised, employees are averse to change to their anchors even if other prospects present themselves. It is therefore positively related to job satisfaction.

Empowerment Behaviour

Empowering employees by means of nurturing their skills and increasing their decision-making power enables them to adequately do their jobs which increases their job satisfaction.

Perceived Organisational Support

POS is positively related to commitment and satisfaction, which in turn are negatively related to turnover intentions, and positively related to actual turnover behaviour.

Organisational Trust

Trusting relationships between management and employees, as well as between co-workers is positively related to employees' overall job satisfaction.

Stress

In spite of the reality of a stressful work environment, if an employer succeeds to breed immense magnitudes of job satisfaction, the company will be able to retain its employees.

Supervision

Subordinates with dictatorial supervisors experience considerably lower levels of job satisfaction than do those with democratic leaders. Partaking in decision-making is a predominantly significant source of job satisfaction. Employees who contribute to decisions that affect their own jobs enjoy elevated levels of employee satisfaction.

Recognition

In terms of the MSQ, recognition refers to the praise received for doing a good job (Weiss, *et al.*, 1967:2). It, therefore, in terms of Kreitner & Kinicki's definition of rewards or recognition, implies that the MSQ intends to test extrinsic rewards.

When employees feel that their competencies, proficiencies, hard work and contributions are recognised and appreciated, it promotes their sense of job satisfaction.

Therefore, rewards systems influence employees' job satisfaction and intention to stay with an organisation positively (Kreitner & Kinicki, 2008:256).

Intrinsic factors

Internal Career Anchors

Satisfactorily observed career incentives and internal career anchors positively relate to job satisfaction and contentment to remain in an organisation.

Employee Engagement

Employee engagement is a forecaster of productivity, job satisfaction, motivation, commitment and low turnover intention.

Psychological Capital

People reporting higher PsyCap scores reported higher levels of job satisfaction and were less likely to leave the job that they are in.

Achievement

When organisations are able to satisfy needs or goals (as intrinsic motivating factors) its employees reward them with higher productivity, work quality that is regarded as consequences of higher levels of job satisfaction. In terms of the literature, an employee's sense of achievement in an organisation contributes to job satisfaction.

Advancement

Being regarded as a motivator, advancement can cause a person to move from a state of no satisfaction to a state of satisfaction.

4.4.1.2 Intention to Quit

Extrinsic Factors

Human Resource Practices

Rational and balanced sets of human resource practices lead to lower quitting or turnover rates. The absence of competitive reward systems and the lack of recognition are a few reasons for an increase in employee turnover in an organisation. Employees' insights with regard to HR practices and how accommodating they are correlated with intentions to quit.

Positive Organisational Support

When employees recognise an elevated intensity of commitment from their organisation towards them, their intent to quit will be lower.

Benefits and Compensation

Benefits and Compensation are attractive appendices to an organisation for employees and have therefore resulted in a strong negative correlation with turnover.

Empowerment Behaviour

Delegation of authority, accountability for outcomes, self-directed decision making, information sharing, skill development and coaching employees for innovative performance have a negative relation to intention to quit.

Organisational Culture

Recommending and executing forward looking, out of the box thinking management practices, such as encouraging feelings of accomplishment, making work fun and providing challenging assignments, have a negative relation to intention to quit.

Transformational Leadership & Leader Member Exchange

Transformational leadership, mediated by a high quality leader-member-exchange (LMX) relationship, was related to employee intentions to quit and actual turnover.

Organisational Climate

A positive organisational climate is correlated with employee satisfaction, employee performance, organisational commitment and a reduction in employee's intention to quit.

Job Security

If future employment is insecure, highly-skilled employees who have other employment prospects are liable to quit.

Psychological Contract

There is a substantial correlation between psychological contract fulfillment and turnover intention. Contravention of the psychological contract completely reconciles the correlation between psychological contract breach, job satisfaction and intention to quit.

Intrinsic Factors

Education and Skill

Escalations in training of new employees are associated with low levels of intention to quit.

Internal Locus of Control

Self-efficacy, ability to cope and job performance are positively related to a reduction in intentions to quit.

Achievement

A direct consequence of organisations that are able to satisfy needs or goals (as intrinsic motivating factors) is that employees reward them with higher productivity, work quality, a decrease in intentions to quit and subsequently lower turnover, which transforms into increased profitability. Achievement therefore influences intention to quit and contributes to its reduction.

4.4.2 Conclusions Regarding Specific Empirical Objectives

In terms of the empirical investigation, the primary objective was to determine which factor related the most to job satisfaction and intention to quit. In addition, the researcher wanted to determine if there was a correlation between job satisfaction of the members of the sample and their intention or lack of intention to quit.

Achievement was the factor that was most significantly related to job satisfaction and intention to quit. It can therefore be concluded that employees, if they are satisfied in their work environment, would rather direct fortitude towards their achievements in an organisation than squander a prospect of progressing regularly up the ladder of success by quitting the organisation prematurely.

Satisfied, loyal and productive employees create value. The empirical investigation showed that the tested sample reflected a high level of job satisfaction. The *intention to stay in their organisations as long as possible* was the statement in the intention to quit questionnaire with the highest mean and a small standard deviation.

The strong negative relationship that was expected between job satisfaction and intention to quit was confirmed, the effect of which would be that the more job satisfaction increases, the more intention to quit decreases.

4.5 LIMITATIONS OF RESEARCH

This study is limited to engineers, technicians and technologists registered with ECSA and cannot be compared to employees not working in the engineering field or engineers and others working in consulting engineering firms overseas.

The objective of the study was only to determine if there was correlating relationships between the variables and to find out what the strength of these relationships was. As a cross-sectional design was used, there was no intention to prove causal relationships between the variables.

Furthermore, as the Tilburg Psychological Contract Questionnaire and the Psycones have not been commonly used in South African research, the Cronbach Alpha coefficients could not be evaluated against other research done in South Africa on intention to quit.

Although the sample size of this study was quite large, no generalisations in terms of the population could be made, as non-probability sampling was done with the consequence of the research being regarded as unrepresentative.

The questionnaire was sent to 3000 respondents, but only 182 were completed, constituting a response rate of a mere 6.8%. This may be due to the respondents, as highly-skilled individuals, receiving vast amounts of e-mails to which they respond very

selectively. The length of the questionnaire should also be considered in terms of the low response level. It consisted of 112 statements. This could be perceived or experienced as being too long. Responding to such a lengthy questionnaire may come across as tiring and time consuming. The respondents all work in pressurised working environments. In order to complete the questionnaire in as little time as possible, they may have responded to some statements without spending sufficient time to consider them properly, despite being prompted at the start of the survey to do so.

In analysing the data, the emphasis was on the individual level of employees. In his 2006 article John states that the organisation is a critical circumstantial factor that has a significant impact on employee attitudes and behaviour similar to job satisfaction and intention to quit (John, 2006:388).

It was made abundantly clear that the completed surveys would be treated confidentially. Regardless thereof, respondents might still have had concerns with regard to disclosing delicate information to the researcher.

Several other factors that might have an influence on job satisfaction and intentions to quit were not analysed and discussed in this study, a number of which were briefly cited in this chapter.

4.6 RECOMMENDATIONS

4.6.1 Recommendations for Organisations

To retain employees, the factors they regard, as well as those that different groups of employees regard as important in augmenting their experience of job satisfaction within the organisation, must be identified. Interviews should be conducted with them for this purpose. Employers should not only be mindful to pay some attention to these factors. They should have the intent to do them well.

Despite having this knowledge, employee retention for most employers still remains a battle as they rely on salary increases and bonuses to ultimately try and prevent employee turnover (Hesketh & Fleetwood, 2006:686).

Organisations should recognise that employee retention is a strategic issue and pertains to establishing and maintaining a competitive advantage (Pfeffer, 2005:96).

Since achievement in terms of this study is the factor that contributed most significantly to job satisfaction and had the highest correlation with intention to quit, employers in the engineering industry should take notice of McClelland's theory of motivation.

In their conference paper on McClelland's theory of motivation, Dittman & Bunton reported that according to McClelland, every individual's needs are different. Everyone's unique mix of needs (found to varying degrees in all workers and managers) characterises a person's or manager's style and behaviour. As individuals have different needs, they are motivated differently (Dittman & Bunton, 2012:404).

McClelland proposed that an individual's specific needs are acquired over time and are shaped by their life experiences. He stated that a person's motivation and effectiveness in certain job functions are influenced by the following three needs:

- A high need for achievement: High achievers, like the individuals tested in this study, should be given challenging projects within reachable goals. They are achievement-motivated and pursue fulfillment of reasonable and realistic, yet challenging goals. They not only need to have a sense of advancement, but also a sense of accomplishment. They have a strong need for feedback about achievement and progress by means of recognition, factors that had the highest level of reliability and consistency in this study.
- High need for affiliation: In terms of affiliation as a motivational need, individuals seek amicable interaction with others and would prefer work where this sort of

interaction is a significant aspect and is required. Being held in popular regard and being liked is essential for their motivation.

- High need for power: Power-motivated needs involve a need to be influential, effective and to make an impact. Persons motivated by power have a strong need to lead and for their ideas to prevail. Increasing their personal status and prestige are also part of their motivational needs. The survey statement, *the chance to lead workers that look for direction*, had the highest mean score and therefore indicates its significant contribution to job satisfaction.

Although it might be argued that achievement (that had the biggest influence on job satisfaction and the highest correlation with intention to quit) is a process of motivation and not a factor influencing job satisfaction or intention to quit as such, it is clear that this process involves internal factors and cognitions that influence attitudes of employees. In terms of the content theories (of motivation) it is intrinsic factors such as instincts, needs (similar to achievement), satisfaction and job characteristics that motivate employees and invigorate their attitudes.

Mortimer and Lorence define job satisfaction as a positive emotional state resulting from the appraisal of one's job or job experience. They state that satisfaction is a consequence of the realisation of incentives and rewards - rewards that are consistent with expectations and fulfill employees' needs (Mortimer & Lorence, 1989).

Bhuiyan and Menguc (2002:8) define job satisfaction as an **attitude** that individuals have about their jobs. They describe it as the extent to which one feels positively or negatively about the intrinsic and/ or extrinsic aspects of one's job. Lease (1998:155) defines job satisfaction as the consequence of an employee's assessment of the extent to which the work setting meets the terms of an employee's **needs**.

Elangovan (2001:162) described intention to quit as an **attitudinal** orientation or a cognitive manifestation of the behavioral decision to quit.

It is therefore clear that organisations with the knowledge of how individuals are motivated in terms of addressing their needs can enhance their job satisfaction and reduce intentions to leave. Management techniques that consist of supervisory consideration, participative decision making, performance feedback and communication are therefore advocated.

A few practical examples, as suggested by Armstrong (2006:399), and recommendations on how they can be implemented are therefore listed.

- Avoid collegial, unequal or imbalanced pay systems, bearing in mind that the money in principle is not a motivator. How fairly people are treated is much more important.
- Jobs should be designed to capitalise on the available assortment of employees' dexterity, task significance, autonomy, control over their work and feedback, while making sure that provision is made for prospects of learning and growth. Job functions can be personalised to meet the needs of specific individuals.
- Take steps to improve the working experience of employees, not only as important resources, but also as valued individuals by developing policies that recognise the needs of employees.
- Promotion and advancement procedures should match the capabilities of individuals to the exigencies of the work they have to do.

4.6.2 Recommendations for Future Research

The engineering industry is subjected to frequent job hopping by its highly skilled experienced members. It is typical for these organisations to lose skilled people to other organisations. As the personnel in consulting engineering firms are of a particular skill level, the most critical business strategy consulting engineering firms should adopt is

the commitment to retain and motivate quality employees (Hecker, 1996:32). Research should therefore be conducted into retention strategies and how it influences engineering firm's profitability.

It is recommended that longitudinal studies are done to determine how factors that influence job satisfaction and intention to quit change over a period of time. These studies should be based on the same constructs as the non-longitudinal studies in order to be able to compare the research findings. Longitudinal studies, however, are difficult to conduct, as participants may be changing employment before the study is completed.

The use of interview techniques could enhance the understanding of the relationships between the constructs of this study and its variables.

For an even more comprehensive understanding, the causal relationships between the intrinsic and extrinsic factors of job satisfaction and intention to quit should be investigated.

During more favourable economic conditions, employment settings and situations change. Employment turns out to be more readily available. To see if results manifest differently, replication studies should be done.

In addition to the variables measured in this study, the level of performance of participants should also be measured. This could lend transparency on the reasons why high performing employees leave an organisation.

4.7 SUMMARY OF DISCUSSIONS

In this chapter it became clear that as it is a firm's human resources that will enable it to achieve future success, the onus is on consulting engineering firms to develop and

implement strategies that motivate employees and enhance their job satisfaction (Hecker, 1996:32).

The route to successful accomplishments and profitability is determined and dictated by how its employees work, think and feel.

As compassion, enlightened attitudes is part of the wants and needs of employees and management should develop and implement a corporate mindset that acknowledges and values the human side of its business as much as the financial side by paying attention to their employees' minds bodies, relationships and families (Hecker, 1996:34).

Engineering firms' (as services organisations) application of individual knowledge is what is bought and sold. They depend on a limited pool of employees and subsequently are susceptible to the recruitment of their personnel by other engineering firms (Hecker, 1996:33).

Managers that are able to entice and preserve staff will keep their organisation in the utmost competitive position.

The key to being a good manager is keeping the people who hate you away from those still undecided.

Casey Stanger

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ANNEXURE A: QUESTIONNAIRE

Job Satisfaction & Intention to Quit Survey

Objectives of Survey

The Survey is designed to measure the extent of the influence of job satisfaction on the intention to quit of professionally registered engineers, technicians and technologists in the Consulting Engineering Industry in South Africa.

It is based on the Minnesota Job Satisfaction Questionnaire as adopted for South African circumstances. It may seem that some of the questions are repeated. However it is purposefully constructed in this manner in order to test the reliability of its results.

The value of an investigation into the significance of the relationship between job satisfaction and intentions to quit is that such knowledge will allow managers to address the variables that increase job satisfaction. This in turn can minimize an organisations' employee turnover rate and create a competitive advantage.

Basic Instructions

By means of this survey you have the opportunity to indicate how you feel about your present job. It will prompt you to show what you are satisfied with and what you are not satisfied with. We hope to gain an understanding of the aspects of your job that you like or dislike.

On the following pages you will find statements about your present job. Read each statement carefully. Decide how satisfied you feel about the aspect of your job described by the statement.

Keeping the statement in mind:

if you feel that your job gives you more than you expected, check "Very Satisfied";

if you feel that your job gives you what you expected, check "Satisfied";

if you cannot make up your mind whether or not your job gives you what you expected, check "Neither Satisfied nor Dissatisfied";

if you feel that your job gives you less than you expected, check "Dissatisfied";

if you feel that your job gives you much less than you expected, check "Very Dissatisfied".

Remember: Keep the statement in mind when deciding how satisfied you feel about that aspect of your job.

Please do this for all statements. Only give one answer per statement and answer all the statements.

Be frank and honest. Give a true reflection of your feelings about your present job. Your answers will remain completely anonymous.

Demographical Information

Date of Birth:

Enter date of birth DD MM YYYY
 / /

Job Satisfaction & Intention to Quit Survey

***Are you male or female?**

- Male
 Female

***Specify your engineering discipline**

For example: Civil,
Mechanical, Electrical

Specify if you are a registered engineer, technician or technologist

- Engineer Technician Technologist

***How long have you been in your current position?**

Years

***How long have you been in this line of work?**

Years

Job Satisfaction

With regards to my present job this is how I feel about:

***1. The chance to be of service to others.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***2. The chance to try out some of my own ideas.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***3. Being able to do the job without feeling that it is morally wrong.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***4. The chance to work by myself.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***5. The variety in my work.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Job Satisfaction & Intention to Quit Survey

***6. The chance to have other workers look to me for direction.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***7. The chance to do the kind of work that I do best.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***8. The social status that goes with the job.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***9. The policies and practices toward employees of this company.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***10. The way my supervisor and I understand each other.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***11. My job security.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***12. The amount of pay I receive for the work I do.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***13. The working conditions (heating, lighting, ventilation, etc).**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***14. The opportunities for advancement.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Job Satisfaction & Intention to Quit Survey

***15. The technical "know how" of my supervisor.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***16. The spirit of cooperation among my co-workers.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***17. The chance to be responsible for planning my work.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***18. The way I am noticed when I do a good job.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***19. Being able to see the results of the work I do.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***20. The chance to be active most of the time.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***21. The chance to be of service to people.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***22. The chance to do new and original things on my own.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***23. Being able to do things that don't go against my religious beliefs.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Job Satisfaction & Intention to Quit Survey

***24. The chance to work alone on the job.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***25. The chance to do different things from time to time.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***26. The chance to tell others how to do things.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***27. The chance to do work that is well suited to my abilities.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***28. The chance to be "somebody" in the community.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***29. Company policies and the way in which they are administered.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***30. The way my boss handles his/her employees.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***31. The way my job provides for a secure future.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***32. The chance to make as much money as my friends.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Job Satisfaction & Intention to Quit Survey

***33. The physical surroundings where I work.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***34. The chances of getting ahead in this job.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***35. The competence of my supervisor in making decisions.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***36. The chance to develop close friendships with my co-workers.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***37. The chance to make decisions on my own.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***38. The way I get full credit for the work I do.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***39. Being able to take pride in a job well done.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***40. Being able to do something much of the time.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***41. The chance to help people.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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***42. The chance to try something different.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***43. Being able to do things that do not go against my conscience.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***44. The chance to be alone on the job.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***45. The routine in my work.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***46. The chance to supervise other people.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***47. The chance to make use of my best abilities.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***48. The chance to "rub elbows" with important people.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***49. The way employees are informed about company policies.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***50. The way my boss backs up his/her employees (with top management).**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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***51. The way my job provides for steady employment.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***52. How my pay compares with pay for similar jobs in other companies.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***53. The pleasantness of the working conditions.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***54. The way promotions are given out on this job.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***55. The way my boss delegates work to others.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***56. The friendliness of my co-workers.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***57. The chance to be responsible for the work of others.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***58. The recognition I get for the work I do.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***59. Being able to do something worthwhile.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***60. Being able to stay busy.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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***61. The chance to do things for other people.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***62. The chance to develop new and better ways to do the job.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***63. The chance to do things that don't harm other people.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***64. The chance to work independently from others.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***65. The chance to do something different every day.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***66. The chance to tell people what to do.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***67. The chance to do something that makes use of my abilities.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***68. The chance to be important in the eyes of others.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***69. The way company policies are put into practice.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***70. The way my boss takes care of the complaints of his/her employees.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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***71. How steady my job is.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***72. My pay and the amount of work I do.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***73. The physical working conditions of the job.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***74. The chances for advancement on this job.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***75. The way my boss provides help on hard problems.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***76. The way co-workers are easy to make friends with.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***77. The freedom to use my own judgement.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***78. The way they usually tell me when I do my job well.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***79. The chance to do my best at all times.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***80. The chance to be "on the go" all the time.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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***81. The chance to be of some small service to other people.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***82. The chance to try my own methods of doing the job.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***83. The chance to do the job without feeling I am cheating anyone.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***84. The chance to work away from others.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***85. The chance to do many different things on the job.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***86. The chance to tell others what to do.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***87. The chance to make use of my abilities and skills.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***88. The chance to have a definite place in the community.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***89. The way the company treats its employees.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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***90. The personal relationship between my boss and his/her employees.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***91. The way layoffs and transfers are avoided in my job.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***92. How my pay compares with that of other workers.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***93. The working conditions.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***94. My chances for advancement.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***95. The way my boss trains his/her employees.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***96. The way my co-workers get along with each other.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***97. The responsibility of my job.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***98. The praise I get for doing a good job.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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***99. The feeling of accomplishment I get from the job.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***100. Being able to keep busy all the time.**

| | | | | |
|-----------------------|-----------------------|---------------------------------------|-----------------------|-----------------------|
| Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied | Very Satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Basic Instructions 2

On the following pages you will find statements with regards to intention to quit. Read each statement carefully. Decide how you feel about the statement.

Keeping the statement in mind please note that the scales are giving you the opportunity to indicate if you:

"Strongly Disagree";

"Somewhat Disagree";

"Neither Agree or Disagree";

"Agree Somewhat" and

"Strongly Agree".

Only give one answer per statement and answer all the statements.

Be frank and honest. Give a true reflection of your feelings. Your answers will remain completely anonymous.

Intention to quit

***1. These days I often feel like quitting.**

| | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neither Agree or Disagree | Agree Somewhat | Strongly Agree |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***2. Despite the obligations I have made to this organisation I want to quit my job as soon as possible.**

| | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neither Agree or Disagree | Agree Somewhat | Strongly Agree |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***3. At this moment I would like to stay with the organisation.**

| | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neither Agree or Disagree | Agree Somewhat | Strongly Agree |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***4. If I could, I would quit today.**

| | | | | |
|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|
| Strongly Disagree | Somewhat Disagree | Neither Agree or Disagree | Agree Somewhat | Strongly Agree |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Job Satisfaction & Intention to Quit Survey

*** 5. I plan to continue to work here until I retire.**

Strongly Disagree Somewhat Disagree Neither Agree or Disagree Agree Somewhat Strongly Agree

*** 6. I often think about quitting.**

Strongly Disagree Somewhat Disagree Neither Agree or Disagree Agree Somewhat Strongly Agree

*** 7. I'm looking for an opportunity to find a job in another organisation.**

Strongly Disagree Somewhat Disagree Neither Agree or Disagree Agree Somewhat Strongly Agree

*** 8. I would leave this organisation if I were offered the same job in another organisation.**

Strongly Disagree Somewhat Disagree Neither Agree or Disagree Agree Somewhat Strongly Agree

*** 9. I'm actively searching for another job.**

Strongly Disagree Somewhat Disagree Neither Agree or Disagree Agree Somewhat Strongly Agree

*** 10. If it was up to me I will soon have a job with another organisation.**

Strongly Disagree Somewhat Disagree Neither Agree or Disagree Agree Somewhat Strongly Agree

*** 11. It would take very little change in my present circumstances to cause me to leave this organisation.**

Strongly Disagree Somewhat Disagree Neither Agree or Disagree Agree Somewhat Strongly Agree

*** 12. If I had a chance I would change to some other organisation.**

Strongly Disagree Somewhat Disagree Neither Agree or Disagree Agree Somewhat Strongly Agree

Dear respondent,

Thank you for your valuable time spent on completing this survey. We appreciate that our professional registered members do not have much spare time available. Your contribution in this regard is therefore regarded as very valuable.

Kind regards,

ECSA

ANNEXURE B: TABLE 3.7 DESCRIPTIVE STATISTICS, JOB SATISFACTION

| Job Satisfaction | | Very Dissatis. | Dissatis. | N | Satisfied | Very Satisfied | Mean | Standard Deviation |
|------------------|---|----------------|-----------|------|-----------|----------------|------|--------------------|
| | | % | % | % | % | % | | |
| 1. | The chance to be of service to others. | .5 | 4.9 | 13.2 | 53.8 | 27.5 | 4.03 | 0.810 |
| 2. | The chance to try out some of my own ideas. | 1.6 | 9.9 | 13.7 | 47.3 | 27.5 | 3.89 | 0.974 |
| 3. | Being able to do the job without feeling that it is morally wrong. | .5 | 3.3 | 9.9 | 41.8 | 44.5 | 4.26 | 0.812 |
| 4. | The chance to work by myself. | 1.6 | 3.8 | 12.1 | 44.5 | 37.9 | 4.13 | 0.888 |
| 5. | The variety in my work. | 2.2 | 4.4 | 14.8 | 44.0 | 34.6 | 4.04 | 0.933 |
| 6. | The chance to have other workers look to me for direction | 1.6 | 4.4 | 9.3 | 47.3 | 37.4 | 4.14 | 0.880 |
| 7. | The chance to do the kind of work that I do best. | 2.2 | 12.1 | 9.3 | 50.0 | 26.4 | 3.86 | 1.013 |
| 8. | The social status that goes with the job. | 2.7 | 10.4 | 36.8 | 36.3 | 13.7 | 3.48 | 0.950 |
| 9. | The policies and practices toward employees of this company. | 7.7 | 18.7 | 21.4 | 36.8 | 15.4 | 3.34 | 1.172 |
| 10. | The way my supervisor and I understand each other. | 5.5 | 11.5 | 18.1 | 40.1 | 24.7 | 3.67 | 1.133 |
| 11. | My job security. | 3.3 | 9.3 | 9.9 | 54.9 | 22.5 | 3.84 | 0.987 |
| 12. | The amount of pay I receive for the work I do. | 4.9 | 18.1 | 28.6 | 37.9 | 10.4 | 3.31 | 1.043 |
| 13. | The working conditions (heating, lighting, ventilation, etc). | 2.2 | 7.1 | 15.4 | 50.0 | 25.3 | 3.89 | 0.940 |
| 14. | The opportunities for advancement. | 12.6 | 17.0 | 21.4 | 36.8 | 12.1 | 3.19 | 1.225 |
| 15. | The technical "know how" of my supervisor. | 7.1 | 7.1 | 16.5 | 44.5 | 24.7 | 3.73 | 1.128 |
| 16. | The spirit of cooperation among my co-workers. | 5.5 | 8.8 | 17.6 | 50.5 | 17.6 | 3.66 | 1.043 |
| 17. | The chance to be responsible for planning my work. | 1.6 | 6.0 | 8.8 | 51.6 | 31.9 | 4.06 | 0.893 |
| 18. | The way I am noticed when I do a good job. | 3.8 | 15.9 | 24.2 | 41.2 | 14.8 | 3.47 | 1.050 |
| 19. | Being able to see the results of the work I do. | | 5.5 | 6.6 | 56.6 | 31.3 | 4.14 | 0.764 |
| 20. | The chance to be active most of the time. | 1.6 | 7.7 | 12.6 | 56.6 | 21.4 | 3.88 | 0.888 |
| 21. | The chance to be of service to people. | 1.1 | 2.2 | 17.0 | 54.9 | 24.7 | 4.00 | 0.780 |
| 22. | The chance to do new and original things on my own. | 2.2 | 7.7 | 23.1 | 44.5 | 22.5 | 3.77 | 0.957 |
| 23. | Being able to do things that don't go against me religious beliefs. | 1.6 | 2.2 | 18.1 | 43.4 | 34.6 | 4.07 | 0.873 |
| 24. | The chance to work alone on the job. | 0.5 | 4.4 | 14.8 | 55.5 | 24.7 | 3.99 | 0.790 |
| 25. | The chance to do different things from time to time. | 1.1 | 7.7 | 14.3 | 53.3 | 23.6 | 3.91 | 0.884 |
| 26. | The chance to tell others how to do things. | 1.6 | 4.4 | 19.2 | 52.2 | 22.5 | 3.90 | 0.857 |
| 27. | The chance to do work that is well suited to my abilities. | 1.6 | 10.4 | 10.4 | 54.9 | 22.5 | 3.86 | 0.939 |
| 28. | The chance to be "somebody" in the community. | 1.6 | 6.6 | 33.0 | 44.5 | 14.3 | 3.63 | 0.868 |

| Job Satisfaction | | Very Dissatis. | Dissatis. | N | Satisfied | Very Satisfied | Mean | Standard Deviation |
|------------------|---|----------------|-----------|------|-----------|----------------|------|--------------------|
| | | % | % | % | % | % | | |
| 29. | Company policies and the way in which they are administered. | 8.8 | 20.3 | 29.1 | 33.0 | 8.8 | 3.13 | 1.108 |
| 30. | The way my boss handles his/her employees. | 8.2 | 14.8 | 23.1 | 39.6 | 14.3 | 3.37 | 1.148 |
| 31. | The way my job provides for a secure future. | 3.3 | 8.8 | 12.6 | 58.8 | 16.5 | 3.76 | 0.943 |
| 32. | The chance to make us much money as my friends. | 7.1 | 20.3 | 36.3 | 29.1 | 7.1 | 3.09 | 1.032 |
| 33. | The physical surroundings where I work. | 1.6 | 8.8 | 17.0 | 53.3 | 19.2 | 3.80 | 0.909 |
| 34. | The chances of getting ahead in this job | 7.7 | 15.4 | 27.5 | 39.6 | 9.9 | 3.29 | 1.085 |
| 35. | The competence of my supervisor in making decisions | 3.8 | 14.3 | 17.0 | 44.5 | 20.3 | 3.63 | 1.078 |
| 36. | The chance to develop close friendships with my co-workers | 0.5 | 4.4 | 25.3 | 53.8 | 15.9 | 3.80 | 0.776 |
| 37. | The chance to make decisions on my own. | 1.1 | 6.6 | 15.9 | 53.8 | 22.5 | 3.90 | 0.861 |
| 38. | The way I get full credit for the work I do. | 4.9 | 17.0 | 22.5 | 42.9 | 12.6 | 3.41 | 1.067 |
| 39. | Being able to take pride in a job well done. | 0.5 | 3.8 | 9.9 | 59.3 | 26.4 | 4.07 | 0.751 |
| 40. | Being able to do something much of the time. | 0.5 | 4.4 | 13.7 | 62.1 | 19.2 | 3.95 | 0.745 |
| 41. | The chance to help people. | 0.5 | 3.8 | 13.2 | 62.1 | 20.3 | 3.98 | 0.735 |
| 42. | The chance to try something different. | 1.1 | 9.3 | 19.2 | 53.3 | 17.0 | 3.76 | 0.884 |
| 43. | Being able to do things that do not go against my conscience | 1.1 | 2.2 | 14.8 | 51.1 | 30.8 | 4.08 | 0.800 |
| 44. | The chance to be alone on the job. | | 1.6 | 21.4 | 60.4 | 16.5 | 3.92 | 0.664 |
| 45. | The routine in my work. | 2.2 | 12.1 | 21.4 | 54.4 | 9.9 | 3.58 | 0.906 |
| 46. | The chance to supervise other people. | 2.2 | 8.2 | 19.2 | 51.1 | 19.2 | 3.77 | 0.929 |
| 47. | The chance to make use of my best abilities. | 4.9 | 10.4 | 13.2 | 48.9 | 22.5 | 3.74 | 1.075 |
| 48. | The chance to "rub elbows" with important people. | 3.3 | 8.8 | 33.5 | 42.9 | 11.5 | 3.51 | 0.927 |
| 49. | The way employees are informed about company policies. | 8.2 | 17.6 | 30.8 | 36.3 | 7.1 | 3.16 | 1.064 |
| 50. | The way my boss backs up his/her employees (with top management). | 8.2 | 14.8 | 20.9 | 42.3 | 13.7 | 3.38 | 1.144 |
| 51. | The way my job provides for steady employment. | 2.2 | 9.3 | 7.1 | 63.7 | 17.6 | 3.85 | 0.895 |
| 52. | How my pay compares with pay for similar jobs in other companies. | 7.1 | 22.0 | 25.3 | 36.8 | 8.8 | 3.18 | 1.095 |
| 53. | The pleasantness of the working conditions. | 2.2 | 10.4 | 15.9 | 53.8 | 17.6 | 3.74 | 0.943 |
| 54. | The way promotions are given out on this job. | 12.1 | 20.9 | 31.9 | 28.0 | 7.1 | 2.97 | 1.124 |
| 55. | The way my boss delegates work to others. | 3.8 | 15.9 | 24.7 | 46.7 | 8.8 | 3.41 | 0.986 |
| 56. | The friendliness of my co-workers. | 1.1 | 3.3 | 14.8 | 58.2 | 22.5 | 3.98 | 0.779 |
| 57. | The chance to be responsible for the work of others. | 1.6 | 4.4 | 27.5 | 52.2 | 14.3 | 3.73 | 0.820 |
| 58. | The recognition I get for the work I do. | 4.4 | 17.6 | 19.8 | 46.2 | 12.1 | 3.44 | 1.053 |

| Job Satisfaction | | Very Dissatis. | Dissatis. | N | Satisfied | Very Satisfied | Mean | Standard Deviation |
|------------------|---|----------------|-----------|------|-----------|----------------|------|--------------------|
| | | % | % | % | % | % | | |
| 59. | Being able to do something worthwhile. | 2.2 | 5.5 | 12.6 | 60.4 | 19.2 | 3.89 | 0.853 |
| 60. | Being able to stay busy. | | 1.1 | 6.0 | 13.7 | 62.1 | 17.0 | 3.88 |
| 61. | The chance to do things for other people. | 0.5 | 5.5 | 13.7 | 63.7 | 16.5 | 3.90 | 0.751 |
| 62. | The chance to develop new and better ways to the job. | 1.6 | 8.8 | 19.2 | 52.7 | 17.6 | 3.76 | 0.902 |
| 63. | The chance to do things that don't harm other people. | 0.5 | 2.2 | 12.1 | 59.9 | 25.3 | 4.07 | 0.713 |
| 64. | The chance to work independently of others. | 0.5 | 3.3 | 15.4 | 61.0 | 19.8 | 3.96 | 0.731 |
| 65. | The chance to do something different every day. | 1.6 | 9.3 | 23.1 | 50.5 | 15.4 | 3.69 | 0.902 |
| 66. | The chance to tell people what to do. | 1.6 | 4.9 | 29.7 | 48.9 | 14.8 | 3.70 | 0.841 |
| 67. | The chance to do something that makes use of my abilities. | 2.7 | 10.4 | 13.2 | 54.4 | 19.2 | 3.77 | 0.970 |
| 68. | The chance to be important in the eyes of others. | 1.1 | 8.8 | 36.3 | 45.1 | 8.8 | 3.52 | 0.819 |
| 69. | The way company policies are put into practice | 6.6 | 21.4 | 29.1 | 34.6 | 8.2 | 3.16 | 1.064 |
| 70. | The way my boss takes care of the complaints of his/her employees | 9.3 | 15.4 | 26.9 | 37.4 | 11.0 | 3.25 | 1.133 |
| 71. | How steady my job is. | 2.2 | 9.3 | 9.9 | 65.4 | 13.2 | 3.78 | 0.871 |
| 72. | My pay and the amount of work I do. | 7.1 | 19.8 | 28.0 | 34.1 | 11.0 | 3.22 | 1.106 |
| 73. | The physical working conditions of the job. | 2.2 | 8.8 | 16.5 | 57.1 | 15.4 | 3.75 | 0.899 |
| 74. | The chances for advancement on this job. | 8.2 | 23.1 | 19.8 | 40.1 | 8.8 | 3.18 | 1.135 |
| 75. | The way my boss provides help on hard problems | 6.6 | 11.0 | 25.8 | 41.2 | 15.4 | 3.48 | 1.086 |
| 76. | The way co-workers are easy to make friends with. | 0.5 | 5.5 | 23.1 | 56.0 | 14.8 | 3.79 | 0.780 |
| 77. | The freedom to use my own judgement. | 2.2 | 8.2 | 13.7 | 54.9 | 20.9 | 3.84 | 0.924 |
| 78. | The way they usually tell me when I do my job well. | 2.2 | 17.0 | 29.7 | 42.3 | 8.8 | 3.38 | 0.943 |
| 79. | The chance to do my best at all times | 0.5 | 9.9 | 14.3 | 58.8 | 16.5 | 3.81 | 0.848 |
| 80. | The chance to be "on the go" all the time. | 0.5 | 4.9 | 19.8 | 57.1 | 17.6 | 3.86 | 0.778 |
| 81. | The chance to be of some small service to other people. | 1.1 | 3.3 | 15.9 | 63.2 | 16.5 | 3.91 | 0.741 |
| 82. | The chance to try my own methods of doing the job. | 1.1 | 8.2 | 19.8 | 52.2 | 18.7 | 3.79 | 0.880 |
| 83. | The chance to do the job without feeling I am cheating anyone. | 0.5 | 1.6 | 10.4 | 59.3 | 28.0 | 4.13 | 0.698 |
| 84. | The chance to work away from others. | | 4.4 | 28.6 | 54.9 | 12.1 | 3.75 | 0.722 |
| 85. | The chance to do many different things on the job. | 1.6 | 7.7 | 17.0 | 56.0 | 17.6 | 3.80 | 0.876 |
| 86. | The chance to tell others what to do. | 0.5 | 5.5 | 31.9 | 50.0 | 12.1 | 3.68 | 0.779 |
| 87. | The chance to make use of my abilities and skills. | 2.2 | 10.4 | 8.2 | 59.3 | 19.8 | 3.84 | 0.935 |
| 88. | The chance to have a definite place in the community. | 1.1 | 6.6 | 30.2 | 51.6 | 10.4 | 3.64 | 0.801 |

| Job Satisfaction | | Very Dissatis. | Dissatis. | N | Satisfied | Very Satisfied | Mean | Standard Deviation |
|------------------|--|----------------|-----------|------|-----------|----------------|------|--------------------|
| | | % | % | % | % | % | | |
| 89. | The way the company treats its employees. | | | 8.2 | 16.5 | 22.0 | 40.7 | 12.6 |
| 90. | The personal relationship between my boss and his/her employees. | 4.4 | 12.1 | 23.6 | 49.5 | 10.4 | 3.49 | 0.985 |
| 91. | The way layoffs and transfers are avoided in my job. | 3.8 | 9.9 | 25.8 | 48.4 | 12.1 | 3.55 | 0.961 |
| 92. | How my pay compares with that of other workers. | 6.0 | 23.1 | 24.2 | 39.6 | 7.1 | 3.19 | 1.061 |
| 93. | The working conditions. | 2.7 | 9.9 | 12.6 | 58.2 | 16.5 | 3.76 | 0.938 |
| 94. | My chances for advancement. | 7.7 | 24.7 | 18.1 | 38.5 | 11.0 | 3.20 | 1.160 |
| 95. | The way my boss trains his/her employees. | 6.6 | 14.3 | 26.9 | 42.9 | 9.3 | 3.34 | 1.048 |
| 96. | The way my co-workers get along with each other. | 0.5 | 7.1 | 19.2 | 59.3 | 13.7 | 3.79 | 0.789 |
| 97. | The responsibility of my job. | 0.5 | 9.3 | 8.8 | 57.1 | 24.2 | 3.95 | 0.869 |
| 98. | The praise I get for doing a good job. | 2.7 | 17.0 | 29.1 | 40.7 | 10.4 | 3.39 | 0.979 |
| 99. | The feeling of accomplishment I get from the job. | 2.2 | 6.0 | 13.2 | 58.8 | 19.8 | 3.88 | 0.871 |
| 100. | Being able to keep busy all the time. | 1.1 | 5.5 | 13.7 | 62.1 | 17.6 | 3.90 | 0.790 |

ANNEXURE C: TABLE 3.8: DESCRIPTIVE STATISTICS, INTENTION TO QUIT

| Intention To Quit | Strongly Disagree | S W Disagree | Neither agree or Disagree | Agree S W | Strongly Agree | Mean | Standard Deviation |
|--|-------------------|--------------|---------------------------|-----------|----------------|------|--------------------|
| | % | % | % | % | % | | |
| 1. These days I often feel like quitting. | 25.8 | 17.6 | 17.0 | 24.2 | 15.4 | 2.86 | 1.434 |
| 2. Despite the obligations I have made to this organisation I want to quit my job as soon as possible. | 41.2 | 18.1 | 15.9 | 15.9 | 8.8 | 2.33 | 1.379 |
| 3. At this moment I would like to stay with the organisation as long as possible | 9.9 | 13.7 | 11.5 | 27.5 | 37.4 | 3.69 | 1.357 |
| 4. If I could, I would quit today. | 42.9 | 12.1 | 9.9 | 18.7 | 16.5 | 2.54 | 1.575 |
| 5. I plan to continue to work here until I retire. | 19.8 | 15.9 | 18.7 | 18.1 | 27.5 | 3.18 | 1.487 |
| 6. I often think about quitting. | 28.6 | 17.0 | 13.7 | 26.9 | 13.7 | 2.80 | 1.451 |
| 7. I'm looking for an opportunity to find a job in another organisation | 32.4 | 14.8 | 16.5 | 17.0 | 19.2 | 2.76 | 1.529 |
| 8. I would leave this organisation if I were offered the same job in another organisation | 33.0 | 19.2 | 12.1 | 20.9 | 14.8 | 2.65 | 1.485 |
| 9. I'm actively searching for another job | 44.0 | 15.9 | 12.6 | 17.0 | 10.4 | 2.34 | 1.443 |
| 10. The next few years I intend to stay with this organisation | 40.7 | 18.1 | 15.9 | 13.2 | 12.1 | 2.38 | 1.431 |
| 11. In the past three months I have applied for a job in another organisation | 37.4 | 24.2 | 17.6 | 13.2 | 7.7 | 2.30 | 1.300 |
| 12. If I had a chance I would change to some other organisation | 33.5 | 17.6 | 15.9 | 19.2 | 13.7 | 2.62 | 1.458 |

